



Waldorf University – Catalog Addendum

2022-2023 Catalog, Volume 117

Effective: July 2022

Updated: March 2023



Beginning March 15, 2023, Waldorf University will offer the following Addendum as approved by the Higher Learning Commission, The Waldorf University Board of Trustees, and the Faculty of Waldorf University.

Waldorf University is a wholly owned subsidiary of the Waldorf Lutheran College Foundation, Inc. and is classified as independent with its own separate governance and accreditation by the Higher Learning Commission (HLC).

Update to the Financial Information Section

Fees – Residential (page 18)

- Residential Student Online E-Book Fee.....\$85.00
 - This fee covers all materials and support services related to the online course. This includes e-books, technical support, proctoring, and lab services related to the online course. The fee is per online course taken and is required of all residential students taking online courses.

Residence Requirement Policy (page 24)

Waldorf Scholarship and Grants Policy (new addition)

Total Gift Aid from all sources will not exceed Direct Costs

On-Campus Direct Costs.....Tuition, Fees, and Room & Board (Housing & Food)

Off-Campus Direct Costs.....Tuition and Fees

All Waldorf University Institutional Funds (Scholarships & Grants) are considered Tuition-Related funds and will not exceed Tuition

When Iowa Tuition Grant (ITG), which is also tuition and fees related, is combined with Waldorf Scholarship and Grants, together they will not exceed Tuition and Fees.

Core Curriculum Chart Updates

(Pages 48-51)

A.A. Core Curriculum Courses (Residential)

The table below describes the Institutional Learning Outcomes (ILO) and courses expectations for students who begin as a freshman (first time, first year student) and for those who come to Waldorf University with a single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Integrative Studies (Writing Intensive)		
First Year Seminar/Orientation (1 credit)		
1, 5	HUM 110: Freshman Seminar	1
Literature (Writing Intensive)		
English (9 credit)		
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
3, 5	Literature Elective (200 or above)	3
Religion and Philosophy		

Religion and Philosophy (6 credit)		
2, 3, 5	Religion or Philosophy Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
Arts & Humanities		
Humanities (9 credit)		
3, 5	History Elective	3
3, 5	HUM 120: Artistic Expression	3
3, 5	ART, ENG, MUS, PHL, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
Science (4 credit)		
2, 4, 5	Science Elective (with Lab)	4
Social and Behavioral Inquiries / Historical Perspectives		
Behavioral/Social Science (6 credit)		
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Health and Well-Being		
Wellness (1 credit)		
1, 5	WEL 101: Concepts of Wellness	1
Mathematical Reasoning		
Mathematics (4 credits)		
2, 4	MTH101 or Higher Elective	4
Integrative Studies (Oration/Linguistic Presentation Intensive)		
Speech (3 credits)		
2, 4	Speech Elective	3
Global Sustainability / Perspectives		
Global (3 credits)		
1, 3, 5	Global Elective	3
Disciplinary Studies		
AA Major Specific Course + Non-Major Elective Credits (18 credits) *		
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
Total Credits		64

* Any and all courses related to the AA Major plus any courses not applied to the primary major field of study.

▲ Requirement fulfilled by passing course with a grade not lower than a C (2.00).

A.A. Core Curriculum Courses (Online)

The table below describes the Institutional Learning Outcomes (ILO) and courses expectations for students who begin as a freshman (first time, first year student) and for those who come to Waldorf University with a single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Health and Well-Being		
First Year Seminar/Orientation (3 credit)		
1, 5	HUM 1000 Warrior Seminar	3
Literature (Writing Intensive)		
English (6 credit)		
2, 4	ENG 1010: Composition I ▲	3
2, 4	ENG 1020: Composition II ▲	3
3, 5	Literature Elective (200 or above)	3
Religion and Philosophy		
Religion (3 credit)		
2, 3, 5	Religion 2000 Level or Higher Elective	3
2, 3, 5	PHL 1110: Critical Thinking	3
Arts, Humanities and Historical Perspectives		
Humanities (9 credit)		
3, 5	History Elective	3
3, 5	ART, MUS, SPC or THR Elective	3
3, 5	ART, ENG, MUS, PHL, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
Science (3 credit)		
2, 4, 5	Science Elective	3
Social and Behavioral Inquiries		
Behavioral/Social Science (6 credit) *		
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
Mathematics (3 credits) **		
2, 4	MTH1010 or Higher Elective	3
Global Sustainability / Perspectives		
Global (3 credits)		
1, 3, 5	Global Elective	3
Disciplinary Studies		
AA Major Specific Course + Non-Major Elective Credits (18 credits) *		
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
Total Credits		60

* Any and all courses related to the AA Major plus any courses not applied to the primary major field of study.

▲ Requirement fulfilled by passing course with a grade not lower than a C (2.00).

Specific Courses Listed for Addendum Only:

- *BUS 3602 Principles of Management (required for A.A. Business Administration)
- *ECO 2401 Principles of Macroeconomics (required for A.A. Business Administration)
- **MTH 2023 Elementary Statistics (required for A.A. Business Administration)

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B.A.S. Core Curriculum Courses (Residential)

The table below describes the Institutional Learning Outcomes (ILO) and courses expectations for students who begin as a freshman (first time, first year student) and for those who come to Waldorf University with a single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Literature (Writing Intensive)		
English (6 credit)		
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
Arts, Humanities, Historical, and Religious Perspectives		
Humanities (12 credit)		
3, 5	History Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
2, 3, 5	REL 435A Life, Meaning, and Vocation	3
3, 5	ART, ENG, MUS, PHL, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
Science (4 credit)		
2, 4, 5	Science Elective	4
Social and Behavioral Inquiries		
Behavioral/Social Science (6 credit)		
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
Mathematics (4 credits)		
2, 4	MTH 101 or Higher Elective	4
Total Credits		32

▲ Requirement fulfilled by passing course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-by-course basis equivalent towards the maximum number of credits allowed by the University.

(Pages 85-86)

B.A.S. Core Curriculum Courses (Online)

The table below describes the Institutional Learning Outcomes (ILO) and courses expectations for students who begin as a freshman (first time, first year student) and for those who come to Waldorf University with a single or multiple semesters of university/college study.

ILO	Discipline / Course	Credit
Literature (Writing Intensive)		
English (6 credit)		
2, 4	ENG 1010: Composition I ▲	3
2, 4	ENG 1020: Composition II ▲	3
Arts, Humanities, Historical, and Religious Perspectives		
Humanities (12 credit)		
2, 3, 5	PHL 1110: Critical Thinking	3
3, 5	History Elective	3
3, 5	REL 4035 Life, Meaning, and Vocation	3
3, 5	ART, ENG, MUS, PHL, REL, SPC, SPN, or THR Elective	3
Natural, Physical, Earth, and Life Sciences		
Science (3 credit)*		
2, 4, 5	Science Elective	3
Social and Behavioral Inquiries		
Behavioral/Social Science (6 credit)**		
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Mathematical Reasoning		
Mathematics (3 credits)***		
2, 4	MTH 1010 or Higher Elective	3
Total Credits		30

▲ Requirement fulfilled by passing course with a grade not lower than a C (2.00).

Core requirements for students with an Associate of Arts (A.A.)

Students who have earned an Associate of Arts degree from an accredited institution will have their degree considered for meeting all core requirements with the exception two religion courses and any specific courses required by the individual major area of study.

Core and General Education requirements for students with transfer credits or those with A.A.S. or A.S. degrees equivalent to Sophomore, Junior, or Senior classifications will be evaluated on a course-by-course basis equivalent towards the maximum number of credits allowed by the University.

Specific Courses Listed for Addendum Only:

*BIO 1030 Principles of Biology (required for B.A.S. Psychology)

**BUS 3602 Principles of Management (required for B.A.S. Business Administration)

**ECO 2401 (required for B.A.S. Business Administration and B.S. Criminal Justice Administration)

**ECO 2401 Principles of Macroeconomics (required for B.A.S. Business Administration and B.S. Criminal Justice Administration)

**PSY 1010 General Psychology (Required for B.A.S Organizational Leadership, B.A.S Criminal Justice, and B.A.S Criminal Justice Administration)

***MTH 2000 Managerial Mathematics (required for B.A.S. Criminal Justice Administration and B.A.S. Fire Science Administration)

***MTH 2023 Elementary Statistics (required for B.A.S. Business Administration and B.A.S. Psychology)

(Pages 48-51)

B.A./B.S. Core Curriculum Courses (Residential)

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First Year Seminar/Orientation (1 credit)		
1, 5	HUM 110: Freshman Seminar	1
Literature (Writing Intensive)		
English (9 credit)		
2, 4	ENG 120: Composition I ▲	3
2, 4	ENG 121: Composition II ▲	3
3, 5	Literature Elective (200 or above)	3
Religion and Philosophy		
Religion and Philosophy (9 credit)		
2, 3, 5	Religion or Philosophy Elective	3
2, 3, 5	PHL 111: Critical Thinking	3
2, 3, 5	REL 435A Life, Meaning, and Vocation	3
Arts, Humanities, and Historical Perspectives		
Humanities (6 credit)		
3, 5	History Elective	3
3, 5	HUM 120: Artistic Expression	3
Natural, Physical, Earth, and Life Sciences		
Science (4 credit)		
2, 4, 5	Science Elective (with Lab)	4
Social and Behavioral Inquiries		
Behavioral/Social Science (6 credit)		
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
1, 2, 3, 4, 5	Social/Behavioral Science Elective	3
Health and Well-Being		
Wellness (1 credit)		
1, 5	WEL 101: Concepts of Wellness	1
Mathematical Reasoning		
Mathematics (4 credits)		
2, 4	MTH101 or Higher Elective	4
Integrative Studies (Oration/Linguistic Presentation Intensive)		
Speech (3 credits)		

2, 4	Speech Elective	3
Global Sustainability / Perspectives		
Global (3 credits)		
1, 3, 5	Global Elective	3
Non-Disciplinary or Disciplinary Studies		
Elective Credits (18 credits) *		
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
Total Credits		64

* Any courses not applied to the primary major field of study, with the exception of the Education Department and Teacher's program.

