

Published September, 2011 Vol. 105

The provisions of this catalog are not to be seen as a binding contract between the student and Waldorf College. The College reserves the right to make changes that seem necessary or desirable, including course, policy and program changes, and cancellations.

To graduate, students must meet the degree requirements from the catalog of any year in which they are enrolled full-time. If the student withdraws for more than one semester, the requirements of a subsequent catalog must be followed.

The fulfillment of graduation requirements is the responsibility of the student, not the registrar or the academic advisor. To this end, the student should keep a copy of the catalog under which they intend to graduate.

Waldorf College, 106 South Sixth Street, Forest City, Iowa 50436
641-585-2450 or 1-800-292-1903

Waldorf College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA), 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2504; 312-263-0456

For gainful employment disclosures, visit www.waldorf.edu/disclosure.

Waldorf College 2011-2012 Academic Catalog

Table of Contents

Contents

I. General Information	4	VII. Student Life and Resources..	140
About Waldorf	4	Campus Community	140
Accreditation and Memberships	6	Academic and Social Expectations	140
II. Admissions.....	6	Residence Life	141
Freshmen	7	Student Resources	142
Transfer Students.....	8	Advising and Counseling.....	142
Former Students.....	9	Student Activities	146
International Students.....	9	Student Government.....	146
Part-Time Students	11	Religious Life and Campus Ministry	147
Honors College.....	11	Music Activities.....	149
Admission Services and Campus Visits.....	11	Theatre Activities.....	150
III. Tuition and Financing	12	Athletic Activities	150
Tuition Rates.....	12	Educational and Social Organizations	151
Living Options	12	Campus Media.....	154
Meal Plan Options:	13	Campus and Community.....	155
Fees	13	VIII. Governance	158
Other Charges.....	14	IX. Administration	158
Terms of Payment	15	Office of the President.....	158
Business Office Services.....	16	Office of Academic Affairs.....	158
Refund Policy.....	16	Intercollegiate Athletics	158
Rights and Responsibilities.....	19	Academic Support Services.....	159
Financial Aid.....	19	Office of Admissions and Financial Aid... 159	
College-Funded Gift Aid.....	20	Office of Business Affairs.....	159
Federal Government-Funded Gift Aid.....	20	Office of Operations.....	159
State of Iowa-Funded Gift Aid	21	Office of Advancement.....	159
Loan Programs	21	Institutional Technologies	160
Work Programs.....	21	Bookstore	160
Student Consumer Information	22	Buildings and Grounds.....	160
IV. Academic Information	22	Food Service.....	160
Degree Programs	22	Office of Marketing and Communications.. 160	
Degree Requirements	24	Office of Student Life	160
Majors and Minors.....	25	Student Senate Officers	160
Special Programs	26	X. Faculty	161
Academic Assistance Programs	27	Map	165
Academic Policies	31	2011-2012 Academic Calendar	166
V. Degree Programs	38	2012-2013 Academic Calendar	167
VI. Course Descriptions	89		

I. General Information

About Waldorf

Mission

Waldorf College seeks to be an engaging community of learning and faith where relationships are formed and opportunities for learning and service abound. Our mission is to educate the whole person emphasizing integrity and equipping students to succeed and to serve the communities where they live and work.

As a liberal arts college with core values

Waldorf offers a curriculum to liberate the way students think so that they may develop a basic understanding and knowledge of how those in a variety of disciplines think and approach life. As a liberal arts college, Waldorf seeks to instill values of service, community, critical inquiry, and lifelong learning in each student and in the very culture of the college community. These values and this education prepare our graduates to understand and contribute to life in our complex and ever-changing world.

As a residential college

Waldorf offers a carefully designed student life program, as well as extensive co-curricular, cultural, and community service activities designed to create a campus atmosphere conducive to a well-rounded educational experience. We value high academic achievement, personal growth, the building of lasting friendships, and a growing awareness of community responsibility.

As an online college

Waldorf offers a broad range of quality online academic programs delivered in an innovative flexible format while providing a positive experience that impacts the lives of students.

As a community that values religious faith

Waldorf seeks to explore the meaning and depth that religion and spirituality can add to life. The questions religion poses for the living of life and the unique perspective Christianity can give to the living of life are explored with academic rigor. Students are encouraged to develop a deep respect for the role religious devotion can play in giving direction, purpose, and a moral foundation to life.

