

WALDORF COLLEGE Online Programs Catalog

*This document serves as an addendum to Waldorf's existing Online Programs Catalog,
in order to incorporate graduate-level information
for the new Master of Arts degree in Organizational Leadership.*

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I. General Information

For this information, see the current edition of the Waldorf College Online Programs Catalog.

II. Student Resources

For this information, see the current edition of the Waldorf College Online Programs Catalog.

III. Undergraduate Admissions

The Admissions section in the current edition of the Waldorf College Online Programs Catalog is retitled “Undergraduate Admissions.”

IV. Graduate Admissions

This new section, titled “IV. Graduate Admissions,” is inserted directly following “Section III. Undergraduate Admissions.”

Graduate Admission Requirements

Waldorf College seeks students from a variety of undergraduate disciplines for the Master of Arts program in Organizational Leadership. An undergraduate major is suggested, *but not required*, to be related to Organizational Leadership, or an Applied Leadership Concentration area (e.g., Criminal Justice Leadership, Fire/Rescue Executive Leadership, Human Resource Development, Sport Management). Requirements for admission into Waldorf’s M.A. in Organizational Leadership are:

- Earned bachelor’s degree from a college or university recognized by the U.S. Department of Education.
- Minimum cumulative GPA of 2.5 at the undergraduate level or, in the case of transfer students, at the graduate level for full acceptance eligibility. Applicants who have a cumulative GPA of 2.00 to 2.49 may be admitted to Waldorf College’s graduate program by direct review of the Vice President for Academic Affairs or designee. With the approval of the VPAA or designee, students entering with a GPA of 2.00 to 2.49 may be accepted into the graduate program with Provisional Status, not to exceed six credit hours of graduate study. During the Provisional Status, students are accepted into the program but must earn a minimum grade of B for each course while on Provisional Status.

Applicants are required to submit an official transcript issued by a post-secondary institution accredited by an accrediting agency recognized by the U.S. Department of Education indicating a conferred bachelor’s degree. Transcripts not in U.S. equivalency must be translated through a National Association of Credential Evaluation Services (NACES) approved translating service. Please visit www.naces.org for more information.

Waldorf seeks students whose academic preparation, potential for successful graduate study, and qualities of character will enable each person to benefit from, and contribute to, the college community. The college seeks to look beyond grades to individually consider each applicant’s qualities. Consideration may be given to such matters as the quality of the baccalaureate courses completed; maturity, initiative, and seriousness of purpose as evidenced through work, travel experiences, or contributions to home, church and community.

Applicants are judged on individual merit without regard for race, color, creed, religion, sex, age, sexual orientation, national, or ethnic origin. An otherwise qualified applicant will not be excluded from admission solely by reason of a disability.

Admissions Status Policy

Students may enroll at Waldorf under one of the following:

- Temporary—Application has been approved but not yet evaluated for transfer credit.
- Conditional—Application approved and transfer credit evaluated based on copies of transcripts.
- Accepted—Application approved, transfer credit evaluated, and all required official transcripts are on file from all undergraduate and graduate institutions attended.

Federal Student Aid is not available to students under Temporary or Conditional Admission Status.

Students who wish to begin enrolling in the first course of the M.A. program immediately after their application has been received may do so under Temporary Admissions Status and may complete a maximum of six graduate credit hours with Temporary status. Once all official transcripts are received and evaluated, an Application Evaluation Report will be issued, and pending a favorable review, the student's status will be changed to Accepted. Conditional Status is not available to students under Temporary status. When enrolling for a course while on Temporary status, the student is responsible for selecting a course that will fulfill the requirements of the program of study that the student intends to pursue. For assistance with course selection, students may contact the Assistant Registrar for Online Learning at assistant.registrar@waldorf.edu.

Before enrolling under Temporary status, students should make certain they meet Waldorf's graduate admission requirements. Waldorf accepts graduate transfer credit only from institutions accredited by agencies that are recognized by the U.S. Department of Education or, for non-U.S. institutions, approved by the World Education Service (W.E.S.).

A Waldorf transcript cannot be issued while a student is on Temporary status. A Waldorf transcript may be issued for students on Conditional status but will not list transfer credit. Students with Accepted status may be issued a Waldorf transcript listing all institutional credit.

Falsification or omission of information on the College application may be cause for rescinding admission acceptance.

When students first enroll, the Admissions Department assists them with the process of enrolling in. Because Waldorf's online terms are eight weeks in length, graduate students enrolled with a minimum of three credit hours per term are classified as having full-time enrollment status. Graduate students are encouraged to enroll in a maximum of three credit hours per term. However, graduate students are permitted to enroll in a maximum of six credit hours per term.

Computer Access

Students must have access to the internet and a personal, unshared e-mail account in order to complete a program of study at Waldorf. If personal internet service is unavailable, students are encouraged to contact local libraries, schools, or a public business to locate access to the internet.

Word processing programs that save in .doc format and Adobe Reader are also required. Other software programs or packages may be required for select courses.

Graduate Transfer Students

Waldorf College welcomes students who wish to transfer from other colleges and universities. Academic credit may be considered from other institutions of higher learning that have accreditation recognized by the U.S. Department of Education. Waldorf's graduate program permits a maximum of 12 transfer credits for graduate-level courses (i.e., numbered at the 500-, 600-, 5000-, or 6000-level). Graduate transfer credit hours may be applied to the elective credit requirement, provided that a minimum grade of B was earned for each transfer course. The College reserves the right not to grant credit for courses where it considers the work unsatisfactory or to require that certain courses be taken at Waldorf. Non-elective courses must be completed at Waldorf, unless an articulation agreement has been expressly approved by the Chair of the academic department and the Dean of the College, in which case the maximum allowable transfer credit for the graduate program remains 12 transfer credits.

Transcript Request Service

Waldorf offers a transcript request service. Upon request and for no fee, Waldorf will contact the prior colleges and/or universities the applicant has attended to secure all the transcripts needed. Two forms must be completed and signed in order to process the request. The Request for Official Transcript form is sent to each individual college to process the transcript request; the payment form is kept at Waldorf for processing. We are unable to process the request without both signed forms being submitted. These forms can be accessed by visiting www.waldorf.edu/Online/Current-Students/Forms. When completed, please fax to 251-224-0573.

International Students

Waldorf College requires all non-native speakers of English to prove a minimum level of English proficiency for graduate study. Waldorf is not equipped to provide online English language support services for non-native speakers. Applicants are required to submit one of the approved tests below as proof of their English. Results must be sent to Waldorf College directly from the testing center and be no more than two years old.

International students who are citizens of a country where English is considered a secondary language but all course instruction has been given in English for not less than a period of two years may have the Test of English as a Foreign Language (TOEFL) examination waived at the discretion of Waldorf College. Students must supply official transcripts to document qualification for this waiver.