▲ Requirement fulfilled by passing course with a grade not lower than a C (2.00).

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Religion and Philosophy		
Religion and Philosophy (9 credit)		
2, 3, 5	PHL 1110: Critical Thinking	3
2, 3, 5	Religion 2000 Level or Higher Elective	3
2, 3, 5	REL 4035: Life, Meaning, and Vocation	3
Arts, Humanities and Historical Perspectives		
Humanities (6 credit)		

3, 5	History Elective	3
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Mathematics (3 credits)		
2, 4	MTH1010 or Higher Elective	3
Global Sustainability / Perspectives		
Global (3 credits)		
1, 3, 5	Global Elective	3
Non-Disciplinary or Disciplinary Studies		
Elective Credits (18 credits) *		
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
	3 / 4 Credit Course#: _____	3
Total Credits		60

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Institutional Learning Outcomes (ILO) Updates (page 51)

ILO 1. Citizenship and Service. Waldorf University students will practice purposeful and positive engagement in their local and global communities.

ILO 2. Critical Thinking. Waldorf University students will apply qualitative and quantitative methods of analysis necessary for informed argumentation, decision-making, and problem-solving.

ILO 3. Diversity, Equity, Inclusion. Waldorf University students will synthesize diverse perspectives and values to support a foundation for a culturally responsible life.

ILO 4. Effective Communication. Waldorf University students will communicate effectively across multiple mediums and contexts.

ILO 5. Human Experience. Waldorf University students will explore fundamental questions of the human condition.

Programming Learning Outcomes (PLO) Updates by Degree Program (new page 51)

Waldorf University identifies learning outcomes for each academic program. A program learning outcome (PLO) is a measurable statement of a specific competency a student should be able to demonstrate towards the achievement of knowledge, skills, dispositions, or practices as a result of completing an academic program of study. Learning outcomes are published in the student catalog to inform the student and stakeholders about learning expectations of each academic program of study. Students can use this information to better understand the expectations of each academic program.

(The following will be incorporated into each program's narrative for volume 118 of the Waldorf University catalog)

Residential

A.A. Liberal Arts (Non-Title IV Funding)

PLO 1.A. Students will distinguish the steps in argument analysis.

PLO 1.B. Students will compare basic forms of communication (writing, speaking, reading, and listening).

PLO 1.C. Students will generate logical interpretations and conclusions based on various representations of scientific data.

PLO 1.D. Students will apply basic qualitative and quantitative methods to understand individual and social human behavior.

PLO 2.A. Students will reflect on the meaning of their lives in terms of service to others and their communities.

PLO 2.B. Students will assess their own personal well-being within the habits and skills underlying the seven dimensions of wellness.

PLO 2.C. Students will critically evaluate how storytelling, science, the visual and performing arts, history, and religion shape human experience.

A.A. Sport Management

PLO 1.A. Students will be able to understand the laws of supply and demand as applied to sport.

PLO 1.B. Students will be able to prepare and interpret financial statements and use common applications as tools for quantitative reasoning and problem solving.

PLO 2.A. Students will be able to create a sport marketing plan.

PLO 3.A. Student will be able to critique sport sociology professional literature.

B.A. / B.S. Biology

PLO 1.A. Students will demonstrate mastery of the fundamental principles of cellular and molecular biology, including the structure and function of cells as the basic units of all living things and the building blocks of multicellular organisms.

PLO 1.B. Students appreciate the scope of biological diversity, understand phylogenetic relationships that underlie the organization of major groups of organisms, recognize predictable embryological development patterns of organisms, and identify specific characteristics used to categorize organisms into specific groups.

PLO 1.C. Students will demonstrate mastery of the fundamental principles of genetics, including principles of inheritance from the molecular level to the population level, and the application of genetics to ecological problems.

PLO 1.D. Students will understand the interactions of organisms and their environments, the consequences of those interactions for population, community, and ecosystem dynamics, and how these consequences relate to current problems in the modern world – especially contemporary concerns such as conservation biology, climate change, and ecosystem degradation.

PLO 1.E. Students can summarize the major evolutionary processes and recognize the role of evolution as the central unifying concept of biology.

PLO 1.F. Students recognize that chemical reactions form the essence of all living systems and can apply the laws of chemistry to all biological processes (cellular and molecular biology, physiology, ecology, etc.).

PLO 1.G. Students can identify relationships between physical science, mathematics, and biological sciences and can use physical science and mathematical principles to understand and solve biochemistry, ecology, organismal biology, and physiological problems.

PLO 1.H. Students will demonstrate understanding of fundamental relationships between chemical and physical laws, physiologic processes, and environmental processes at the molecular, cellular, and organismal level, and apply this information to further understanding of structure-function relationships at all levels of the biological hierarchy.

PLO 2.A. Students will demonstrate competency with basic biological, ecological, and chemical laboratory techniques, instrumentation, and quantitative analytical skills used to conduct scientific research.

PLO 2.B. Students will collect appropriate data in an accurate, objective manner and effectively communicate the results of their laboratory experiments in laboratory reports.

PLO 2.C. Students will demonstrate understanding of the scientific method through the design, proposal, implementation, and analysis of their own experiment using appropriate mathematical and statistical procedures.

PLO 2.D. Students will understand and apply ethical standards when conducting scientific research.

PLO 3.A. Students understand and demonstrate proper use of scientific language/terminology in writing assignments (exams, papers, lab reports, proposals), class presentations, and/or peer-reviewed publications of senior research.

PLO 3.B. Students correctly cite relevant and high-quality sources in a properly formatted paper or presentation.

PLO 3.C. Students can critically evaluate, read, understand, and interpret biological literature.

PLO 4.A. Students seeking a B.S. in Biology will integrate their knowledge and a suite of skills in the natural sciences by solving a final/capstone biological problem as part of a collaborative team. The particular suite of skills students chose will relate to their interest in advanced topics in Biology.

PLO 4.B. Students seeking a B.A. in Biology will solve a practical application of biology related to society and societal interactions.

PLO 4.C. Students will demonstrate metacognitive and critical thinking processes to design an appropriate research plan and write a research proposal.

PLO 4.D. Students will complete their research and demonstrate the integration of core biological information and statistical methods into their interpretation, analysis, and communication of their

acquired research data. Students may present their work verbally, through a peer-reviewed publication, or with a poster (locally or at a regional/national conference).

B.A. Business

PLO 1.A. Students will compare & contrast differing global economic systems and understand the laws of supply and demand.

B.A.S. Business Administration

PLO 1.A. Students will be able to interpret financial statements.

PLO 1.B. Students will be able to contrast Financial Accounting vs Managerial Accounting.

PLO 1.C. Students will be able to analyze legal contracts.

PLO 2.A. Students will be able to identify appropriate steps to resolve ethical dilemmas.

PLO 2.B. Students will be able to describe sound corporate social responsibility practices.

PLO 2.C. Students will be able to evaluate techniques used to manage conflict.

PLO 3.A. Students will be able to identify a target market for a specific brand.

PLO 3.B. Students will be able to perform a SWOT Analysis for an organization.

PLO 3.C. Students will be able to develop a promotional campaign for an organization.

PLO 4.A. Students will be able to describe the elements of a sound global leadership program.

PLO 4.B. Students will be able to identify the cultural impacts of doing business globally.

B.A. Communications

PLO 1.A. History and Societal Impact of each Communication Medium.

Students will identify relevant historical details.

PLO 1.B. History and Societal Impact of each Communication Medium.

Students will illustrate the societal impact of each communication medium.

PLO 2.A. Writing News Stories.

Students will be able to write a competent new story.

PLO 2.B. Writing news stories.

Students will apply effective language skills.

PLO 2.C. Graduates will demonstrate language skills including spelling, grammar, punctuation, usage and style.

PLO 3.A. Knowledge of Visual Communication

Students will identify visual communications theories.

PLO 3.B. Assessing Visual Phenomena

Students will critically assess visual phenomena.

PLO 3.C. Producing Visual Communications

Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Understanding of Mass Media Law. Students will demonstrate understanding of the obligations and right of the media in a free society.

PLO 4.B. Synthesize Mass Media Law. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Produce a website. Students will effectively produce a website

PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills

PLO 6.A. Students will apply skills in a practical setting on campus.

PLO 6.B. Students will apply skills in a practical setting beyond the classroom.

B.A. Creative Writing

PLO 1.A. In written work, use language that is precise.

PLO 1.B. In written work, use language that is metaphoric.

PLO 1.C. Effectively use appropriate form or structure (e.g., narrative, poetic or dramatic). PLO 1.D. Effectively use appropriate and/or relevant POV/voice.

PLO 2.A. Effectively use unique perspectives, voices, or POV in their written work.

- PLO 2.B. Demonstrate the ability to write texts (e.g., narrative, poetic, or dramatic) using a variety of different genres/forms.
- PLO 3.A. Demonstrate the ability to understand the difference between revision and editing.
- PLO 3.B. Use a revision process for their own written texts that leads to stronger texts.
- PLO 4.A. Demonstrate the ability to provide quality feedback (analyze and critique) on written texts by other students.
- PLO 4.B. Demonstrate the ability to provide quality feedback (analyze and critique) on their own written texts.
- PLO 5.A. Demonstrate knowledge of vocabulary, breadth, and conversation of contemporary literature.
- PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills.