As a college engaged with the world

Waldorf seeks to bring the world to our community by enrolling a significant number of international students. Waldorf actively encourages all students to experience the world through multi-discipline opportunities for travel and study abroad.

As a college born of a strong academic heritage

Waldorf has upheld the Lutheran tradition of excellence in higher education since the college was founded in 1903. This tradition values service to the community, academic excellence, freedom of inquiry, a liberating education, and learning through the exchange of ideas in open conversation.

History and Character

Waldorf's character is shaped by the values and beliefs of its Norwegian Lutheran founders: veracity, discipline, the dignity and responsibility of the individual, a commitment to service, and faith in God.

Waldorf was founded in 1903 by the Reverend C. S. Salveson, then the pastor of what is now Immanuel Lutheran Church in Forest City. Unlike several other Lutheran colleges founded by Norwegian immigrants and the first generation of their progeny, Waldorf began operation as an academy and business college rather than as a preparatory program primarily for future pastors.

Thus, from its earliest days, Waldorf has viewed education sponsored by the church as vital for persons who would serve primarily in secular society. Waldorf's emphasis is fundamentally a "stewardship emphasis:" human lives are viewed as a gift from God, and the educational enterprise offers the opportunity for the full flowering of one's potential. Waldorf's mission has always stressed service to others as the means to serve God and achieve fulfilling lives. Whether as future business leaders, teachers, professors, scientists, entrepreneurs, ordained clergy, psychologists, or musicians—it is hoped that Waldorf graduates will aspire to lives of service.

Since 1920, when Waldorf became a junior college, the curriculum has gradually evolved to fully reflect a liberal arts emphasis. Now, nearly all students enroll with the intent of ultimately earning a bachelor's degree. In the spring of 1994, the College was accredited by the North Central Association of Colleges and Schools to offer its first bachelor's degrees. In February of 2001, Waldorf became a fully accredited bachelor's degree granting college. The "core" of the liberal arts program has as goals that students:

- learn to think, write, and speak clearly;
- begin the process of developing a mature and inquiring mind, with the ability to formulate questions, solve problems and make both intellectual and value judgments;
- engage in and appreciate the arts;
- acquire understanding of our historical and scientific heritage;
- begin to develop an appreciation of other cultures and their ways of knowing; and,
- consider their religious commitments for their meaning in life and the world in which they live and serve.

Finally, the faculty recognizes that concern for the goals of liberal arts education does not begin at Waldorf, nor are these goals likely to be fully achieved on this campus. The development of an appreciation of "a life of the mind" should begin in the home and at school, be further nurtured at Waldorf, continue in baccalaureate studies at Waldorf and in graduate schools, and become a lifelong process. We believe the success of Waldorf's program results from the interplay of several characteristics:

- a dedicated, capable faculty who take pride in effective teaching and who share a personal commitment to the faith, values, and traditions of the College;
- a low student to faculty ratio, permitting a high level of faculty/student interaction;
- solid curricular offerings in a variety of disciplines, enabling students to begin to clarify career goals;
- an environment in which faith and values are a subject of inquiry, and one in which growth toward moral maturity is a valued goal;

- a special emphasis on writing, speaking, and global awareness; and,
- a solid tradition in the fine arts, coupled with a lively program of cultural events, and a broad program of varsity and intramural sports to help students shape a life of enrichment and physical well-being.

Lux et Veritas, “Light and Truth,” reads the motto on the official seal of the College. In its Lutheran and Norwegian roots and uncommon quality of community, Waldorf College offers a distinctive educational experience in a spiritual and moral framework. This catalog will introduce you to the Waldorf College community.

Accreditation and Memberships

Waldorf College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). NCA is the nationally-recognized accrediting agency for colleges and universities located in the Midwest region of the United States. In addition, Waldorf holds membership in the following associations: Council of Independent Colleges and Council of Higher Education Accreditation.

II. Admissions

While most Waldorf College students come from the small towns of America’s heartland, the student body is increasingly diverse geographically, economically, and culturally. Typically, the student body has representatives from 20 states and approximately 15 foreign countries. Their interests range across a wide selection of academic disciplines and co-curricular activities. However, certain common interests include collegiate studies in an academic environment where education is offered on a uniquely human scale. In addition, they seek the opportunity to be fully involved in an active campus life. Most important, each student is an individual who is a vital part of a small community of scholarship and fellowship.

For admitted students choosing to enroll at Waldorf, the College is committed to maintaining the lowest possible costs and offering financial aid which will enable their enrollment separate from family financial contributions.