Approved English Proficiency Tests

- Official TOEFL score report with a minimum score of 80 on the Internet Based TOEFL (iBT), including a minimum sub-score of 20 on the written and 20 on the speaking sections.
- International English Language Testing System (IELTS) Exam score report with a minimum score of 6.5.

TOEFL and IELTS scores are not required from applicants who successfully completed a minimum of four years of undergraduate or graduate study at a college or university that is located in the USA and recognized by the U.S. Department of Education.

Enrollment System

Credit Hours

Waldorf measures course credits for both online and residential courses on a semester hour basis. Course credit for online programs is measured according to semester hour equivalence for an 8-week term format. Therefore, a 3-credit graduate online course is equivalent to 3 graduate semester hours.

Term Enrollment (8-Week Courses)

Waldorf offers its online programs in an accelerated 8-week term format. The Term Enrollment System allows adult students the ability to fit their courses around their schedules. The Term Academic Calendar provides the term start dates, end dates, and registration periods.

Because the courses are asynchronous, there are no scheduled sessions for which students must be logged-in at a certain time. Students log-in during the week to review that week's unit material and then may study offline. Students log-in to participate in class discussions and submit assignments.

Each course must have a minimum number of student enrollments, or the course is subject to cancellation for that term. Academic advisors are available to assist students in planning the courses they need to take each term.

Graduate Enrollment Status Classification

Because Waldorf's online terms are eight weeks in length, graduate students enrolled with a minimum of three credit hours per term are classified as having full-time enrollment status. Dropping or withdrawing from courses may affect a student's enrollment status.

Graduate Course Enrollment

When students first enroll, the Admissions Department assists them with the process of enrolling in the first course. Thereafter, each time students enroll in a course, they will be notified by e-mail that the registration has been processed. The e-mail contains online account information and instructions for accessing the online course. Within each online course, students will find the information necessary to begin their coursework.

Accommodation for Disabilities

It is the policy of Waldorf to provide reasonable accommodation for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and all other local and state requirements dealing with students who have recognized disabilities.

A request for reasonable accommodation will be granted provided that the following criteria are met:

- The request for reasonable accommodation is based on individual needs.
- The request does not require a financial burden on Waldorf that is beyond what is viewed as customary and reasonable.
- The request does not compromise the basic requirements of the course.

Waldorf online students who would like to request academic accommodations for a disability will need to contact the learning disabilities specialist and provide appropriate documentation of their disability at least two weeks prior their first class meeting.

Learning Disabilities Specialist

Phone: 641-585-8211

Fax: 641-585-8194, Attn: AACE Learning Disabilities Specialist

Appropriate documentation will include the Initial Online Academic Accommodation Request (available in the myWaldorf Student Portal), a diagnosis of the disability, testing results and the impact of the disability on the student in the online learning environment. The college is required by law to have current documentation of the disability in order to provide accommodations. Typically academic testing results are required to be within the last three years. (The timeframe of testing for certain disabilities can be more or less frequent based on the area of disability and the possibility of a change in the disability or condition pertaining to student need and the requirements of our office.) Insufficient or incomplete documentation can result in a delay in the accommodations or the implementation of limited or temporary accommodations until appropriate and up-to-date documentation is received in our office.

V. Academic Information

The existing section is renumbered as “V. Academic Information.” The following section is inserted beneath the “Bachelor of Applied Science” section.

Master of Arts

- Organizational Leadership
Optional Applied Leadership Concentrations:
 - Criminal Justice Leadership
 - Fire/Rescue Executive Leadership
 - Human Resource Development
 - Sport Management

Master’s Degree Requirements

- Completion of 36-credit hour curriculum
- Minimum 3.00 cumulative GPA

Good Academic Standing at the Graduate-Level

To remain in good academic standing at the graduate-level, students will have a minimum 3.00 cumulative GPA, with no course grade lower than a B. If these criteria are not met, the following action will be taken:

- **Academic Warning:** First course grade of C.
- **Dismissal:** First course grade of D or F. Second course grade of C.

The existing subsection titled “Course Load Policy” is retitled “Undergraduate Course Load Policy.” The following subsection, titled “Graduate Course Load Policy,” is inserted beneath the “Undergraduate Course Load Policy” subsection.

Graduate Course Load Policy

Graduate students are encouraged to take three credit hours per term, which is classified as full-time graduate enrollment status. The academic advisor must approve all course loads over three credit hours per term. The maximum course load permitted is six graduate credit hours per term without prior approval from the Dean of the College. A student may not take courses in overlapping terms.

Three-Day Residency Option

Please note that the three-day residency option is currently offered only for undergraduate programs.

Grading Procedures

The “Grading Procedures” heading is removed on p. 19.

Academic Integrity

The “Academic Integrity” heading is replaced—as a purple-level heading—with “Academic Integrity Policy.” Additionally, the existing “Academic Integrity” and “Plagiarism Policy” sections are replaced with the following policy:

Academic Integrity Policy

The foundation of Waldorf College, as a lively community of learning and faith, rests on the unrestricted pursuit of truth in every dimension of human experience. In turn, this common search for truth requires of every Waldorf student, faculty member, administrator, and support staff member, a fundamental commitment to academic integrity. Therefore, plagiarism, fabrication, and other forms of academic dishonesty will not be tolerated.

To facilitate our purpose as an academic community and to promote academic integrity, the following policies are offered to promote definitional clarity and to describe the processes that will be followed when our fundamental academic integrity has been violated.

Definitions of Violations of Academic Integrity

Registration at Waldorf signals the personal intention to adhere to Waldorf's standards of academic integrity. If the plagiarism policy is violated, the student may fail an assignment, course, or be dismissed. What follows is not an exhaustive list of violations; rather, it represents some examples of flagrant types of behavior that are unacceptable.

- **Plagiarism:** Plagiarism is using someone else’s words or ideas and representing them as your own without giving due credit to your source of information. This includes copying from a book, magazine, newspaper, website, or any other sources without giving credit to that source. If students incorporate another author’s writings into their paper, they must include this text in quotation marks, if directly quoted, and cite their source(s).

Intentional plagiarism is deliberate use of someone else’s work as one’s own and includes, but is not limited to:

- Downloading a free research paper or purchasing a paper online.
- Buying a paper from a commercial paper mill.
- Submitting a paper, project, or other work that was written by someone else.

- Copying an entire article or a paper from any source.
- Resubmitting a paper that you have submitted for another course.

Unintentional plagiarism can occur when a writer commits the following acts:

- Copying and pasting to recreate a paper from several sources without citing them.
- Copying or paraphrasing sentences or paragraphs from sources without using proper citations.

Plagiarism, whether intentional or unintentional, remains a very serious academic offense.