B.S. Criminal Justice

- PLO 1.A. Identify historically significant events and evaluate their impact on the field of criminal justice.
- PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
- PLO 1.C. Recognize conflicts in criminal justice systems, such as the one between individual legal rights and crime control.
- PLO 2.A. Analyze issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, Socio-economic Status, and disabilities).
- PLO 2.B. Examine and then synthesize the effect the interactions of victims and offenders within the criminal justice system, society, and between each other.
- PLO 2.C. Recognize the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
- PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy.
- PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
- PLO 3.C. Evaluate emerging trends in criminal justice practice and their potential consequences for individuals, society, and the criminal justice system.
- PLO 3..D. Summarize basic concepts and findings of research conducted in criminal justice.

B.S. Education (Elementary, Secondary, Music, and Physical)

- PLO 1.A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.
- PLO 1.B. Students will integrate their knowledge of individual and cultural differences as a means of creating inclusive learning environments for all learners to meet high standards.
- PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.
- PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).
- PLO 2. B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.
- PLO 3.A. Students will create multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.
- PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.
- PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.

PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.
PLO 4.B. Students will engage in situated learning activities which summon them to demonstrate a preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.

B.A. English

PLO 1.A. Identify theses/main ideas of primary texts.

PLO 2.B. Identify genres of primary texts.

PLO 3.C. Identify and describe in writing the context for primary texts (e.g. social, political, or economic).

PLO 2.A. Identify theses/main ideas of secondary texts.

PLO 2.B. Effectively incorporate evidence from secondary texts into researched interpretations or analyses of primary texts.

PLO 3.A. Correctly use the MLA style and citation format in research-based writing.

PLO 3.B. Clearly state a thesis in research-based and non-research-based papers or projects.

PLO 3.C. Effectively support researched interpretations or analyses of primary texts with logical arguments.

PLO 3.D. Effectively support researched interpretations or analyses of primary texts with evidence.

PLO 4.A. Demonstrate, through essays and/or presentations, literature's role in increasing understanding and awareness of the human condition and the world.

B.A. Foundations of Education

PLO 1.A. Students will design and implement developmentally appropriate and challenging learning experiences that take into consideration the diverse ways in which learners grow and develop.

PLO 1.B. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.

PLO 1.C. Students will design individual and collaborative learning activities that encourage positive social interaction, active learning, and self-motivation.

PLO 2.A. Students will create accessible learning experiences related to central concepts and ways of exploring the discipline(s) they teach so that learners grow in their understanding and appreciation of the field(s).

PLO 2.B. Students will design activities that engage learners in complex thinking associated with the content concepts in a way that fits authentic contexts, values creativity, and explores different perspectives.

PLO 3.A. Students will create multiple methods of assessment to engage learners in their own growth, monitor learner progress, and guide the teacher's and learner's decision making.

PLO 3.B. Students will design instructional plans that support learners in the process of meeting rigorous goals by applying knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, in addition to individual needs and community context.

PLO 3.C. Students will integrate instructional strategies that promote deep understanding of content areas and connections so that learners can apply knowledge in meaningful ways.

PLO 4.A. Students will engage in situated learning activities which summon them to demonstrate professionalism, both as a willingness to reflect on practice and adapt to meet individual needs of learners and as a commitment to ethical actions knowing that others are impacted by their choices.

PLO 4.B. Students will engage in situated learning activities which summon them to demonstrate a preparedness for future roles that demand collaboration with various stakeholders and advancement of the profession.

B.A. Health Promotion and Exercise Science

PLO 1.A. Graduates will be able to identify and define the five components of fitness: cardiorespiratory endurance, muscular endurance, muscular strength, flexibility, and body composition

PLO 1.B. Graduates will be able to demonstrate proper use of assessment equipment: skinfold calipers, blood pressure cuff, stethoscope, cycle ergometer, treadmill, sit and reach box, hand grip dynamometer, bioelectrical impedance analysis, heart rate monitor, and tensiometer

PLO 1.C. Graduates will be able to access, disseminate, and utilize the scientific literature surrounding sport, exercise science, health promotion, and health education

PLO 2.A. Graduates will identify, demonstrate, and manipulate variables in aerobic exercise, such as speed, cadence, incline, stroke rate, and revolutions per minute through the utilization of program design principles

PLO 2.B. Graduates will identify, demonstrate, and manipulate variables that relate to strength training and anaerobic exercise such as exercise selection, volume, intensity, frequency and duration through the utilization of program design principles.

PLO 2.C. Graduates will understand the function, dysfunction, and physiological adaptations associated with organ systems and energy systems as they relate to sport, exercise, and nutrition.

PLO 3.A. Graduates will understand the philosophical and physiological framework surrounding coaching, training, behavior change theories, planning models, and decision-making processes that influence lifestyle habits and development

PLO 3.B. Graduates will understand the roles, responsibilities, opportunities, and future trends related to various sport and health care initiatives.

B.A. History

PLO 1.A. Students will be able to identify the thesis and secondary arguments of historical sources.

PLO 1.B. Students will be able to assess the validity of arguments and the evidence on which they are based in primary and secondary historical sources independently and compared to other sources.

PLO 1.C. Students will be able to access the relevance of arguments and evidence in primary and secondary historical sources, relating them to broader historical patterns, placing them in context of historical and modern environments, and within the historiographical tradition.

PLO 2.A. Students will be able to identify and acquire pertinent sources within journals, monographs, and archives for a research-based project.

PLO 2.B. Students will be able to document and cite sources using the Chicago/Turabian Style in a research-based project.

PLO 2.C. Students will be able to utilize pertinent primary and secondary sources to develop a research-based history project.

PLO 3.A. Students will be able to write a research-based history project with an identifiable thesis statement.

PLO 3.B. Students will be able to develop logical arguments that support a thesis statement in a research-based history project.

PLO 3.C. Students will be able to utilize multiple pertinent historical sources and other forms of evidence to support a thesis.

B.A. Music

PLO 1.A. Demonstrate the ability to hear, identify, and work conceptually with the melodic, harmonic, and rhythmic elements of music, through sight-reading, basic keyboard proficiency, and musical analysis.

PLO 1.B. Identify, discuss, and write about music history, traditions, practices, and cultures of Western musical art traditions, thereby demonstrating a working knowledge of music history within their area of specialization and an acquaintance with the history, cultural background and repertoires of non-Western music's

PLO 1.C. Create derivative or original music in both extemporaneous and written form

- PLO 2.A. Demonstrate piano proficiency as evidenced by technique (scales, chords & arpeggios, harmonization, sight-reading, repertoire, open score and accompanying).
- PLO 2.B. Demonstrate vocal proficiency as evidenced by pitch accuracy, centered intonation and informed diction.
- PLO 2.C. Demonstrate a working knowledge of music technology and its application to their area of specialization.
- PLO 3.A. This area covers the five categories of skill development within applied lessons: Tone/Technique, Intonation/Diction, Musicianship, Accuracy, and Overall Performance.
- PLO 3.B. Identify and discuss the repertoire of their major performance area through successful completion of a capstone experience (a senior solo recital).
- PLO 4.A. Develop pedagogical and/or clinical skills fundamental to their area of specialization for application across a variety of music and music-related professions
- PLO 4.B. Articulate pedagogical methods related to adaptations, extensions for various abilities.
- PLO 4.C. Integrate music pedagogy as evidenced by a portfolio performance or presentation.
- PLO 5.A. Demonstrate professional competence in the execution of business processes and practices commonly employed within their area of specialization.
- PLO 5.B. Provide musical leadership appropriate to pre-professional standards as soloists, as conductors, and as members of major performing ensembles and smaller chamber ensembles

B.A. Psychology

- PLO 1.A. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, physiological psychology, and developmental psychology.
- PLO 1.B. Students will be able to apply their knowledge of psychology to real world contexts including personal, social, and organizational contexts.
- PLO 2. A. Students will demonstrate competence of theoretical knowledge related to statistics and research methods.
- PLO 2.B. Student will be able to design and interpret the findings of a basic research study that addresses a psychological question using appropriate research methods and analysis
- PLO 2.C. Students will demonstrate an understanding of APA Code of Ethics [i.e., The Belmont report and Research Section 8].
- PLO 3.A. Students will utilize critical and creative thinking in order to complete a major theoretical paper that addresses a research question in psychology in APA documentation style.
- PLO 3.B. Students will be able to critique articles in psychological and scientific journals.

B.A. Sport Management

- PLO 1.A. Students will be able to understand the laws of supply and demand as applied to sport.
- PLO 1.B. Students will be able to prepare and interpret financial statements and use common applications as tools for quantitative reasoning and problem solving.
- PLO 2.A. Students will be able to organize project teams and effectively demonstrate team development and collaboration.
- PLO 2.B. Students will demonstrate theoretical knowledge related to leadership and management theories.
- PLO 3.A. Students will be able to create a sport marketing plan.
- PLO 4.A. Students will be able to conduct an overall athletic facility evaluation, determine priorities, and make recommendations for facility planning.
- PLO 4.B. Students will be able to describe the professional safety standards for sport facilities.
- PLO 5.A. Students will be able to critique sport sociology professional literature.
- PLO 5.B. Students will demonstrate a professional knowledge of sport history and be in a position to draw lessons from it.