Waldorf seeks students whose academic preparation, potential for successful collegiate study, and qualities of character will enable each person to benefit from, and contribute to, the college community. The Admissions Committee seeks to look beyond standardized test scores and grades to individually consider each applicant’s qualities.

Admissions Requirements

GPA	ACT*	SAT*
2.0	18	860

**Either an ACT or SAT score may be submitted to satisfy admissions requirements.*

Consideration may be given to such matters as the quality of the high school courses completed; college level classes completed; excellence in the visual or performing arts; achievement in co-curricular activities; and maturity, initiative, and seriousness of purpose as evidenced through work, travel experiences, or contributions to home, church, community, and school.

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

Waldorf's admission program is operated fully in compliance with the "Statement of Principles of Good Practice" adopted by the National Association of College Admissions Counselors. Copies of this statement are available on request from the Admissions Office.

Academic Accommodations

Waldorf College provides appropriate academic accommodations to students with a diagnosed learning disability or other documented conditions that would impact a student's ability to learn or demonstrate their academic progress. Students need to contact the Learning Disabilities Specialist on campus to request and set up academic accommodations.

Recommended High School Program of Study

While Waldorf does not have a mandatory program of high school course work required for admission, the following is recommended: 4 years of English, 3 years of mathematics, 2 years of foreign language, 3 years of natural science, and 4 years of social studies. Waldorf also believes that course work in the arts or advanced level courses are invaluable, and may, in certain circumstances, replace some of the requirements listed above. However, the College stresses English as the most critical area affecting success in collegiate study.

Freshmen

Application for Admission

Applicants must complete the Waldorf College Application for Admissions and return it to the Office of Admissions. An application may also be submitted online at www.waldorf.edu.

Transcripts

An official high school transcript is required of freshman applicants. Freshmen applicants who are high school students at the time of application should have their most recent transcript sent, followed by a final, official transcript upon graduation. General Education Development (GED) scores may be presented instead of a high school transcript.

High school applicants who have taken any college classwork while in high school need to have an official college transcript sent to the Registrar's Office if they want to receive credit for the college coursework.

Test Scores

Freshmen applicants are required to submit scores from either the American College Test (ACT) or Scholastic Aptitude Test (SAT). Test scores recorded on the official high school transcript are sufficient.

Disclosure

Waldorf College requires that admission applicants disclose whether they have had a history of criminal convictions. Applicants must also disclose if they are required to register as a sex offender. Failure to disclose a history of criminal activity will result in immediate dismissal from the college.

Additional Information

Applicants are welcome to submit additional information in support of their application or discuss with an admissions counselor personal matters which may have affected previous academic performance.

Each applicant will be reviewed for acceptance based upon grade point average, test scores, class rank, coursework taken, and recommendations.

On occasion, the Admissions Committee may also defer a decision on an applicant's admission until other information has been received. For example, more recent test scores, results of the present semester's coursework, additional letters of recommendation, or an on-campus visit with members of the Admissions Committee may be requested. If additional credentials are needed, the Office of Admissions will inform the applicant.

Notification of Admission Decision

Students are notified of the admission decision usually within two weeks after the application file is complete and has been evaluated by the Admissions Committee. Acceptance of new freshmen who have not yet graduated from high school at the time of acceptance is tentative until such time as official transcripts are received notifying the college of graduation.

Confirmation of Admission

Following notification of the admission decision, accepted students are required to submit a tuition deposit. After this deposit is received, the College will begin to work individually with the student to arrange class registration, housing, and orientation. A health record will be sent to all accepted students which must be completed by the family physician prior to enrollment.

Transfer Students

Waldorf College welcomes students who wish to transfer from other colleges and universities. College credit is granted for liberal arts courses satisfactorily completed at accredited institutions. The College reserves the right not to grant credit for courses where it considers the work unsatisfactory, for courses taken at an unaccredited institution, and to require that certain courses be taken at Waldorf.

All transfer students are required to reside on campus unless they have transferred 30 or more credits prior to their first semester at Waldorf. Other exceptions may apply. Please refer to the residency requirements for more information.

Transfer applicants need to submit:

- Application for admission form
- An official final high school transcript
- Official transcript(s) from all colleges and universities attended

Acceptance of courses and credits from other accredited institutions will be evaluated by the Registrar according to the nature and quality of work presented.