- **Cheating:** Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. It includes, but is not limited to, the following behaviors:
 - Utilizing another student's answers during an exam.
 - Giving, accepting, or otherwise sharing answers on any type of assessment, including but not limited to examinations, assignments, papers, or projects.
 - Using unauthorized materials during an exam.
 - Having someone take your exam for you.
 - Using unauthorized test materials.
 - Disseminating exams to others.
- **Fabrication:** Fabrication is the use of invented information or the falsification of research or other findings. Examples include, but are not limited to:
 - Falsifying information.
 - Faking a citation.
 - Submitting a paper, lab report, speech, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment of distortion of the true nature, origin, or function of such data or evidence.
 - Padding a bibliography by listing real or false sources that are not used in any way in the academic assignment.
- **Inappropriate Collaboration:** Working with another student and/or several students on assessments—including but not limited to examinations, assignments, papers, or projects—in ways not specifically authorized by the instructor. Note: "Inappropriate collaboration" is not meant to discourage "appropriate collaboration;" that is, those types of collaborative work defined, encouraged, and specifically authorized by the instructor.
- **Obtaining or Giving Unfair Advantage:**
 - Stealing, reproducing, circulating or otherwise gaining access to assessment, examination, or assignment materials prior to the assessment, examination, or assignment or prior to the time authorized by the instructor.
 - Retaining, copying, using or circulating previously-given assessment, examination, or assignment materials.
 - Intentionally obstructing or interfering with another student's academic work.
 - Otherwise undertaking activity with the purpose of creating or obtaining unfair academic advantage over other students' academic work.

- **Failure to Cooperate:** Failure to cooperate in and/or interference with an investigation of an alleged violation of this policy.

Undergraduate Programs: Consequences and Procedures Resulting from Academic Dishonesty

When academic dishonesty is discovered, the instructor should document it and follow the steps described below:

1. The faculty member will inform the student and then give written notification to the Dean of the College that includes the date of the notification, the student's name, the date of the offense and evidence for the academic dishonesty. The Dean of the College will maintain a list of all students that are reported.
 - a. **First Offense:** The Dean of the College will indicate to the faculty member that this is the first offense. The faculty member may choose the appropriate action to take and will notify the student of the action taken. This could include giving the student an "F" for the assignment or test, assigning an "F" for the course and/or recommending to the Dean of the College that the student be dismissed from the college. The Dean of the College will send a letter to the student reminding him/her of the consequences of additional infractions, including a required academic integrity tutorial.
 - b. **Second Offense:** The Dean of the College will indicate to the faculty member that this is the second offense. The faculty member will assign an "F" for the course and may recommend to the Dean of the College that the student be dismissed from the college. The student will be notified by the faculty member that he/she has failed the course. The offense will be recorded and the student notified in writing of the consequences of a third offense by the Dean of the College.
 - c. **Third Offense:** The Dean of the College will indicate to the faculty member that this is the third offense. A third academic dishonesty offense will result in an "F" in the course and expulsion from the college at the end of the term in which the violation took place. The faculty member will inform the student of the offense and the Dean of the College will notify the student that he/she will be expelled.
2. If, in the judgment of the Dean of the College, the infraction is a particularly severe one, the Dean will have the authority to determine whatever level of discipline he or she deems appropriate given the seriousness of the infraction.

Graduate Programs: Consequences and Procedures Resulting from Academic Dishonesty

For any conduct involving incorrect citation methods, the faculty member will instruct the student regarding proper documentation of sources and plagiarism. When academic dishonesty is discovered, the instructor should document it and follow the steps described below:

1. The faculty member will inform the student and then give written notification to the Dean of the College that includes the date of the notification, the student's name, the date of the offense and evidence for the academic dishonesty. The Dean of the College will maintain a list of all students that are reported.

- a. **First Offense:** The Dean of the College will indicate to the faculty member that this is the first offense. The faculty member will assign an "F" for the course and will notify the student that he/she has failed the course. The faculty member may also recommend to the Dean of the College that the student be dismissed from the college. The Dean of the College will send a letter to the student, notifying the student in writing that he/she has failed the course and reminding the student of the consequences of additional infractions.
 - b. **Second Offense:** The Dean of the College will indicate to the faculty member that this is the second offense. A second academic dishonesty offense will result in an "F" in the course and expulsion from the college at the end of the term in which the violation took place. The faculty member will inform the student of the offense and the Dean of the College will notify the student that he/she will be expelled.
2. If, in the judgment of the Dean of the College, the infraction is a particularly severe one, the Dean will have the authority to determine whatever level of discipline he or she deems appropriate given the seriousness of the infraction.

Plagiarism Detection

Waldorf uses TurnItIn as its plagiarism detection service. The service compares a student's work to internet sites, internet and library databases, and its own database. The service provides a report to both the professor and student indicating the percentage of material that is found in other sources. If the professor finds that the report indicates plagiarism, he or she will work with the Dean of the College to determine the appropriate action.

Dismissal

This new section is inserted beneath the "Academic Integrity Policy" section, as a purple-level heading.

Causes for dismissal may include:

- Violation of the Academic Integrity Policy.
- Failure to maintain good academic standing.
- Failure to maintain Satisfactory Academic Progress.
- Failure to pay tuition or fees.
- Failure to abide by college rules and regulations.
- Violation of the Student Code of Conduct

Grading Scale

The existing grading scale applies to both undergraduate and graduate programs.

Dean's List

As standard practice for most colleges and universities, Dean's List recognition is offered only for students enrolled in undergraduate programs.

Honor Society Membership

Alpha Sigma Lambda membership is offered for students enrolled in undergraduate programs.

Satisfactory Academic Progress Policy

The following requirement is inserted in the section “Standard 3: Maximum Timeframe,” in order to incorporate the timeframe required to demonstrate satisfactory academic progress for the master’s program.

Students must complete an associate’s degree within 180 semester hours, a bachelor’s degree within 180 semester hours, and a master’s degree within 54 semester hours.

Graduate Assistantship Policy

This new section is inserted immediately preceding the “Graduation” section on p. 26.

Graduate Assistantships are non-need based, employment-at-will positions that are located on the Waldorf College campus in Forest City, Iowa. The Graduate Assistantship involves practical work experience with a high level of responsibility, complimenting the student’s pursuit of an advanced degree at Waldorf College. Graduate Assistant (GA) activities are performed under the supervision of a Department Director, Faculty Department Chair, or Head Coach. GAs receive a stipend and tuition-free enrollment in Waldorf’s graduate program.

A limited number of Graduate Assistantships are available, and GAs are hired through a competitive selection process. Any current GA openings are posted on the employment page of Waldorf’s web site, and the job posting includes application instructions.

GA applicants must be accepted for graduate program admission at Waldorf College prior to applying for a Graduate Assistantship. Once hired, GAs must maintain the Graduate Assistantship by achieving the following on an ongoing basis: full-time graduate-level enrollment at Waldorf College, good academic standing, quality performance of the work scope and work hours outlined in the job description, and successful performance review by the GA Supervisor.