B.A. Theatre Arts

PLO 1 A: Not provided

PLO 1 B: Students will understand the progression of theatre trends and group movements

PLO 2 A: Students will be able to define roles and responsibilities within production company.

PLO 2 B: Students will be able to actively collaborate within a production setting.

PLO3 A: Students will be able to classify and establish the standards and differing theatre forms and genres.

PLO 3 B: Students will be able to identify and produce theatre art consistent with established guidelines and focus for said defined type/style of performance.

PLO 4 A: Students will gain field experience in an internship in their area of emphasis.

PLO 4 B: Students will gain practicum experience by working on program productions.

Online

A.A. Liberal Arts

PLO 1.A. Students will distinguish the steps in argument analysis.

PLO 1.B. Students will compare basic forms of communication (writing, speaking, reading, and listening).

PLO 1.C. Students will generate logical interpretations and conclusions based on various representations of scientific data.

PLO 1.D. Students will apply basic qualitative and quantitative methods to understand individual and social human behavior.

PLO 2.A. Students will reflect on the meaning of their lives in terms of service to others and their communities.

PLO 2.B. Students will assess their own personal well-being within the habits and skills underlying the seven dimensions of wellness.

PLO 2.C. Students will critically evaluate how storytelling, science, the visual and performing arts, history, and religion shape human experience.

A.A. Business

PLO 1.A. Students will be able to analyze financial statements to inform decision makers.

PLO 1.B. Students will be able to explain the accounting cycle.

PLO 2.A. Students will be able to describe the process of market segmentation leading to the identification of the target market.

PLO 2.B. Students will be able to examine pricing strategies utilized in an organization.

PLO 3.A. Students will be able to recommend communication techniques that are effective in managing conflict.

PLO 3.B. Students will create a communication strategy that fosters change and innovation.

A.A. Communications

PLO 1.A. Students will identify relevant historical details.

PLO 1.B. Students will illustrate the societal impact of each communication medium.

PLO 2.A. Students will be able to write a competent new story.

PLO 2.B. Students will apply effective language skills.

PLO 3.A. Students will identify visual communications theories.

PLO 3.B. Students will critically assess visual phenomena.

PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Students will demonstrate understanding of the obligations and right of the media in a free society.

PLO 4.B. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Students will effectively produce a website.
PLO 5.B. Graduates will illustrate keen media literacy skills.

A.A. Criminal Justice

PLO 1.A. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
PLO 1.B. Identify historically significant events and their impact on the field of criminal justice.
PLO 2.A. Summarize basic concepts and findings of research conducted in criminal justice.

A.A. Diversity and Inclusion

PLO 1.A. Students will detail the benefits of exploring their own personality as it relates to leading through inclusion.
PLO 1.B. Students will propose fundamental concepts to solve various inclusion issues
PLO 1.C. Students will develop strategies for improving mental health strategies in the workplace.
PLO 2.A. Students will summarize the effects of resiliency and perseverance in accomplishing goals.
PLO 2.B. Students will relate the importance of kindness and empathy in managing diversity.

A.A. Early Childhood Education

PLO 1. Promote healthy, safe, respectful, and supportive learning environments for young children.
PLO 2. Apply child development knowledge to produce positive learning outcomes.
PLO 3. Develop awareness of standards for safe, healthy learning environments.
PLO 4. Demonstrate competence for working with diverse student populations, including social, cultural, and linguistic awareness.
PLO 5. Establish positive relationships with families and community partners to enhance learning and development for young children.

A.A. Emergency Management

PLO 1.A.: Students will examine the definition, mission, concepts and terminology used in emergency management.
PLO 1.B. Students will analyze the intergovernmental and inter-organizational behavior within the field.

A.A. Fire Science

PLO 1.A. Identify and explain local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.
PLO 1.B. Analyze fire behavior concepts as related to prevention, firefighting, and firefighter safety and survival.
PLO 1.C. Develop and support methods and efforts to address and decrease injury and death risks within the organization and community.
PLO 1.D. Describe the administrative functions and roles and responsibilities of upper leadership within the organization.

A.A. Global Leadership

PLO 1.A. Students will be able to evaluate the issues facing organizational leaders globally in the 21st century.
PLO 1.B. Students will be able to identify the impact of different political, legal, and economic systems on international management.
PLO 2.A. Students will be able to discuss the benefits of organizational diversity
PLO 2.B. Students will be able to develop a presentation outlining the history of diversity-based legislation.
PLO 3.A. Students will be able to discuss strategies for individuals and teams to function effectively in a virtual environment.

PLO 3.B. Students will be able to describe how ethics impacts business relationships within organizations.

A.A. Health Care Management

PLO1.A. Knowledge of Current Issues, Trends & Practices in Healthcare Systems. Students will be able to identify current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations which operate within it.

PLO1.B. Knowledge of Healthcare System Law & Organizational Standards. Students will be able to define and articulate the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.

PLO2.B. Evaluating Business Principles. Students will be able to define business principles to the healthcare environment.

A.A. Homeland Security

PLO 1.A. Students will be able to analyze the historical impact of terrorism on current and future terrorism incidents.

PLO 1.B. Students will be able to assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.

PLO 1.C. Students will be able to evaluate homeland security methodologies to develop best practices.

PLO 1.D. Students will be able to contrast tactical response options with available resources to determine jurisdictional procedures.

A.A. Human Resource Management

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.

PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.

PLO 2.A. Students will create a performance appraisal analysis.

PLO 2.B. Students will perform a training and development analysis.

PLO 3.A. Students will evaluate different compensation programs.

PLO 3.B. Students will identify the role compensation plays in affecting employee motivation.

A.A. Leadership Communication

PLO 1.A. Students will perform an oral presentation.

PLO 1.B. Students will prepare an effective PowerPoint presentation.

PLO 2.A. Students will explain how effective listening and communication enhances conflict management skills

PLO 2.B. Students will discuss how leaders can effectively promote change in an organization

PLO 3.A. Students will identify leadership strategies for creating an organizational culture that embraces and sustains creative thinking practices, both for problem-solving and strategic innovation.

PLO 3.B. Students will identify leadership strategies for facilitating team building in organizations.

A.A. Management

PLO 1.A. Students will correlate the characteristics of vision and mission to business success.

PLO 1.B. Students will explain the risk management process, including risk identification, analysis, and response.

PLO 1.C. Students will discuss the role of location strategy and the criteria for locating decisions.

PLO 2.A. Students will explain the rational decision-making process.

PLO 2.B. Students will recognize the need for fairness and ethics in managerial decision making.

PLO 3.A. Students will identify the sources of power and communication techniques used during negotiation.

PLO 3.B. Students will recommend communication techniques that are effective in managing conflict.

A.A. Psychology

PLO 1.A. Core Content Area Knowledge. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, physiological psychology, and developmental psychology.

PLO 1.B. Knowledge Application. Students will be able to apply their knowledge of psychology to real world contexts including personal, social, and organizational contexts.

A.A. Sport Management

PLO 1.A. Students will be able to design a risk management program.

PLO 1.B. Students will be able to outline the steps necessary to prepare a facility for an event.

PLO 1.C. Students will be able to create a sports marketing proposal for a product, service, or event.

PLO 1.D. Students will be able to respond to an ethical dilemma from the standpoint of a sport administrator.

PLO 2.A. Students will be able to assess societal issues that result from gender, race, and ethnic diversity in sports.

PLO 2.B. Students will be able to convey how organized sports programs impact the socialization of children.

A.A. Occupational Safety and Health

PLO 1. Students will apply safety and health related theory and technology.

PLO 2. Students will analyze workplaces to identify occupational hazards.

A.S. Cybersecurity

PLO 1. Students will identify the potential threats/risks/weaknesses in the information technology infrastructure.

PLO 2. Students will apply business and management theory and practices in order to solve information security problems.

B.A. Communications

PLO 1.A. History and Societal Impact of each Communication Medium. Students will identify relevant historical details.

PLO 1.B. History and Societal Impact of each Communication Medium. Students will illustrate the societal impact of each communication medium.

PLO 2.A. Writing News Stories. Students will be able to write a competent new story.

PLO 2.B. Writing news stories. Students will apply effective language skills.

PLO 2.C. Graduates will demonstrate language skills including spelling, grammar, punctuation, usage and style.

PLO 3.A. Knowledge of Visual Communication. Students will identify visual communications theories.

PLO 3.B. Assessing Visual Phenomena. Students will critically assess visual phenomena.

PLO 3.C. Producing Visual Communications. Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Understanding of Mass Media Law. Students will demonstrate understanding of the obligations and right of the media in a free society.

PLO 4.B. Synthesize Mass Media Law. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Produce a website. Students will effectively produce a website.

PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills.

B.A. Emergency Management

PLO 1.A.: Students will examine the legalities (policies, directives and regulations) within the emergency management field.

PLO 1.B.: Students will summarize the policies and procedures which drive the budgetary process in emergency management.

PLO 1.C. Students will analyze the current standards and best practices used within the field.

PLO 2.A. Students will apply methodologies commonly used within the field.

PLO 2.B.: Students will describe effective communication skills used within the emergency

PLO 3.A.: Students will interpret the core concepts and terminology used in emergency management.

PLO 3.B.: Students will analyze the intergovernmental and inter-organizational behavior within the field.

PLO 4: Students will be able to analyze the multidisciplinary nature of emergency management.

B.A. Health Care Management

PLO 1.A. Knowledge of Current Issues, Trends, & Practices in Healthcare Systems. Students will be able to explain current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations which operate within it.