Students who have earned an Associate in Arts Degree from an accredited institution will

have all Waldorf general education degree requirements waived except:

- Religion 103 Introduction to Biblical Literature
- An upper division religion course

Waldorf College will accept up to 16 vocational-technical credits if a student has completed the Associate in Arts degree. Waldorf College will accept up to eight vocational-technical credits for students with an AAS degree, an AS degree, an ASB degree, or no degree.

Courses comparable to Waldorf courses and successfully completed with grades of C– or better will be considered for transfer and included toward graduation. Courses with D grades will not be accepted unless accepted within the Associate in Arts degree. All coursework within a major or minor must have a grade of C– or higher.

A maximum of 32 transfer credits will be accepted toward the Associate in Arts degree and a maximum of 84 transfer credits will be accepted toward the bachelor's degree. All required internships and student teaching must be completed at Waldorf to earn a Waldorf degree.

Departments may have additional requirements for admission and completion in a major.

Grades earned in courses accepted for transfer are generally not included in the grade point average to be maintained at Waldorf College, but the credits count toward the total number required for graduation.

Former Students

Students who have interrupted attendance at Waldorf College for one semester or more and who wish to return must apply for re-admission through the Admissions Office. Students who have attended other institution(s) during their absence from Waldorf must have an official transcript sent from each institution to the Registrar's Office.

International Students

International students who are citizens of a country where English is not the primary language are required to:

- Submit an International Student Application for Admission form to the Office of Admissions.
- Submit a Declaration of Financial Resources form.
- Submit certified copies of secondary school records.
- Submit scores from the Test of English as a Foreign Language (TOEFL). An International English Language Testing System Exam (IELTS), ACT or SAT score may be used in place of the TOEFL. However, as a condition of acceptance the student may be required to take the institutional TOEFL upon arrival at Waldorf to determine English placement for classes.
- After arrival, all international students will have both a written and oral evaluation. This will assist in placement and course registration.
- Show proof of medical health insurance coverage or purchase insurance through the

College. Contact the Student Insurance Coordinator in the Business Office.

- Record of immunizations for MMR (measles, mumps, rubella), polio, varicella, chicken pox, tetanus/diphtheria/pertussis, and tuberculin skin test. Recommended but not required: HPV (human papilloma virus vaccine), influenza, meningococcal, hepatitis A, and hepatitis B.
- A complete physical is also required. Forms are online at www.waldorf.edu/healthforms. Please print and use these forms prior to arriving in the USA. If you arrive on campus without a physical, you will be given a physical at the local clinic within 48 hours at your own expense. Average cost \$250 US.

Normally, a minimum TOEFL score of 500 (61 Internet) is required for regular admission.

Students with outstanding academic records may be admitted with TOEFL scores of 450-499 (133-170 computer) with the condition they enroll in English as a Second Language (ESL) instruction until a satisfactory TOEFL score is achieved.

Students achieving a TOEFL score between 423-449 (113-130 computer) may be granted ESL probationary admission which requires satisfactory completion of the Waldorf Summer Intensive English Program. The student is not eligible for regular college courses until the TOEFL is above 450 (133 computer).

Students who score between 500 and 529 will be placed in English 100. Those who have 530 or more are placed in English 101.

ESL students will take an institutional TOEFL (or an equivalent test) following their first fall semester. Students who remain under a 500 TOEFL score and/or have not earned a 2.00 GPA will be required to take additional ESL coursework the next semester. Additional fees may apply for the TOEFL exam.

A minimum of a Band 5 or higher on the IELTS is required.

TOEFL and IELTS scores are not required from international students who have:

- Completed two years of study where English was the language of instruction.
- Written proof of successfully completing (2.00 GPA or higher) at least 30 academic credits of college/university level courses that are transferable and that were taught completely in English.
- Written proof of attaining the C Level English certificate issued by the Government of Vietnam.

Students who cannot meet the above requirements because of exceptional circumstances may petition to be accepted on a conditional basis. If accepted, the student will be permitted to take a maximum of four courses on a non-degree seeking student basis. The student may be accepted as a degree seeking student after taking four courses providing the student has earned a 3.00 GPA or higher. If the student's GPA is lower than 3.00, the student's enrollment will be terminated.

After being accepted, the student must pay the first semester tuition fees before an I-20 will be sent. Any exceptions need to be approved by the Admissions Office.