Student Conduct and Due Process

This section is removed and incorporated into the “Student Conduct” section, following the “Academic Information” section.

Graduation

Under this existing section (p. 26), the existing “Graduation Requirements” subsection is retitled as “Graduation Requirements: Undergraduate Programs.” The following subsection is inserted directly beneath “Undergraduate Graduation Requirements.”

Graduation Requirements: Graduate Programs

- Completion of 36-credit hour curriculum
- Minimum 3.00 cumulative GPA

Good Academic Standing at the Graduate-Level

To remain in good academic standing at the graduate-level, students will have a minimum 3.00 cumulative GPA, with no course grade lower than a B. If these criteria are not met, the following action will be taken:

- **Academic Warning:** First course grade of C.
- **Dismissal:** First course grade of D or F. Second course grade of C.

Graduation with Honors

Please note that Latin honors are offered only for undergraduate programs.

Waldorf does include the following honors for graduate students:

Waldorf College awards the master's degree "with distinction" to students who graduate with a minimum cumulative GPA of 3.90 for graduate coursework completed at Waldorf.

VI. Student Conduct

Student Code of Conduct

Ethical conduct is the foundation upon which a successful academic career at Waldorf College rests. The students, faculty, and staff must commit themselves to the highest standards of honesty, trust, fairness, respect, and responsibility. Therefore, any deviation from these standards is a breach of the ethics that are the basis of the Waldorf College Student Code of Conduct and is subject to disciplinary action.

It is each student's responsibility to know and comply with the Student Code of Conduct and other Waldorf College policies. Students are expected to demonstrate honesty and integrity when interacting with faculty, staff, and other students. Students should reference the Academic Integrity Policy to understand expectations of academic honesty in submitting assignments with appropriate references. Students are prohibited from engaging in conduct that includes but is not limited to:

- Academic dishonesty, as defined by violation of Waldorf's Academic Integrity Policy.
- Disrespect for college faculty, staff, or administration.
- Inappropriate content posted to discussion boards and other college forums.
- Intentional breach of college policy or procedures.
- Reproduction of college materials to include course content, assessments, or other materials deemed to be the property of Waldorf College.

Students will receive written notice in the event that the College deems the student's conduct warrants disciplinary action and/or expulsion. Students dismissed due to misconduct will be withdrawn from enrolled courses effective on the dismissal date. A grade of W will be recorded in the student's record. Conduct dismissals are not eligible for tuition refunds. Students may contest the College's findings and conclusions with a written challenge directed to the Dean of the College. The Dean will review all written challenges within 10 business days of receipt.

Harassment Policy

A. Policy Statement

Waldorf College is committed to creating and maintaining an atmosphere in which all members of the community are treated with dignity and respect. As part of this commitment, harassment and bullying is regarded as reprehensible and will not be tolerated by the Waldorf College community. To further the College's educational goals and its commitment to preventing harassment of any kind, harassment education will be provided no less than annually. As an educational institution Waldorf believes that meaningful education and proactive conversation is imperative to creating a respectful community.

This policy applies to all members of the College community--students, faculty, staff, administrators, and members of the Board of Trustees. Members of the College community who are traveling abroad on college business or due to a college course are expected to comply with this policy regardless of local laws and/or customs. Harassment is especially serious when it threatens relationships between teacher and student. In such situations, harassment exploits unfairly the power inherent in a faculty member's position. Through grades, recommendations for advanced study, or other opportunities, a faculty member may have a decisive influence on the student's career at Waldorf College and beyond.

While harassment most often occurs in situations of a power differential between the persons involved, it may occur between persons of the same or similar status. The College will not tolerate behavior between or among members of the community which creates a hostile, intimidating, or divisive atmosphere which may prove disruptive to the College community.

B. Definitions

- **Complainant:** A member of the College community who believes he/she may have been subject to, witnessed, or been informed about harassment.
- **Harassment:** The College defines harassment as any behavior which creates an intimidating, hostile, or offensive work, learning, or campus living environment, and which is based on race, ethnicity, gender, age, disability, religion, sexual orientation, veteran's status, or any other legally protected characteristic if such conduct would be offensive to a reasonable person. Additional information on Sexual Harassment and the College's policy related to Consensual Relationships can be found at the end of this policy.
- **Harassment Resolution Task Force:** An elected group of three faculty members and two staff members which serves as an impartial fact-finding body on all harassment complaints.
- **Recipient:** Formally known as the Designated Complaint Recipients, these three members of the College community are individually designated to receive all harassment complaints. They are:
 - the Vice President of Business Affairs;
 - the Dean of Students; or
 - the Vice President of Academic Affairs.
- **Respondent:** The person(s) accused of alleged harassment.

C. Reporting Requirements and Resolution Procedures

If you believe that you have been harassed and do not feel comfortable undertaking a conversation with the other person regarding your feelings related to their behavior, you should report the conduct to a Recipient. Members of the College community who believe they may have witnessed or been informed about harassment should report the conduct to a Recipient. Whether you initiate a conversation or make a report to a Recipient, you need not fear coercion or reprisal. Upon receipt of the complaint, the Recipient will counsel the Complainant on the three campus-based resolution options available to her/him and provide information regarding counseling and other support services available at the College and through the community. Although the resolution options are presented in a suggested order, the most appropriate option(s) may be chosen in a given situation. In addition to campus-based responses, there are also legal options for the person who experiences harassment. Persons who wish to pursue legal remedies are urged to seek competent counsel in a timely fashion, as the College does not provide legal advice or representation regarding these matters.

If the Complainant does not wish to pursue the matter, the Recipient will attempt to determine whether facts support the complaint as the College has an obligation to eliminate harassment even if a particular Complainant does not so request. The Recipient will speak with the Respondent in order to determine whether facts support a complaint and prepare a written summary of the conversation with both the Complainant and the Respondent. The Recipient will prepare a written report for the Chair of the Harassment Resolution Task Force of all complaints. This written report will contain summaries of conversations as well as any other information.

The written report may contain a recommendation from the Recipient about whether or not the claim seems to have been resolved in the process of conversations. The Recipient may initiate formal procedures by filing a complaint with the Chair, and the Recipient will serve as a Complainant thereafter. All complaints of harassment of any kind will be promptly investigated. The Harassment Resolution Task Force is charged with the responsibility of hearing, mediating, and resolving issues or complaints involving harassment that are resolved through the Formal Procedure, below. The College is liable under state and federal law if it “has notice” of a hostile environment and fails to take immediate and appropriate action. Persons determined to be in violation of the College’s harassment policy will be subject to disciplinary action ranging from verbal or written reprimand to sanctions culminating in termination or dismissal, and the possibility of referral to the appropriate authorities.