PLO 1.B. Students will be able to analyze the ethics of professional and organizational standard affecting customer relationships in healthcare organizations.

PLO 2.A. Strategic and Action Plan Evaluation. Students will be able to use management theory to evaluate shared vision and management of a healthcare organization's strategic goals.

PLO 2.B. Evaluating Management Practices & Trends. Students will be able to examine the impact of leadership styles, political trends, and cultural and societal forces on management within the healthcare system.

PLO 2.C. Applying Business Principles. Students will be able to apply business principles, including systems thinking, financial management, and human resource management to the healthcare environment.

B.A. Homeland Security

PLO 1 - Students will analyze the historical impact of terrorism on current and future terrorism incidents.

PLO 2 - Students will assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.

PLO 3 - Students will evaluate homeland security methodologies to develop best practices.

PLO 4 - Students will contrast tactical response options with available resources to determine jurisdictional procedures.

B.A. Occupational Safety

PLO 1. Students will apply safety and health related theory and technology.

PLO 2. Students will analyze workplaces to identify occupational hazards.

PLO 3. Students will formulate solutions to control occupational hazards.

PLO 4. Students will collaborate with others in their respective organizations to minimize occupational hazards.

B.A. Psychology

PLO 1.A. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, biological psychology, and developmental psychology

PLO 1.B. Students will be able to apply their knowledge of psychology to real world contexts including personal, social, and organizational contexts.

PLO 2.A. Students will demonstrate competence of theoretical knowledge related to statistics and research methods.

PLO 2.B. Student will be able to design and interpret the findings of a basic research study that addresses a psychological question using appropriate research methods and analysis methods to analyze and interpret the results of the study.

PLO 2.C. Students will demonstrate an understanding of APA Code of Ethics [i.e. The Belmont report and Research Section 8]. PLO 3.A. Students will utilize critical and creative thinking in order to complete a major theoretical paper that addresses a research question in psychology in APA documentation style.

PLO 3.B. Students will be able to critique articles in psychological and scientific journals.

B.A. Public Relations

PLO 1.A. Students will identify relevant historical details.

PLO 1.B. Students will illustrate the societal impact of various communication medium.

PLO 2.A. Students will be able to write a competent news story.

PLO 2.B. Students will apply effective language skills.

PLO 3.A. Students will identify visual communications theories.

PLO 3.B. Students will critically assess visual phenomena.

PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Students will be able to define news, recognize the importance of the free press.

PLO 4.B. Students will demonstrate understanding of the obligations and right of the media in a free society

PLO 4.C. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Students will effectively produce a website.

PLO 5.B. Graduates will illustrate keen media literacy skills.

B.A.S. Business Administration

PLO 1.A. Students will be able to interpret financial statements.

PLO 1.B. Students will be able to contrast Financial Accounting vs Managerial Accounting.

PLO 1.C. Students will be able to analyze legal contracts.

PLO 2.A. Students will be able to identify appropriate steps to resolve ethical dilemmas.

PLO 2.B. Students will be able to describe sound corporate social responsibility practices.

PLO 2.C. Students will be able to evaluate techniques used to manage conflict.

PLO 3.A. Students will be able to identify a target market for a specific brand.

PLO 3.B. Students will be able to perform a SWOT Analysis for an organization.

PLO 3.C. Students will be able to develop a promotional campaign for an organization.

PLO 4.A. Students will be able to describe the elements of a sound global leadership program.

PLO 4.B. Students will be able to identify the cultural impacts of doing business globally.

B.A.S. Communications

PLO 1.A. History and Societal Impact of each Communication. Students will identify relevant historical details.

PLO 1.B. History and Societal Impact of each Communication. Students will illustrate the societal impact of each communication medium.

PLO 2.A. Writing News Stories. Students will be able to write a competent new story.

PLO 2.B. Writing news stories. Students will apply effective language skills.

PLO 3.A. Knowledge of Visual Communication. Students will identify visual communications theories.

PLO 3.B. Assessing Visual Phenomena. Students will critically assess visual phenomena.

PLO 3.C. Producing Visual Communications. Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Understanding of Mass Media Law. Students will demonstrate understanding of the obligations and right of the media in a free society.

PLO 4.B. Synthesize Mass Media Law. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Produce a website. Students will effectively produce a website.

PLO 5.B. Illustrate Media Literacy. Graduates will illustrate keen media literacy skills.

B.A.S. Criminal Justice

PLO 1.A. Identify historically significant events and their impact on the field of criminal justice.

PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.

PLO 1.C. Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control.

PLO 2.A. Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, Socio-economic Status, and disabilities).

PLO 2.B. Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.

PLO 2.C. Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.

PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy.

PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.

PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.

PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

B.A.S. Criminal Justice Administration

PLO 1.A. Identify historically significant events and their impact on the field of criminal justice.

PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.

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PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.

PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

B.A.S. Cybersecurity

PLO 1.A. Identify threats, risk, and weaknesses in IT infrastructure.

PLO 2.A. Identify business management practices related to solving cybersecurity problems.

PLO 3.A. Identify core focuses on application security, intrusion detection systems, information systems auditing, and cybersecurity disaster recovery.

PLO 4.A. Identify legal requirements for cybersecurity

B.A.S. Emergency Management

PLO 1.A.: Students will examine the legalities (policies, directives and regulations) within the emergency management field.

PLO 1.B.: Students will summarize the policies and procedures which drive the budgetary process in emergency management.

PLO 1.C. Students will analyze the current standards and best practices used within the field

PLO 2.A. Students will apply methodologies commonly used within the field.

PLO 2.B.: Students will describe effective communication skills used within the emergency management field.

PLO 3.A.: Students will interpret of the core concepts and terminology used in emergency management.

PLO 3.B.: Students will analyze the intergovernmental and inter- organizational behavior within the field.

B.A.S. Fire Science Administration

PLO 1.A.: Students will be able to explain fire behavior concepts as related to prevention, firefighting, and firefighter safety.

PLO 2.A.: Students will be able to analyze local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.

PLO 2.B.: Students will be able to analyze administrative functions and roles and responsibilities of upper leadership within the fire/rescue/EMS organization.

PLO 3.A.: Students will be able to develop a plan to decrease injury and death risks within their organization and community.

PLO 4.A.: Students will be able to incorporate leadership through mid-level and upper-level management roles.

PLO 4.B.: Students will be able to model support of administrative functions and roles.

B.A.S. Health Care Management

PLO1.A. Knowledge of Current Issues, Trends & Practices in Healthcare. Students will be able to analyze and distinguish current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations which operate within it.

PLO1.B. Knowledge of Healthcare System Law & Organizational Standards. Students will be able to analyze the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.

PLO 2.A. Strategic and Action Plan Evaluation. Students will be able to critique management theory to evaluate shared vision and management of a healthcare organization's strategic goals.

PLO2.B. Evaluating Management Practices & Trends. Students will be able to evaluate the impact of leadership styles, political trends, and cultural and societal forces on management within the healthcare system..

PLO2.C. Applying Business Principles. Students will be able to apply business principles, including systems thinking, to the healthcare environment; basic business principles include (a) financial management, (b) human resource management, and (c) strategic planning.

B.A.S. Homeland Security

PLO 1 - Students will analyze the historical impact of terrorism on current and future terrorism incidents.

PLO 2 - Students will assess the capabilities of Weapons of Mass Destruction (WMD) to determine counteraction strategies.

PLO 3 - Students will evaluate homeland security methodologies to develop best practices

PLO 4 - Students will contrast tactical response options with available resources to determine jurisdictional procedures.

B.A.S. Occupational Safety

PLO 1: Students will apply safety and health related theory and technology.

PLO 2: Students will analyze workplaces to identify occupational hazards.

PLO 3: Students will formulate solutions to control occupational hazards.

PLO 4: Students will collaborate with others in their respective organizations to minimize occupational hazards.

B.A.S. Organizational Leadership

PLO 1.A. Leadership Styles. Students will be able to compare various leadership styles.

PLO 1.B. Goal Setting. Students will be able to discuss the importance of goal setting as it relates to organizational vision.

PLO 1.C. Global Leadership. Students will be able to explain the importance of vision when leading an organization globally.

PLO 2.A. Students will be able to perform an effective oral presentation.

PLO 2.B. Students will be able to demonstrate conflict negotiation styles.

PLO 2.C. Students will be able to describe how motivational techniques can be used to enhance employee performance.

PLO 3.A. Students will be able to create a team using a skills-motivation matrix

PLO 3.B. Students will be able to discuss the importance of training programs in enhancing team performance.

PLO 3.C. Students will be able to detail the benefits of organizational diversity.

PLO 4.A. Students will be able to create a Negotiation Planning Guide for organizational implementation.

PLO 4.B. Students will be able to propose a plan to improve organizational culture.

PLO 4.C. Students will be able to recommend strategies to overcome resistance to change.

B.A.S. Psychology

PLO 1.A. Core Content Area Knowledge. Students will demonstrate competence in four out of five core content areas of psychology emphasized in our psychology curriculum: cognitive psychology, social psychology, individual differences, physiological psychology, and developmental psychology.

PLO 1.B. Knowledge Application. Students will be able to apply their knowledge of psychology to real world contexts including personal, social, and organizational contexts.

PLO 2.A. Research Methods and Statistics Knowledge. Students will demonstrate competence of theoretical knowledge related to statistics and research methods.

PLO 2.B. Design of Research Studies. Student will be able to design and interpret the findings of a basic research study that addresses a psychological question using appropriate research methods and analysis.

PLO 2.C. Research Ethics. Students will demonstrate an understanding of APA Code of Ethics [i.e., The Belmont report and Research Section 8].