Part-Time Students

A student enrolled in fewer than 12 credit hours of coursework during any semester is considered a part-time student. If a part-time student is applying for financial aid, the same application procedures must be followed as a full-time freshman. Otherwise, part-time students enroll directly with the Registrar's Office. A degree-seeking, part-time student must submit official transcripts of other college coursework and file a Declaration of Major with the Registrar's Office.

Honors College

Students seeking admission to the Honors College should notify either the Dean of the Honors College or the Admissions Office. The Honors Committee will consider the student based on materials submitted in the regular admissions process.

Normally, a student seeking admission to the Honors College must have at least a 3.5 grade point average (4.0 scale) in secondary school work and an ACT composite score of 23. Other promising students may be considered by the committee.

Students enrolled at Waldorf who have a cumulative GPA of 3.2 after the first semester may be admitted to the Honors College. (A 3.2 GPA must be maintained to continue enrollment.)

Admission Services and Campus Visits

Waldorf maintains an Admissions Office with counselors who are available to assist students in making college plans, including financial planning. Persons seeking admission services or desiring additional information about the College are encouraged to write the Admissions Office, Waldorf College, Forest City, IA 50436 or phone 641-585-8112 or 1-800-292-1903 or e-mail admissions@waldorf.edu.

Prospective students and their parents are invited and encouraged to visit the campus. In response to wishes of the visitor, efforts are made to arrange a campus tour, class visitations, and conferences with professors, directors of co-curricular programs (such as music, theatre, journalism, etc.), and coaches of the athletic teams.

A \$500 scholarship is awarded to prospective students who attend open house. An open house is held each month and offers opportunities to tour the campus, meet students, chat with professors, and learn about Waldorf degree program options. Visit www.waldorf.edu to view the open house schedule.

The Admissions Office is normally open weekdays from 8:00 a.m. to 5:00 p.m. and Saturdays 8:00 a.m. to 4:00 p.m. Visitors are asked to call or write for an appointment in order that appropriate arrangements can be made for a successful visit.

III. Tuition and Financing

Waldorf College provides a concerted effort to maintain a level of student charges and a program of financial assistance which will assure that eligible students who wish to enroll at Waldorf College are able to do so.

Waldorf College holds costs to a minimum consistent with competent instruction and adequate facilities and services. The College reserves the right to change, add, or delete charges without notice.

Charges for 2011-2012

A full-time student living on campus can expect the following charges: Tuition, Comprehensive Fee, and Residential Living Charges, for the 2011-12 year (Fall & Spring semesters)

Tuition Rates

Residential

- **Full-Time Tuition 2011-12 year. \$17,900 annually.** A student is full-time if they are enrolled for 12 or more credit hours for any semester. The full-time tuition charge remains the same for all full-time students, whether they are taking 12 credits or 17.5 credits.
- **Part-Time Tuition 2011-12 year. \$488 per credit hour.** A student is part-time if they are enrolled for less than 12 credit hours for any semester. Students enrolled for less than nine credits in a semester will be charged a discounted rate of \$244 per credit hour.
- **Overload Tuition 2011-12 year. \$512 per credit hour.** If a student is enrolled in 18 or more credit hours during a semester, an overload charge for each credit hour over 17.5 will be assessed.

Living Options

Residential Living

\$6,370 per year - Base Charge (double room and Purple Meal Plan) Waldorf College offers students the ability to choose between several options and combinations for residential living. Students living on campus may choose from two meal plans (required) and four living options. The Base Charge for Residential Living includes a double room and the Purple (full) Meal Plan. All meal plans contain a set amount of Flexible Meal Dollars which can be used to purchase meals and snacks at any of Waldorf's four food service locations. Additional deposits to Warrior Cash can be made by students or parents at the Waldorf Business Office. A \$125 Damage Deposit is charged for the first semester only, and is refunded less any damage fines upon checking out of the dorms.

Living and Housing Accommodations or Modifications

Waldorf College provides appropriate living/housing accommodations or modifications to students based on their individual needs pertaining to a disability and/or health reasons. Students will need to contact the Dean of Students to request and make these arrangements.

Residence Hall Options:

All rooms include furnishings, cable tv, campus network/internet connection, and local phone service (student provides telephone). Residence halls offer laundry, vending and lounge, study, recreation areas, 24 hour door card security along with hall staff, and security services.

- **Double Room**

Available in Rasmussen, Johnson, London, and Ormseth Halls.

- **Single Room**

Available in Rasmussen, Johnson, London and Ormseth Halls.