Resolution Option A: Direct Response

To facilitate resolution the Complainant may choose to confront the alleged harasser directly, either in person or in writing, specifically identifying the behavior or incident found objectionable and, if desired, the remedy sought, in an effort to resolve the complaint. If the complaint is not resolved through a direct response or the Complainant feels uncomfortable about taking this action, the Complainant should report the behavior to a Recipient, as defined above. In the case of a complaint involving a student and alleged harassment by a faculty or staff member the Direct Response is not recommended due to the inherent power differential which exists.

Resolution Option B: Informal Procedure

Informal Procedure will generally involve efforts to mediate a resolution that both the Complainant and the person accused (Respondent) can agree upon. The mediation will not involve face-to-face

meetings between the parties unless the Complainant agrees. The Chair or designee and a preselected member of the Harassment Resolution Task Force will meet with the Complainant and then with the Respondent and the Respondent's immediate supervisor. In the case of students, the Dean of Students will act as the Respondent's supervisor. Every effort will be made to resolve the situation informally in whatever manner might be most efficient. If the Respondent admits to the action, and the Complainant is satisfied with an informal resolution, then the Chair or designee in conjunction with the Respondent's supervisor, and the President, if it involves employees, will determine the appropriate sanction, which may be remedial, rehabilitative and/or disciplinary. The President's decision will be final in cases that involve employees. If the Chair has been unable to mediate a resolution within fifteen (15) days of receipt, the Chair will so inform the Complainant and the Respondent that the case has moved to the Formal Procedures stage. The results of the informal resolution will be documented. This documentation will be maintained according to guidelines under "Records" later in this policy. Informal procedures must be completed within fifteen (15) business days of receipt of the complaint by the Chair.

Resolution Option C: Formal Procedure

If the Informal Procedure did not produce a mediated resolution that was acceptable to both the Complainant and the Respondent or if the incident is of such a nature that informal resolution is not appropriate, the case will proceed automatically to the formal stage. A written, signed, and dated complaint, prepared by the Complainant and/or the Recipient, must be filed with the Chair and the case will then be referred to the Campus Hearing Board or the Harassment Resolution Task Force. The Board or Task Force will investigate the complaint as impartial fact finders not representing either the Complainant or the Respondent involved. If the charges are found to be valid, the President, in cases involving employees, in consultation with the Task Force, and the Respondent's supervisor will determine the appropriate action to be taken. The President's decision will be final. Formal procedures must be completed within sixty (60) business days from the date the written and signed complaint was filed with the Chair.

D. Protection of Complainant and Others

All reasonable action will be taken to ensure the Complainant and those providing information on behalf of the Complainant or supporting the Complainant in other ways will suffer no retaliation as the result of their activities in regard to the process. The Complainant will be kept informed during the process. In extraordinary circumstances and at any time during the filing of a sexual harassment complaint, the President of the College may suspend any administrator, faculty member, staff member, or student accused of harassment if it appears reasonably certain that harassment has occurred and that serious and immediate harm might ensue if the Respondent was not suspended.

E. Retaliation

Retaliation against an individual for a good faith report or complaint of alleged harassment or for participating in an investigation, or against an individual accused of committing harassment is prohibited by College policy, as well as by state and federal law.

Retaliation is a serious violation which can subject the offender to sanctions independent of the merits of the harassment allegation. It is a violation of this harassment policy to retaliate against:

- any member of the Harassment Resolution Task Force or Campus Hearing Board,
- a person who has or is complaining of alleged harassment (Complainant),
- a person who is or has been accused of harassment (Respondent), or
- any person involved in assisting, participating or cooperating in an investigation of harassment, and may be grounds for further disciplinary action.

Retaliation can take many forms, including threats and other forms of intimidation, unwarranted denial, or reduction of rights and privileges, disadvantageous treatment, and the like. When retaliation is charged, the complaining party should utilize the complaint resolution mechanisms specified in this policy.

The Chair of the Board of Trustees will assume the role of the President for cases in which the President is a party to the complaint.

F. False Accusations

Due to the nature of harassment, complaints cannot always be substantiated. The lack of corroborating evidence should not discourage complainants from seeking relief through the procedures outlined in this policy. Failure to prove a claim of harassment is not equivalent to a false allegation. However, charges found to be intentionally dishonest or made maliciously without regard for the truth will subject the Complainant and/or person(s) providing false or intentionally misleading information to disciplinary action. While Waldorf College will seek, insofar as possible, to protect from retaliation persons who make allegations of harassment and/or are involved in investigating or resolving such allegations, the College will also seek to protect those accused from the effects of unfounded or frivolous allegations. It is a violation of this policy for anyone to knowingly make false accusations of harassment and disciplinary action may be imposed for making such false accusations. Such false or malicious accusations may also subject the person making such false allegations to civil liability.

G. Confidentiality

Every reasonable effort will be made to preserve the confidentiality and to protect the rights of students, faculty, staff, and administrators involved in the filing, investigation, and resolution of complaints of harassment. However, if the Complainant chooses to speak publicly regarding the case, the College shall not be held liable. To the extent reasonably possible, Waldorf College will treat all information received as confidential. However, where it is necessary, in the College's sole discretion, to disclose particulars in the course of the investigation, such disclosure will be made. The parties to a complaint of sexual harassment should treat the matter under investigation with discretion and respect for the reputation of all parties involved in the process.

H. Records

No record of a complaint shall be placed in the personnel file of an administrator, faculty member, or staff member or in the personal file of a student if the complaint is found to be unsubstantiated and without merit. If a complaint is substantiated, an official notation will be placed in the personnel file of the administrator, faculty member, or staff member, or in the personal file of the student, against whom the complaint is filed. In addition, any official disciplinary action will be noted in the file.

If a Complainant chose to use the Direct Response and also communicated this situation to a Recipient, the only record that will be retained will contain the following:

- the name of the Complainant,
- the name of the individual against whom the complaint was made,
- the date the complaint was first brought to the attention of the College,
- a general statement of the nature of the complaint,
- a statement that the Complainant chose to use the direct response,

- a statement on the results of the direct response.

If a complaint is found to be unsubstantiated and without merit at either the informal or formal level, the only record that will be retained will contain the following:

- the name of the Complainant,
- the name of the individual against whom the complaint was made,
- the date the complaint was first brought to the attention of the College,
- a general statement of the nature of the complaint,
- a statement that the complaint was found to be unsubstantiated and without merit, and the level at which such determination was made.

If, after initial counseling on options or unsuccessful mediation, the Complainant does not wish to pursue the complaint and the Recipient does not initiate formal procedures, the only record that will be retained will contain the following:

- the name of the Complainant,
- the name of the individual against whom the complaint was made,
- the date the complaint was first brought to the attention of the College,
- a general statement of the nature of the complaint,
- a statement that the Complainant elected not to pursue the matter after initial counseling on options or unsuccessful mediation and that the Recipient, after an investigation, had determined not to initiate formal procedures.