PLO 3.A. Critical and Creative Thinking Skills. Students will utilize critical and creative thinking in order to complete a major theoretical paper that addresses a research question in psychology in APA documentation style.

PLO 3.B. Critical Review of Research Literature. Students will be able to critique articles in psychological and scientific journals.

B.A.S. Public Relations

PLO 1.A. Students will identify relevant historical details.

PLO 1.B. Students will illustrate the societal impact of various communication medium.

PLO 2.A. Students will be able to write a competent news story.

PLO 2.B. Students will apply effective language skills.

PLO 3.A. Students will identify visual communications theories.

PLO 3.B. Students will critically assess visual phenomena.

PLO 3.C. Students will illustrate proficiency in visual communications in the production of a final project.

PLO 4.A. Students will be able to define news, recognize the importance of the free press.

PLO 4.B. Students will demonstrate understanding of the obligations and right of the media in a free society.

PLO 4.C. Students will be able to synthesize the knowledge gained by researching and writing a final paper related to U.S. law.

PLO 5.A. Students will effectively produce a website.

PLO 5.B. Graduates will illustrate keen media literacy skills.

B.S. Business Administration

PLO 1.A. Students will be able to interpret financial statements.

PLO 1.C. Students will be able to contrast Financial Accounting vs Managerial Accounting.

PLO 1.D. Students will be able to analyze legal contracts.

PLO 2.A. Students will be able to propose steps to address ethical dilemmas.

PLO 2.B. Students will be able to describe sound corporate social responsibility practices.

PLO 2.C. Students will be able to contrast different leadership styles.

PLO 3.A. Students will be able to identify a target market for a specific brand.

PLO 3.B. Students will be able to perform a SWOT Analysis for a specific organization.

PLO 3.C. Students will be able to develop a promotional campaign for an organization.

PLO 3: Students will be able to explain and manage the marketing functions of an organization.

PLO 4.A. Students will be able to describe the elements of a sound global leadership program.

PLO 4.B. Students will be able to distinguish the advantages and disadvantages of outsourcing.

PLO 4.C. Students will be able to describe the cultural impacts of doing business globally.

PLO 4: Students will be able to explain the effects of globalization on their work environment.

PO 1.B. Students will be able to discuss the elements of a Management Information System.

B.S. Criminal Justice

PLO 1.A Identify historically significant events and their impact on the field of criminal justice.

PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.

PLO 1.C Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control.

PLO 1.D Summarize basic concepts and findings of research conducted in criminal justice.

PLO 2.A Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, Socio-economic Status, and disabilities).

PLO 2.B Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.

PLO 2.C Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.

PLO 3.A Students will be able to explain theories of crime and the impact crime has on society and public policy.

PLO 3.B Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.

B.S. Criminal Justice Administration

PLO 1.A. Students will identify historically significant events and their impact on the field of criminal justice.
PLO 1.B. Describe the structures and functions of the fundamental institutions (e.g., legislatures, law enforcement, corrections, courts) that are part of criminal justice systems.
PLO 1.C. Examine conflicts in criminal justice systems, such as the one between individual legal rights and crime control.
PLO 2.A. Demonstrate understanding of issues stemming from group differences (e.g., sex, gender, age, race/ethnicity, religious creed, immigration status, sexual orientation, Socio-economic Status, and disabilities).
PLO 2.B. Examine the interactions of victims and offenders within the criminal justice system, society, and between each other.
PLO 2.C. Compare and contrast the differences between psychological, sociological, and biological theories of criminal and deviant behavior.
PLO 3.A. Students will be able to explain theories of crime and the impact crime has on society and public policy.
PLO 3.B. Develop critical thinking skills through the application of theory and social science research methods to crime and crime policy.
PLO 3.C. Evaluate emerging trends in criminal justice practice and analyze their potential consequences for individuals, society, and the criminal justice system.
PLO 3.D. Summarize basic concepts and findings of research in criminal justice.

B.S. Cybersecurity

PLO 1.A. Students will be able to identify the potential threats/risks/weaknesses in the information technology infrastructure.
PLO 1.B. Students will be able to apply business and management theory and practices in order to solve information security problems.
PLO 1.C. Students will demonstrate a working knowledge of security practices to optimize information assurance.
PLO 1.D. Students will demonstrate a knowledge of current legal requirements for information and system security.

B.S. Fire Science Administration

PLO 1.A. Students will be able to explain fire behavior concepts as related to prevention, firefighting, and firefighter safety.
PLO 2.A. Students will be able to analyze local, state, and national legal and political concepts relevant to the fire/rescue/EMS services.
PLO 2.B. Students will be able to analyze administrative functions and roles and responsibilities of upper leadership within the fire/rescue/EMS organization.
PLO 3.A. Students will be able to develop a plan to decrease injury and death risks within their organization and community.
PLO 4.A. Students will be able to incorporate leadership through mid-level and upper-level management roles.
PLO 4.B. Students will be able to model support of administrative functions and roles.

B.S. Nursing (R.N. to B.S.N. Program)

PLO 1.A. Develop accountability for leading and managing best practices for population managed health care.

PLO 1.B. Assess, holistically and systematically, the health status of culturally diverse individuals, families, and communities to determine health care needs.

PLO 1.C. Design teaching methods based on evidence-based information, assisting individuals and families in achieving their health goals.

PLO 1.D. Evaluate nursing theory, research, and evidence-based practice in the health care environment.

PLO 1.E. Develop plans with individuals, families, and other members of the health care team to ensure holistic, individualized care applying ethical, legal, and professional standards of care.

B.S. Organizational Leadership

PLO 1.A. Students will be able to compare various leadership styles.

PLO 1.B. Students will be able to discuss the importance of goal setting as it relates to organizational vision.

PLO 1.C. Students will be able to explain the importance of vision when leading an organization globally.

PLO 2.A. Students will be able to perform an effective oral presentation.

PLO 2.B. Students will be able to demonstrate conflict negotiation styles.

PLO 2.C. Students will be able to describe how motivational techniques can be used to enhance employee performance.

PLO 3.A. Students will be able to create a team using a skills-motivation matrix.

PLO 3.B. Students will be able to discuss the importance of training programs in enhancing team performance.

PLO 3.C. Students will be able to detail the benefits of organizational diversity.

PLO 4.A. Students will be able to create a Negotiation Planning Guide for organizational implementation.

PLO 4.B. Students will be able to propose a plan to improve organizational culture.

PLO 4.C. Students will be able to recommend strategies to overcome resistance to change.

Certificate in Communications

PLO 1.A. Students will identify relevant historical details.

PLO 2.A. Students will be able to write a competent new story.

PLO 3.A. Students will identify visual communications theories.

PLO 4.A. Students will illustrate proficiency in visual communications in the production of a final project.

Certificate in Diversity and Inclusion

PLO 1.A. Students will detail the benefits of exploring their own personality as it relates to leading through inclusion.

PLO 1.B. Students will propose fundamental concepts to solve various inclusion issues.

PLO 1.C. Students will develop strategies for improving mental health strategies in the workplace.

PLO 2.A. Students will summarize the effects of resiliency and perseverance in accomplishing goals.

PLO 2.B. Students will relate the importance of kindness and empathy in managing diversity.

Certificate in Emergency Management

PLO 1. Students will examine the definition, mission, concepts, and terminology used in emergency management.

Certificate in Global Leadership

PLO 1.A. Students will evaluate the issues facing organizational leaders globally in the 21st century.

PLO 1.B. Students will identify the impact of different political, legal, and economic systems on international management.

PLO 2.A. Students will discuss the benefits of organizational diversity.

PLO 2.B. Students will develop a presentation outlining the history of diversity-based legislation.

PLO 3.A. Students will discuss strategies for individuals and teams to function effectively in a virtual environment.

PLO 3.B. Students will describe how ethics impacts business relationships within organizations.

Certificate in Health Care Management

PLO1.A. Knowledge of Current Issues, Trends & Practices in Healthcare Systems Students will be able to identify current trends and challenges relative to the overall healthcare system (international and domestic) and the organizations which operate within it.

PLO1.B. Knowledge of Healthcare System Law & Organizational Standards Students will be able to define and articulate the ethics of professional and organizational standards affecting customer relationships in healthcare organizations.

PLO2.A. Strategic Planning and Leadership Style Evaluation Students will be able to interpret the impact of leadership styles on management within the healthcare system.

PLO2.B. Evaluating Business Principles Students will be able to define business principles to the healthcare environment.

Certificate in Homeland Security - Terrorism

PLO 1.A. Students will demonstrate knowledge of terrorism by understanding the history, motivations, and tactics of terrorist organizations, analyzing the effects of terrorism on society, and evaluating the effectiveness of various strategies for countering terrorism.

PLO 2.A. Students will demonstrate knowledge of ethical and legal issues in homeland security by analyzing domestic and international laws relevant to homeland security operations, understanding the ethical implications of homeland security policies, and evaluating the effectiveness of various strategies for protecting the homeland.

PLO 3.A. Students will demonstrate knowledge of terrorism in emergency management by analyzing the effects of terrorism on emergency management operations, understanding the legal and ethical implications of responding to terrorist threats and incidents, and developing strategies for responding to potential terrorist threats.

Certificate in Homeland Security - Weapons of Mass Destruction

PLO 1.A. Students will demonstrate knowledge of terrorism response operations by articulating strategies for responding to terrorist threats and incidents, understanding the legal and ethical implications of such operations, and analyzing the effectiveness of various terrorism response tactics.