- **Breen Hall**

Double room with private bathroom. Air conditioned.

Other Living Options:

- **Theme Houses (6)**

Private houses near campus with kitchen facilities. Students living in a Theme House work together throughout the year on an agreed service theme.

- **Timberland at the Village Apartment**

\$4,770 for 10 month lease. Utilities included-billed along with tuition by the semester. A \$200 damage deposit is required. A residential lease is required to be signed by all four students living in each apartment, as well as an apartment

complex contract and alcohol policy. Each apartment has four bedrooms, two bathrooms, laundry, dining, beds, desks, closets, kitchen area with appliances, dishwasher, and living room. Cable and high speed Internet is provided as well as on site parking.

Board: Per Semester		
Room	Purple Meal Plan	Gold Meal Plan
Double:	\$3,185	\$3,078
Single:	\$3,730	\$3,622
Breen/Theme	\$3,458	\$3,352

Meal Plan Options:

- **Purple Meal Plan**

Students receive 17 meals per week plus \$100 of Flexible Meal Dollars per semester. All Freshmen are required to have the Purple Meal Plan for their first semester.

- **Gold Meal Plan**

Student receives 10 meals per week plus \$150 of Flexible Meal Dollars per semester.

- **Commuter Meal Plans**

\$352 for 50 meals plus \$50 Flexible Meal Dollars or \$266 for 30 meals plus \$75 Flexible Meal Dollars.

Fees

Residential

Comprehensive Fee 2011-12 year:

Full-Time Students: \$976 annually

Part-Time Students: \$106 annually

The Comprehensive Fee for all students covers costs associated with admission to student activities and athletic events; use of Library and Learning Resources; Campus Ministry, Campus Health Services, and other services generally available to students. A portion of the fee goes directly to the Student Senate to support the many student activities and organizations. Students are also entitled to receive three transcripts at no charge. The Comprehensive

Fee for full-time students also includes membership at the Forest City YMCA, Supplemental Accident Insurance, and the Laptop Service fee. The Comprehensive Fee is charged to students each semester the student is enrolled.

Course Fees 2011-12 year: The extraordinary cost involved in offering certain classes may involve an additional course fee. Please check course listings for the fee amount.

Other Fees 2011-12 year:

Private Instrumental Lessons

1 cr. hour \$238 per semester

2 cr. hour \$398 per semester

Private Voice Lessons

1 cr. hour \$289 per semester

2 cr. hour \$446 per semester

Independent Study

\$56 per credit hour

Directed Study

\$77 per credit hour

Overload

\$512 per credit hour

Parking Permit 2011-12 year. Permit cost is \$50.00 per year. The permit is non-refundable and non-transferable.

Waldorf College permits the use of vehicles by students and has available an adequate number of student parking spaces in several different parking lots. All residential students with vehicles must purchase a parking permit to park in a Waldorf College lot. Permit and other college fees and prices are available from the Business Office, and may change without notice. Compliance with this regulation, as with other college regulations, is indicated by the student's signature on the application for admission. Permits are required to park in any Waldorf College parking lot. Student parking lot spaces are allocated on a priority basis for seniors first, then juniors, etc. Current students may reserve their parking space each spring; new students will be awarded spaces over the summer. Streets on and near campus are City streets and are subject to both College and City regulation and ticketing. The City and the College do not permit overnight parking on streets on or near campus; additionally students are reminded they must abide by the city snow removal ordinance and other regulations.

Other Charges

AACE Fee (per semester).....	\$450
Graduation Fee (charged in last semester).....	\$64
Audit Fee (per class)	\$150
Transcript Fee (after first 3 free are received).....	\$5
Returned (NSF) Check Charge (per returned check)	\$20

Finance Charge (1% of amount due, calculated on the 10th of each month)	
Student ID Card replacement.....	\$25
Credentials Fee	\$25
BA/BS Transcript Analysis Fee.....	\$100
Out of Area Student Teaching	\$100

Mandatory Primary Health Insurance Coverage Policy

Waldorf College requires all full-time, undergraduate students with 12 or more credit hours to carry adequate primary health and accident insurance coverage. Students have the option of maintaining primary coverage under a family employee plan or private insurer, or must enroll in the school-sponsored plan, serviced and written by Bollinger Insurance. This is a quality, low cost plan with the following features.