The College shall retain all records generated at any level in the handling of a complaint of harassment. These records shall be kept in a locked file in the President's Office. The President will maintain these records, and he/she alone has access to them unless he/she grants access to another person. Upon receipt of a new complaint file, the President will notify the Recipient if another file pertaining either to Complainant or Respondent exists. The Recipient will then review those records to determine if there is a need to initiate additional formal procedures. Access to harassment records is severely restricted, and may be obtained only through written permission of the President. Under ordinary circumstances, access to records may be granted only when the information contained therein may be necessary and pertinent to the conduct of an investigation of harassment, and only to the following individuals or groups:

1. those who act as Recipients of claims of harassment, and
2. the members of the Harassment Resolution Task Force.

The President has sole discretion to determine whether the need to know outweighs the need for confidentiality. In extraordinary circumstances, access to records may be granted if it is deemed necessary to prevent serious and immediate harm to the Complainant or other members of the campus community. In all cases where access to records has been granted, a statement will be affixed to the file indicating that the contents thereof are privileged and confidential, and a record will be maintained of any individual(s) obtaining access, the date, and the reason the particular record was reviewed.

The Chair of the Board of Trustees will assume the role of the President for cases in which the President is a party to the complaint.

Definition of Sexual Harassment

Sexual harassment can take many forms and the determination of what constitutes sexual harassment will vary according to the particular circumstances. Sexual harassment may generally be defined as unwelcome sexual advances, requests for sexual favors, and other written, verbal, or physical conduct of a sexual nature which is directed toward a person because of his/her gender, when:

- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or education;
- submission to or rejection of such conduct by an individual is used as a basis for academic or employment decisions affecting that individual; or
- such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance or creating an intimidating, hostile, or offensive learning or employment environment.

Sexual harassment may involve behavior by a person of either gender against or toward a person of the same or opposite gender. Conduct alleged to be sexual harassment will be evaluated by considering the totality of the particular circumstances, including the nature, frequency, intensity, location, context, and duration of the questioned behavior. Although repeated incidents generally create a stronger claim of sexual harassment, a serious incident, even if isolated, can be sufficient. For example, a single suggestion that academic or other educational or employment rewards or reprisals will follow the granting or refusal of sexual favors, will constitute sexual harassment and grounds for action under this policy. Generally speaking, the person exhibiting the sexually harassing conduct does not have to intend or realize that the conduct is offensive in order for the conduct to constitute sexual harassment.

College Policy on Consensual Relationships

Because consent cannot be given freely in a situation where one person has power over another, romantic and/or sexual relationships between the following are prohibited: faculty and staff with currently enrolled students and students being recruited, supervisors with any person she/he supervises, Board of Trustees members with administrators, faculty, staff, and students or any other College employee with someone over whom she/he has a position of power or control. Consensual relationships of a romantic or sexual nature between a Waldorf College employee and a current Waldorf student, or between supervisors and those they supervise may be construed as, or may in fact be, harassment. Because a unique position of power or control exists in such relationships, the term "consent" is made ambiguous. Consequently, to claim a consensual relationship is not an acceptable defense against charges of harassment.

The following is an exception to the above policy: This policy does not apply to relationships between spouses.

Campus Crime Policy

This section is moved from p. 8 of the current catalog and inserted here (as a purple-level heading), in the VI. Student Conduct section, directly following the "Harassment."

VII. Tuition and Fees

This section is renumbered as “VII.” In the purple box, the “Undergraduate Tuition Rates” heading is retitled as “Tuition Rates.” The following line is inserted directly beneath the undergraduate tuition listing. Additionally the note marked with an asterisk includes updated language.

<i>Tuition</i>	<i>Per Credit Hour</i>
Graduate.....	\$350*

** The tuition rate for graduate courses per-credit hour is \$250 for all active-duty military members, including reservists and National Guard members, using military tuition assistance (not applicable for Waldorf Learning Partners). The lower rate is offered to keep the tuition rate at the DoD cap of \$250. Waldorf Learning Partners receive a tuition discount that is applied to the full tuition rate.*

Please also note, in the fee section listed in the purple box (p. 28 of the current edition of the Online Programs Catalog) that the Graduation Fee applies to completion of any degree program, including associate, bachelor’s, and master’s degree programs.

VIII. Certificate Programs

This section is renumbered as VIII.

IX. Associate in Arts Degree in Liberal Arts

This section is renumbered as IX.

X. Bachelor of Arts

This section is renumbered as X.

XI. Bachelor of Science

This section is renumbered as XI.

XII. Bachelor of Applied Science

This section is renumbered as XII.

XIII. Master of Arts

Master of Arts in Organizational Leadership

Major Required—Group A	12
Choose one from the following	12
Non-Concentration Option (see Group B, below)	12
Applied Leadership Concentration Option (see Group C, below).....	12
Professional Electives—Group D	12
TOTAL	36

Prefix / Number	Course	Credits
Major Required—Group A		12
ORG 5000	Personal Leadership Development	3
ORG 5100	Leadership Theory and Practice	3
ORG 6600	Culture of Learning Organizations	3
ORG 6900	Leading Complex Change	3
Non-Concentration Option—Group B		12
ORG 6000	Leadership Development and Coaching	3
ORG 6700	Diversity and Inclusion in the Organization Culture	3
ORG 6800	Organization Development	3
<i>Choose an additional 5000- or 6000-level ORG course not used to satisfy other degree requirements.</i>		3
Applied Leadership Concentration—Group C		12
<i>Choose one of the following Applied Leadership Concentrations: Criminal Justice Leadership, Fire/Rescue Executive Leadership, Human Resource Development, Sport Management.</i>		
Professional Electives—Group D		12
<i>Choose four courses from the following, or any course numbered at or above the 5000-level (or equivalent) that is not used to satisfy other degree requirements.</i>		
COM 5360	Crisis Communication and Leadership	3
ORG 5101	Strategic Management and Business Policy	3
ORG 5300	Ethics for Business Leadership	3
ORG 5800	Managing Project Teams	3
ORG 6700	Diversity and Inclusion in the Organization Culture	3
PA 5305	Public Finance and Budgeting	3
PA 5306	Public Policy	3
PA 6304	Local Government Planning	3
Master's Degree Requirements		
<ul style="list-style-type: none"> • Completion of 36-credit hour curriculum • Minimum 3.00 cumulative GPA 		
Applied Leadership Concentrations—Group C		
<i>The Applied Leadership Concentration requires completion of a minimum of 12 credits in the concentration area. Students have the option of completing a second Applied Leadership Concentration, which may be applied to Group C requirements.</i>		
Criminal Justice Leadership		12
CRJ 5200	Leadership and Management Skills for Criminal Justice	3
PA 5302	Ethics for Public Administration	3
ORG 6000	Leadership Development and Coaching	3
CRJ 6800	Criminal Justice Policy Analysis and the Socio-Cultural System.....	3
Fire/Rescue Executive Leadership*		12
ORG 6000	Leadership Development and Coaching	3
FSC 6200	The Fire/Rescue Executive's Role in Community Risk Reduction	3
FSC 6400	The Fire/Rescue Executive's Role in Emergency Management	3
FSC 6800	Executive Leadership for Fire/Rescue Officers	3