PLO 2.A. Students will demonstrate knowledge of weapons of mass destruction by analyzing the effects of these weapons, understanding the legal and ethical implications of their use, and developing strategies for responding to potential threats posed by such weapons.

PLO 3.A. Students will demonstrate knowledge of terrorism in emergency management by analyzing the effects of terrorism on emergency management operations, understanding the legal and ethical implications of responding to terrorist threats and incidents, and developing strategies for responding to potential terrorist threats.

Certificate in Human Resource Management

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.

PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.

PLO 2.A. Students will create a performance appraisal analysis.

PLO 2.B. Students will perform a training and development analysis.

PLO 3.A. Students will evaluate different compensation programs.

PLO 3.B. Students will identify the role compensation plays in affecting employee motivation.

Certificate in Leadership Communication

PLO 1.A. Students will evaluate the effectiveness of different recruiting and employee selection methods.

PLO 1.B. Students will create a plan to source, recruit, and attract candidates for a position.

PLO 2.A. Students will create a performance appraisal analysis.

PLO 2.B. Students will perform a training and development analysis.

PLO 3.A. Students will identify leadership strategies for creating an organizational culture that embraces and sustains creative thinking practices, both for problem-solving and strategic innovation.

PLO 3.B. Students will identify leadership strategies for facilitating team building in organizations.

Certificate in Management

PLO 1.A. Students will correlate the characteristics of vision and mission to business success.

PLO 1.B. Students will explain the risk management process, including risk identification, analysis, and response.

PLO 1.C. Students will discuss the role of location strategy and the criteria for locating decisions.

PLO 2.A. Students will explain the rational decision-making process.

PLO 2.B. Students will recognize the need for fairness and ethics in managerial decision making.

PLO 3.A. Students will identify the sources of power and communication techniques used during negotiation.

PLO 3.B. Students will recommend communication techniques that are effective in managing conflict.

Certificate in Sport Management

PLO 1.A. Students will be able to design a risk management program.

PLO 1.B. Students will be able to outline the steps necessary to prepare a facility for an event.

PLO 1.C. Students will be able to create a sports marketing proposal for a product, service, or event.

PLO 1.D. Students will be able to respond to an ethical dilemma from the standpoint of a sport administrator.

PLO 2.A. Students will be able to assess societal issues that result from gender, race, and ethnic diversity in sports.

PLO 2.B. Students will be able to convey how organized sports programs impact the socialization of children.

Online Graduate Program

Graduate Certificate in Criminal Justice Leadership

PLO 1.A. Students will apply critical thinking and problem-solving to criminal justice leadership issues; within courts, corrections and policing.

PLO 2.A. Students will explain the relationship between policy and the criminal justice system, as well as the impact on leaders.

PLO 3.A. Students will develop oral, written, in-person and technology-based communication skills for criminal justice professionals.

PLO 4.A. Students will understand decision making styles and the impact on criminal justice organizations.

Graduate Certificate in Emergency Management Leadership

PLO 1.A. Students will assess the leadership characteristics necessary to successfully advance within the emergency management field.

Graduate Certificate in Healthcare Management

PLO 1.A. Demonstrate knowledge of the U.S. healthcare industry and its delivery systems, including innovations in how healthcare is delivered.

PLO 3.A. Organizational awareness will be demonstrated by the ability to understand and learn the formal and informal decision-making structures and power relationships in an organization. This includes the ability to identify organizational decision makers and those who influence them, and predict how events affect individuals and groups, and shape organizations.

PLO 4.A. Innovative thinking will be demonstrated by the ability to apply complex concepts, develop creative solutions or use previous solutions in creative and adaptive ways for breakthrough thinking in the field.

PLO 4.B. Demonstrate the ability to see oneself as a leader, from forming and directing a team that possesses balanced capabilities to setting its mission, values, and norms; holding team members accountable individually and as a group to achieve results.

PLO 5.A. Demonstrate understanding of managerial responsibility in creating and maintaining a culture of regulatory compliance (e.g., knowledge of requirements for reporting privacy breaches, reducing regulatory risks, and conducting research with human subjects).

Graduate Certificate in Instructional Design and Technology

PLO 1.A. Students will apply a theory-based, systematic approach in the design of instructional activities

PLO 2.A. Students will apply effective learning technologies to instructional activities

Graduate Certificate in Marketing

PLO 1.A Strategic Marketing Analyze internal and external pressures, analytics, segmentation strategies, technology, brand image and service line positioning's impact on strategic marketing.

PLO 2.A Marketing Trends Explore and analyze current and future marketing issues and trends related to health and health care.

Graduate Certificate in Project Management

PLO 1.A Project Outcomes Evaluate topics of creating and managing teams, delegation, motivation, conflict resolution, and negotiation in order to more effectively engage stakeholders and build support for project outcomes.

Graduate Certificate in Social Emotional Learning

PLO 1A. Apply the principles of social-emotional learning to create a community action plan to increase collaborative efforts with various organizations. (SEL specific)

Graduate Certificate in Sport Management

PLO 1A. Students will prepare a marketing plan for a product or service in the sports industry.

PLO 1B. Students will design a strategic plan for an organization in the sporting world.

PLO 1C. Students will analyze current trends and issues affecting sports.

PLO 1D. Students will examine public finance and budgeting.

M.Ed. Master of Education in Social-Emotional Learning

PLO 1.A Analyze strategies for effective classroom management for diverse populations. (M.Ed. specific.)

PLO 2.A Create a professional action plan focused on continuous improvement efforts in education. (M.Ed. specific)

PLO 3.A Appraise the relationship between student and institutional data. (M.Ed. specific)

PLO 4.A Apply the principles of social-emotional learning to create a community action plan to increase collaborative efforts with local law enforcement. (SEL specific)

M.Ed. Master of Education Instructional Design and Technology

PLO 1.A. Evaluate how instruction, assessment, and feedback influence the development of a learner's mastery of skills and content.

PLO 2.A. Appraise the benefits associated with lifelong learning

PLO 3.A. Apply the systems approach to designing instruction

PLO 4.A. Develop theory-based instruction

PLO 5.A. Evaluate the effectiveness of learning activities.

PLO 6. Evaluate the effectiveness of learning activities.

M.Ed. Master of Education/Leadership

PLO 1.A. Graduates of the program will define effective leadership attributes.

PLO 1.B. Graduates of the program will evaluate leadership behavior and motivation.

PLO 1.C. Graduates of the program will analyze how leaders achieve mutual influence within an organization by embracing ethical leadership practices.

PLO 2.A. Graduates of Waldorf's M.Ed. (Leadership Concentration) will cultivate a positive school culture by embracing best practices for communication within the field.

PLO 2.B. Graduates of Waldorf's M.Ed. (Leadership Concentration) will develop skills to foster a positive school culture by creating collaboration opportunities for multiple stakeholders.

PLO 3.A. Graduates of Waldorf's M.Ed. (Leadership Concentration) will apply research (i.e., scholarly literature review) to analyze the relationship between student and institutional data.

PLO 3.B. Graduates of Waldorf's M.Ed. (Leadership Concentration) will apply research to demonstrate how data collection can impact learning models and student success.

M.Ed. Master of Education/Teaching and Learning

PLO 1.A. Graduates of the program will define effective teaching attributes.

PLO 1.B. Graduates of the program will examine effective teaching.

PLO 1.C. Graduates of the program will evaluate personal attributes and opportunities for effective teaching.

PLO 2.A. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop applied knowledge and skills that are tailored to a field of practice.

PLO 2.B. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop skills to make ethical decisions in their organizations using "self-as-instrument."

PLO 3.A. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will apply research (i.e., scholarly literature review) to inform ethical decision-making.

PLO 3.B. Graduates of Waldorf's M.Ed. (Teaching and Learning Concentration) will develop data-informed methods to develop practices of diversity and inclusion using action research.

M.A. Health Care Management

PLO 1.A. Demonstrate knowledge of the U.S. healthcare industry and its delivery systems, including innovations in how healthcare is delivered.

PLO 2.A. Demonstrate knowledge of expectations for professional ethics in healthcare organizations as established by the American College of Healthcare Executives; and application of ethical and legal considerations in assignments, cases, and projects.

PLO 3.A. Organizational awareness will be demonstrated by the ability to understand and learn the formal and informal decision-making structures and power relationships in an organization. This includes the ability to identify organizational decision makers and those who influence them, and predict how events affect individuals and groups, and shape organizations

PLO 4.A. Innovative thinking will be demonstrated by the ability to apply complex concepts, develop creative solutions or use previous solutions in creative and adaptive ways for breakthrough thinking in the field.

PLO 4.B. Demonstrate the ability to see oneself as a leader, from forming and directing a team that possesses balanced capabilities to setting its mission, values, and norms; holding team members accountable individually and as a group to achieve results.

PLO 5.A. Demonstrate understanding of managerial responsibility in creating and maintaining a culture of regulatory compliance (e.g., knowledge of requirements for reporting privacy breaches, reducing regulatory risks, and conducting research with human subjects). PLO 5.B. Demonstrate knowledge and understanding of concepts, theories, laws, tools, and practices in budgeting, financial reporting and control.

PLO 5.C. Demonstrate the ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessment, alternative compensation and benefits methods, and the alignment of human resources practices and processes to meet the strategic goals of the organization.

M.A. Organizational Leadership

PLO 1.A. Learners will evaluate the "use of self" approach to leadership and its contribution to the development of essential leadership skills.

PLO 2.A. Learners will evaluate leadership approaches through scholarly research.

PLO 2.B. Learners will conduct data-informed decision-making using action research.