- No network restrictions
- Plan benefits serve as primary coverage, or provide excellent excess or “gap” coverage
- Worldwide access and emergency travel assistance for study or travel abroad
- Provides coverage from 8/10/10 thru 8/10/11

All full-time, undergraduate students will be enrolled in the Accident and Health Plan. The cost of the plan is billed once for the annual rate (2011-2012 rates were \$477). (Spring 2012 transfers will be billed a prorated annual fee) The charge will be posted to your student account and is payable with your tuition bill, unless you wish to waive the annual cost by demonstrating proof of comparable coverage by September 9, 2011. **You must go online to waive coverage** or you will be charged for the Bollinger plan.

Sending a copy of your insurance card to the nurse or athletic trainer does **NOT** waive you off of the Bollinger plan. You **MUST** go online and waive the plan or it will be billed to you. The online waiver can be located at www.bollingercolleges.com/waldorf or through a link on the Waldorf website, www.waldorf.edu under current students, student services, health services. A brochure of the plan offered by Waldorf College may be viewed at this website.

Students who do not waive by the deadline will not have an opportunity to waive after the September 9, 2011 deadline. Please consider your coverage options carefully. While a parent’s employee plan may provide adequate benefits close to home, HMO and PPL restrictions may limit coverage for students out of state or your local area. The Bollinger plan can cover these gaps in an employer plan as well as the cost of high plan deductibles or coverage for a few months after graduation.

Some students desire to have both their own personal coverage and the Bollinger plan.

Terms of Payment

At Waldorf College, you’ll find that the Business Office staff stands ready to work with you to find a workable payment plan of each semester’s bill. We’re confident that we can find the best option for you and encourage you to contact us by phone at 641-585-8135 or at studentaccounts@waldorf.edu. In general, the amount owed to Waldorf College (after Financial Aid) for a specific semester is due according to the following schedule:

- **Fall Semester: August 10**
- **Spring Semester: January 10**
- **Summer Semester: May 10**

Payment options:

- 1) **Payment in Full:** Payment is due August 10th for the fall semester balance that is not covered by financial aid and loans. Payment is due January 10th for the spring semester balance that is not covered by financial aid and loans.
- 2) **Deferred Payment:** Payment will be accepted with a monthly 1% finance charge added to the student's tuition account. This account must be paid in full to register for the following semester. The first payment is due August 10th.

By act of registration, students accept the responsibility to pay the charges for the entire semester, regardless of the method or source of payment. Suitable payment arrangements must be made each semester before the third day of classes. Students who do not pay or make suitable payment arrangements for their semester bill will be placed on Business Hold and may not be allowed to attend class or participate in activities until payment or arrangements have been made at the Business Office.

The College reserves the right to withhold registration materials, transcripts, diplomas, and all other information regarding the record of any student who is in arrears in the payment of tuition, fees, fines, or any other amounts due the College including Perkins or Direct Student Loans. A student may be dismissed from the College for continued delinquency of financial obligations. Unpaid bills will be turned over to a collection agency. Collection and/or other finance charges must be paid by the student in addition to the unpaid amount before the College can release information as described in the preceding paragraph.

Business Office Services

The Waldorf College Business Office provides the following services to students:

- Tuition, Room & Board Bills
- Negotiation of Payment Arrangements & Acceptance of Payments
- Tuition Deposit
- Student Insurance Information
- Disbursal of Work Study Checks
- Identification Cards
- Perkins Loan Information & Administration

Located on the second floor of Salvason Hall, the Business Office hours are:

Monday to Friday 8:30 a.m. to 4:00 p.m.

Other Hours by Appointment

Students may contact the business office during office hours at 641-585-8135 or by e-mail: studentaccounts@waldorf.edu.

Refund Policy

Application for withdrawal from all courses must be made to the Dean of Students and any

refund will be based on the withdrawal date. Your withdrawal date will be determined by the College as (1) the date you began the College's withdrawal process or the date you officially notified the Registrar of your intent to withdraw; (2) the midpoint of the semester if you withdraw without notifying the College; or (3) your last date of attendance at an academically-related activity as documented by the College. Once you have completed more than 60% of the semester, there is no refund of tuition, board, or fees cost. If you withdraw from the College before completing 60% of the semester, you may receive a refund on tuition and board charges calculated as follows:

There is no refund on fees, room costs or other incidental charges.

The portion of your tuition and board charges you are entitled to receive a refund on is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.) For example, if you complete 30% of the semester, you would receive a refund of 70% of the tuition and board charges you were originally billed.