Human Resource Development	12
ORG 5200 Emerging Trends in Human Resource Management	3
ORG 6000 Leadership Development and Coaching	3
ORG 6400 Measuring HR and Change Impact	3
ORG 6800 Organization Development	3
Sport Management	12
SMT 5200 Emerging Trends in Sport Management	3
ORG 6000 Leadership Development and Coaching	3
SMT 6400 Strategic Marketing in Sport	3
SMT 6800 Strategic Management in Sport	3

* *Executive Fire Officer Course Credit: Waldorf College will accept transfer credit for the U.S. Fire Administration's Executive Fire Officer courses completed at the National Fire Academy. Students successfully completing the following courses will receive transfer credit as indicated: (a) the EFO program's Executive Development course satisfies 3 credit hours of elective credit, (b) the EFO program's Executive Analysis of Community Risk Reduction course satisfies FSC 6200, (c) the EFO program's Executive Analysis of Fire Service Operations in Emergency Management course satisfies FSC 6400, and (d) the EFO program's Executive Leadership course satisfies FSC 6800.*

Visit our website at www.waldorf.edu/disclosure for information about gainful employment, including cost of attendance, on-time graduation rates, occupational opportunities, median student debt and other important information about Waldorf programs.

XIV. Course Descriptions

Renumber this section as "XIV." Integrate the following course descriptions into this section, in alpha-numeric order.

COM 5360: Crisis Communication and Leadership* (3 cr.)

Explores strategies for leading and communicating effectively with both internal and external audiences during crisis situations. Discusses the development of a communication plan and how to craft and deliver messaging during the crisis situation.

CRJ 5200: Leadership and Management Skills for Criminal Justice* (3 cr.)

Leadership is an essential element for criminal justice professionals. Developing an effective management style is an important component for advancement. This course is designed for students to integrate research with real-world experiences involved in becoming a leader in the criminal justice field. Students will analyze and assess research that delves into the many leadership and management styles within criminal justice.

CRJ 6800: Criminal Justice Policy Analysis and the Socio-Cultural System* (3 cr.)

Beginning in the 1970s, the United States has seen a shift in punishment philosophies, which has resulted in one of the highest rates of incarceration in the world. This course will provide an analysis of these decisions and their implications on the criminal justice system (law enforcement, courts, and corrections), as well as society.

FSC 6200: The Fire Executive's Role in Community Risk Reduction* (3 cr.)

This course examines the Executive Fire/Rescue Officer's role as a leader for community risk-reduction. Students will address ways to enhance life safety and reduce multi-hazard risks within their communities. Avenues for influencing statewide officials to champion these causes will be examined. Specific areas of fire prevention, such as code enforcement, fire safety education, and fire investigation, will also be discussed.

FSC 6400: The Fire/Rescue Executive's Role in Emergency Management* (3 cr.)

The course examines the Fire/Rescue Executive's role as an integral part of community and state emergency management systems. Student will apply their experience to conventional incident management concepts and analyze the effective management of various emergency incidents. Student will also analyze the preparedness of emergency operations centers.

FSC 6800: Executive Leadership for Fire/Rescue Officers* (3 cr.)

The course examines the Fire/Rescue Officer's role as an executive leader. Students evaluate leadership effectiveness, comparing and contrasting approaches used by various leaders. Students also analyze legal issues and insurance grading, as well as develop procedures for job evaluation and promotion. The course concludes with strategies to enhance the Fire/Rescue Officer's life quality through personal and professional development.

ORG 5000: Personal Leadership Development* (3 cr.)

Cornerstone course for the M.A. in Organizational Leadership: Learners develop the "use of self" as an instrument for change, applying critical thinking skills. Personal reflection and self-assessment are used to identify preferred learning styles and leadership tools that complement one's personal style. Additionally, this course introduces learners to the Organizational Leadership program, acclimates them to the online format, and builds their identity as members of the Waldorf community.

ORG 5100: Leadership Theory and Practice* (3 cr.)

Learners explore the philosophy and expression of leadership and how those aspects have changed through history. A variety of leadership theories and styles are discussed, along with their impact on today's leadership practice. *Prerequisite: ORG 5000.*

ORG 5101: Strategic Management and Business Policy* (3 cr.)

Presents an integrative analysis and case studies on the process of developing and managing business strategies. Topics include development of corporate goals and objectives, competitive analysis, business model examination, and organizational systems design for plan implementation.

ORG 5200: Emerging Trends in Human Resource Management* (3 cr.)

Learners explore trends related to demographic shifts among talent, globalization, technology, and economic trends, as these trends influence HR practices such as talent acquisition, development, and retention; performance management; and organization effectiveness.

ORG 5300: Ethics for Business Leadership* (3 cr.)

Explores the role of individual, business, and government activities related to ethically responsible commerce and socially beneficial business activity.

ORG 5800: Managing Project Teams* (3 cr.)

Analysis and discussion of the diverse sectors of project management leadership and team activity, as well as a wide range of organizations and topics related to project teams. Project teams are comprised of multiple job sectors and divisions. Explores project team members from project creation to completion, while managing team conflict, motivation, individual and group behavior, and strategic completion of work assignments.

ORG 6000: Leadership Development and Coaching* (3 cr.)

Further developing the “use of self” as an instrument for change, learners apply critical thinking to the practice of developing and coaching people within the organization. Special focus is on developing and coaching leaders within the student’s chosen career field. *Prerequisites: ORG 5000 and 5100.*

ORG 6400: Measuring HR and Change Impact* (3 cr.)

Learners examine practical approaches for measuring human resource management functions and change initiatives, with special focus on employee performance and organizational effectiveness. Case studies will be used to apply approaches for measurement design, data collection, analysis, and evaluation strategies for effective organizational decision-making.

ORG 6600: Culture of Learning Organizations* (3 cr.)

Learners use a systems approach to explore group dynamics and leadership strategies for developing an effective team. Special focus is devoted to the leader’s role in influencing group dynamics to create a learning organization culture. *Prerequisites: ORG 5000 and 5100.*

ORG 6700: Diversity and Inclusion in the Organization Culture* (3 cr.)

Learners explore strategies for influencing and shaping an organization culture to embrace diversity and inclusion. Emphasis is on transforming the organization’s norms to foster group dynamics that honor diversity and inclusion. *Prerequisites: ORG 5000, 5100, and 6600.*

ORG 6800: Organization Development* (3 cr.)

Learners analyze organization development (OD) processes that are designed to improve organization effectiveness. These OD processes are systematic, long-term efforts that focus on the human and social elements of organization change. *Prerequisites: ORG 5000 and 5100.*

ORG 6900: Leading Complex Change* (3 cr.)