PLO 3.A. Learners will use their diagnosis, communication, and adaptation skills to design solutions that effectively address needs of an organization in their field of study.

PLO 3.B. Learners will use their diagnosis, communication, and adaptation skills to implement solutions that effectively address needs of an organization in their field of study.

M.B.A. Business Administration

PLO 1.A. Students will understand compliance and regulatory environments in a global business environment.

PLO 1.B. Students will understand the effects of globalization upon human resource management.

PLO 1.C. Students will understand strategies behind the management of global customer brand equity and predicting global business outcomes.

PLO 2.A. Students will assess the financial position of organizations and risk-return relationships.

PLO 2.B. Students will understand the relationship between current and future strategic business decisions.

PLO 2.C. Students will integrate information systems to aid in the control of an organization's financial, accounting, and people management systems.

PLO 3.A. Students will perform diligent research into the most current methods for qualitative and quantitative analysis appropriate to enable continuous improvement.

PLO 3.B. The ability to analyze economic conditions and forecasted trends will be achieved facilitating appropriate risk analysis.

- PLO 4.A. Students will learn the appropriate ethical behaviors for accounting-related situation.
- PLO 4.B. Students will be able to evaluate the ethical implications of free market outcomes.
- PLO 4.C. Students will learn to apply the requisite attentiveness to stakeholder concerns, as well as social and cultural impact.

M.B.A. Business Administration/Health Care Management

- PLO 1. Analyze processes that influence the control and management of healthcare operations and organizations.
- PLO 2. Apply the various theories and methods associated with team building, employee motivation, and morale specific to healthcare management.
- PLO 3. Evaluate the concepts of professional integrity in healthcare.
- PLO 4. Explain how changing environmental factors affect business related healthcare issues.

Program Corrections by Degree Program

Undergraduate Certificate Program Correction

- Occupational Safety Certificate.....(15cr)
- OSH 3001 – Fundamentals of Occupational Safety and Health (3cr)
- OSH 3525 – Legal Aspects of Safety and Health (3cr)
- OSH 3651 – Total Environmental, Health, and Safety Management (3cr)
- OSH 4301 – Fundamentals of Industrial Hygiene (3cr)
- OSH 4520 – Risk Management (3cr)

Graduate Certificate Programs Corrections

- Social-Emotional Learning.....(12cr)
- EDU 5010 Foundations of Social-Emotional Learning (3cr)
- EDU 5030 Social-Emotional Learning – Pedagogy & Practice (3cr)
- EDU 5050 Social-Emotional Learning (SEL) for Students: A Path to Social-Emotional Well-Being (3cr)
- EDU 5070 Social-Emotional Learning (SEL) for Students: A Path to Social-Emotional Well-Being II (3cr)

- Leadership.....(12cr)
- ORG 5000 Personal Leadership Development (3cr)
- ORG 5100 Leadership Theory and Practice (3cr)
- Track 1: ORG 6000 Leadership Development and Coaching (3cr)
- <or>**
- Track 2: ORG 6600 Culture of Learning Organizations (3cr)
- Track 1: EDU 5100 Personal Leadership Skills and Team Building (3cr)
- <or>**
- Track 2: ORG 6700 Diversity and Inclusion in the Organization Culture (3cr)

New Graduate Certificate Programs

Public Administration Leadership (12 credits)

Waldorf's Graduate Certificate in Public Administration focuses on the development, implementation and management of public programs and policies. This program will prepare students to pursue careers in the private, public or non-profit sectors in any number of industries including emergency management, criminal justice administration, housing, government and more.

PA 5302 Ethics for Public Administration (3cr)

PA 5305 Public Finance and Budgeting (3cr)

PA 5306 Public Policy (3cr)

PA 6304 Local Government Planning (3cr)

Healthcare Management (12 credits)

Waldorf's Graduate Certificate in Health Care Management prepares students to take on mid-level to executive-level leadership roles in health organizations of all sizes. Students learn emerging industry issues while mastering the ability to plan for and react to the constant changes of in the dynamic field of health care. This certificate is perfect for a clinical or administrative health care professional who is looking to advance in their career, change the future for their organization, and improve patient care for the industry as a whole.

HCM 5000 Emerging Issues in Health Administration (3cr)

HCM 5100 Building Professional Teams (3cr)

HCM 5200 Self-Care for Health Care Professionals (3cr)

HCM 6400 Health Care Professionalism (3cr)

Instructional Design and Technology (12 credits)

Waldorf's Graduate Certificate in Instructional Design and Technology (IDT) provides students with the knowledge and skills they need to be successful leaders in today's either public or private environments as organizations seek to be successful in a global business climate and integrated value chains. Students will cover issues currently facing the field of IDT, such as emerging issues in learning theories for instruction, adults as learners, building cultures of continuous improvement in education, online learning and management, and digital media.

EDU 5000 Adults and Learners (3cr)

EDU 5101 Culture of Continuous Improvement in Education (3cr)

IDT 5200 Online Learning and Management (3cr)

IDT 5300 Digital Media (3cr)

Criminal Justice Leadership (12 credits)

Waldorf's Graduate Certificate in Criminal Justice Leadership provides students with the knowledge and skills they need to rise through the ranks to leadership or executive positions in their organizations within an ever-changing legal environment. Students will cover issues specific to current criminal justice leadership, such as ethics for public administration, leadership development and coaching, leadership and management skills for criminal justice administration, critical analysis of criminal justice administration, and criminal justice policy analysis and socio-cultural systems.

PA 5302 Ethics for Public Administration (3cr)

CRJ 5200 Leadership and Management Skills for Criminal Justice Administration (3cr)
CRJ 5390 Critical Analysis of Criminal Justice Administration (3cr)
CRJ 6800 Criminal Justice Policy Analysis and Socio-Cultural Systems (3cr)

Human Resources Management (12 credits)

Waldorf's Graduate Certificate in Human Resources (HR) provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current human resource management, such as principles of human resource management, ethics for business leadership, leadership development and coaching, measuring HR and change impact, and organization development. This program will prepare students to be leaders of human resources on a departmental or corporate executive level.

HRM 5200 Human Resource Management (3cr)
HRM 5300 Ethics for Business Leadership (3cr)
HRM 6000 Leadership Development and Coaching (3cr)
HRM 6400 Measuring HR and Change Impact (3cr)

Sport Management (12 credits)

Waldorf's Graduate Certificate in Sport Management provides students with the knowledge and skills they need to be successful in today's global business and public financing climate, as well as integrated value chains. Students will cover issues specific to current sport management, such as emerging trends in sport management, public finance and budgeting, leadership development and coaching, and two courses in strategic management in sport.

SMT 5200 Emerging Trends in Sport Management (3cr)
SMT 6400 Strategic Marketing in Sport (3cr)
SMT 6800 Strategic Management in Sport (3cr)
PA 5305 Public Finance and Budgeting (3cr)

Marketing (12 credits)

Waldorf's Graduate Certificate in Marketing at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current marketing management, such as strategic marketing, marketing research, new product marketing, business to business marketing, and advanced marketing. This program is intended to prepare marketing professionals for advancement to the executive level by providing the tools necessary to enable them to operate within a large organization or as an independent marketing entity.

MKT 5500 Strategic Marketing (3cr)
MKT 5600 Marketing Research (3cr)
MKT 5700 New Product Marketing (3cr)
MKT 5900 Advanced Marketing (3cr)

Emergency Management Leadership (12 credits)

Waldorf's Graduate Certificate in Emergency Management Leadership at Waldorf University provides students with the knowledge and skills they need to be successful leaders or executives in today's challenging emergency management environment. Students will cover issues specific to emergency management, such as principles of emergency management, legal aspects of emergency management, interagency disaster management, risk management, and leadership and decision making in emergency management.

- EMG 5000 Emergency Management (3cr)
- EMG 5100 Legal Aspects of Emergency Management (3cr)
- EMG 5300 Interagency Disaster Management (3cr)
- EMG 6300 Risk Management (3cr)

Fire/Rescue Executive Leadership (12 credits)

Waldorf's Graduate Certificate in Fire/Rescue Executive Leadership at Waldorf University provides students with the knowledge and skills they need to be successful in today's technical, legal, and public finance climate. Students will cover issues specific to current fire/rescue executive leadership, such as leadership theory and practice, leadership development and coaching, the fire/rescue executive's role in community risk reduction, the fire/rescue executive's role in emergency management, and executive leadership for fire/rescue officers.

- FSC 6200 Leadership Theory and Practice (3cr)
- FSC 6400 The Fire/Rescue Executive's Role in Emergency Management (3cr)
- FSC 6800 Executive Leadership for Fire/Rescue Officers (3cr)
- ORG 5100 Leadership Theory and Practice (3cr)

Project Management (12 credits)

Waldorf's Graduate Certificate in Project Management at Waldorf University provides students with the knowledge and skills they need to be successful in today's global business climate and integrated value chains. Students will cover issues specific to current project management, such as the principles of project management, research methods, management project teams, project management strategy and tactics, and managing complex projects. This program enables project managers to transition to the roles of leadership and decision making over multiple project managers and projects.

- PMP 5100 Project Management (3cr)
- PMP 5600 Research Methods (3cr)
- PMP 5800 Managing Project Teams (3cr)
- PMP 6100 Project Management Strategy and Tactics (3cr)

Graduate Course Description Addition

EDP 5100 Learning Theories for Instruction(3cr.)
Reviews various theoretical approaches to learning. In this course, students compare essential elements of instructional design learning theory, select a theory, and apply it of instructional design models and apply them in the design of an instructional unit.