Capstone for the M.A. in Organizational Leadership: Learners create a leadership project with an applied context. As part of the capstone, learners also reflect and discuss how the individual’s leadership lens informs his or her chosen career field. *Prerequisites: ORG 5000, 5100, 6600, and ORG 6000. ORG 6900 should be taken during the last term of the M.A. program.*

PA 5302: Ethics for Public Administration* (3 cr.)

The Public Administration Ethics course focus is meta-ethics, normative ethics, and applied ethics theory in the context of the multidisciplinary applied field of public administration and policy research and practice. Students demonstrate knowledge and comprehension of ethical theories such as utilitarianism, deontology, and social constructivism, and through analysis engage in critical thinking and problem solving for comprehension of real problems facing public managers. Students write up their analysis and synthesis in support of an ethical decision and judgments from readings. Students will evaluate a public agency Code of Ethics for analysis and presentation to support

comprehension. Ethical case studies are useful for application of ethical constructs and written evaluations include recommendations for administrative, managerial, and leadership responsive action.

PA 5305: Public Finance and Budgeting* (3 cr.)

Demonstrate both knowledge and comprehension of the foundational theories and methodological tools used in public finance and budgeting. Students will apply their knowledge and comprehension and make use of finance and budgeting methodological tools, such as cost-benefit and cost-effectiveness analysis, in the application of finance and budgetary theory to practice, create, and oversee public sector fiscal processes. Students will evaluate a real budget and identify important budget items that public managers must consider in preparation and presentation of a budget. The usefulness of finance and budgeting theoretical constructs and methodological tools will be applied to solve real world public finance and budgetary case studies.

PA 5306: Public Policy* (3 cr.)

The Public Policy and analysis course provides a critical overview of the public policy process and effects on public, nonprofit, and private organizations. Students identify the steps in the public policy and analysis process including problem identification, policy formation, and implementation, as well as evaluate techniques within various public sectors and nonprofit organization environments. This course allows students to implement successful strategies using case analysis.

PA 6304: Local Government Planning* (3 cr.)

The course examines the evolution of mission-based, philanthropic organizations and the practices of local government that work with nonprofit organizations to accomplish the public service mission. Students gain the practical knowledge to lead a nonprofit organization and effectively manage the legal, contractual, political, socio-cultural and financial factors that affect nonprofit processes. Graduates interested in local nonprofit careers will find applicable strategies for communication and implementation of the nonprofit mission and goals internally among staff and externally to policy makers, grantors and stakeholder groups in the local community.

SMT 5200 Emerging Trends in Sport Management* (3 cr.)

Learners will explore emerging trends in sport management including demographic shifts, managing diversity, economic trends, pay for play, coaching and administrative accountability, student-athlete eligibility issues, drug use in sport, strategic planning, organizational effectiveness, and ethical issues in sport.

SMT 6400 Strategic Marketing in Sport* (3 cr.)

This course provides an overview of marketing in sport. Emphasis is placed on enabling the marketing manager to create strategies that “fit” the products and services to an athletic department or sport organization's distinctive competencies and its target market. The course centers on the development of decision-making skills in marketing and provides an overview of the strategic marketing management process. Case studies in sport marketing are used to address and exemplify the many issues and problems that are involved in creating and implementing the marketing strategy.

SMT 6800 Strategic Management in Sport* (3 cr.)

This course is designed to provide a deeper understanding of strategic management principles, theories, and concepts in their application to specific sport management settings. During this course,

students will examine the basic concepts of strategic management, learn how to develop mission statements, and assess both the external and internal environments to determine organizational strengths and weaknesses. This course will include the analysis of various methods for strategic planning, formulating and implementing tactical strategies, as well as the numerous issues associated with technological and economic challenges.

* Courses numbered at or above the 5000-level require admission into the M.A. program or permission of the Dean of the College.

XV. Governance

This section is renumbered as XV.

XVI. Administration

This section is renumbered as XVI.

XVII. Undergraduate Faculty

This section is renumbered as XVII. The existing "Faculty" section is renamed "Undergraduate Faculty."

XVIII. Graduate Faculty

Faculty Member	Degree Information	Educational Institution
W. Johnna Albert	Ph.D., Human Services M.S., Criminal Justice	Capella University University of Central Florida
Richard Bell	Ed.D., Sports Management J.D., Law M.A., History	United States Sports Academy University of South Carolina The Citadel
Steven Bardwell	M.S., Executive Fire Service Leadership Executive Fire Officer Program	Grand Canyon University U.S. Fire Administration, Department of Homeland Security
Paul Eidson	Ph.D., Organizational Management M.B.A., Business Administration	Capella University Western New England College
Laura Friesenborg*	Ed.D., Organization Development M.S., Industrial Relations/HR Management	University of St. Thomas Iowa State University
Kelly Lambert	D.M., Organizational Leadership M.S., Human Resource Management M.A., Organizational Management	University of Phoenix Strayer University University of Phoenix
Cynthia Ryder*	Ed.D., Physical Education M.B.A., Human Resource Management	University of Georgia Columbia Southern University
Ed Sherbert	D.B.A., Human Resource Management M.B.A., Business Administration	Nova Southeastern University Berry College

* Residential faculty or staff member

XIX. Term Calendar 2013-2014*This section is renumbered as XIX.***XX. Term Calendar 2014-2015**

Term	Registration Period		Start Date	Drop Date	End Date
Track A					
1A-15	4/30/2014	to	7/01/2014	7/16/2014	9/09/2014
2A-15	7/02/2014	to	9/02/2014	9/17/2014	11/11/2014
3A-15	9/03/2014	to	11/04/2014	11/19/2014	1/20/2015
<i>Christmas Break for Term 3A-15: 12/24/2014 – 12/30/2014 (1 week)</i>					
4A-15	11/05/2014	to	1/13/2015	1/28/2015	3/24/2015
5A-15	1/14/2015	to	3/18/2015	4/01/2015	5/26/2015
6A-15	3/19/2015	to	5/20/2015	6/03/2015	7/28/2015
Track B					
1B-15	5/28/2014	to	7/20/2014	8/13/2014	10/07/2014
2B-15	7/21/2014	to	9/30/2014	10/15/2014	12/09/2014
3B-15	10/01/2014	to	12/02/2014	12/17/2014	2/17/2015
<i>Christmas Break for Term 3B-15: 12/24/2014 – 12/30/2014 (1 week)</i>					
4B-15	12/03/2014	to	2/10/2015	2/25/2015	4/21/2015
5B-15	2/11/2015	to	4/22/2015	5/06/2015	6/30/2015
<i>2015-2016 academic year begins with Track B (i.e., Term 1B-16)</i>					

Waldorf College Application for Admission Form*The following program listing has been added under the “Online Degree Program for which You Are Making Application” section.*

- MA in Organizational Leadership
Concentration (optional): _____