Return of Federal Title IV Financial Aid Funds Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions governing what must happen to your Federal financial assistance if you completely withdraw from school in any semester. This change of policy went into effect at Waldorf College beginning with the Fall 2000 semester. The policy governs all Federal grant and loan programs, including Federal Pell Grant, Federal Perkins Loan, Federal SEOG, Federal TEACH Grant, and Federal Direct Loans, but doesn't affect Federal Work-Study.

In general, the new law assumes that you earn your Federal financial aid awards directly in proportion to the number of days of the term you attend. If you completely withdraw from school during a term, the school must calculate according to a specific formula the portion of the total scheduled financial assistance you have earned and are therefore entitled to receive up to the time you withdrew. If you receive (or the College receives on your behalf) more assistance than you earn, the unearned excess funds must be returned to the Department of Education. If, on the other hand, you receive (or the College receives on your behalf) less assistance than the amount you have earned, you may be able to receive those additional funds.

The portion of your Federal grants and loans you are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days.) For example,

if you complete 30% of the semester, you earn 30% of the assistance you were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to the Federal government.

Federal aid funds are returned in the following order, both by the College and the student:

- 1) Unsubsidized Federal Direct Stafford Loans;
- 2) Subsidized Federal Direct Stafford Loans;
- 3) Federal Perkins Loans;
- 4) Federal Direct PLUS Loans;
- 5) Federal Pell Grants;
- 6) Federal ACG Grant;
- 7) Federal SMART Grant;
- 8) Federal SEOG Grants;

9) Federal TEACH Grant; 10) Other Federal aid programs.

Once you have completed more than 60% of the semester, you can be said to have earned all (100%) of your assistance. If you withdraw from the College (either officially or unofficially) before completing 60% of the semester, you may have to repay any unearned Federal funds that were already disbursed to you. For the Fall 2011 semester, the date you have earned 100% of your scheduled awards is October 30, 2011.

Your withdrawal date will be determined by the College as (1) the date you began the College withdrawal process or the date you officially notified the Registrar of your intent to withdraw; (2) the midpoint of the semester if you withdraw without notifying the College; or (3) your last date of attendance at an academically-related activity as documented by the College.

If you have received excess funds that must be returned to the government, the College shares with you the responsibility of returning those excess funds. The College's portion of the excess funds to be returned is equal to the lesser of

- the entire amount of the excess funds, or
- your total tuition and fee charges multiplied by the percentage of unearned funds.

If the College is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return must be repaid according to the terms of your promissory note. If you must return any grant funds, the law provides that the amount you must repay is to be reduced by 50%. This means that you only have to return half of any excess funds you receive. If the return of unearned Federal assistance

causes any portion of your tuition and fees to become uncovered, you will be billed by the College. In such cases, you will be required to make arrangements with the Business Office to pay the balance. Refunds and adjusted bills will be sent to the student's home address on file in the Office of the Registrar following withdrawal. Students are responsible for any portion of the institutional charges that are left outstanding after Title IV and other funds are returned.

Any award money you do have to return is considered a Federal grant overpayment. You must either repay the amount due in full or make satisfactory arrangements with the Department of Education to repay the amount. You must complete these arrangements within 45 days of the date of the College's notifying you of your overpayment status or risk losing your eligibility for further Federal financial assistance. You may contact the U.S. Department of Education Claims Division at (800) 621-3115.

Return of Institutional Funds Policy

If a student withdraws before the end of a term after receiving institutional financial aid payments, the percentage calculated under the College's formula for return of Title IV funds to the student's account will be used to calculate the institutional return of funds amount. The only institutional funds that are exempt from this policy is Institutional Work-Study.

The portion of your institutional grants you are entitled to receive is calculated on a percentage basis by comparing the total number of calendar days in the semester to the number of calendar days you completed before you withdrew. (The total number of calendar days in a semester shall exclude any scheduled breaks of more than five days). For example, if you complete 30% of the semester, you earn 30% of the assistance you

were originally scheduled to receive. This means that 70% of your scheduled awards remain unearned and must be returned to Waldorf College.

Return of State of Iowa Funds Policy

If a student withdraws before the end of a term after receiving state financial aid payments, the percentage calculated under the College's formula for return of institutional funds to the student's account must be used to calculate the state return of funds amount. The only state scholarship or grant program that is exempt from this policy is the State Work-Study Program.

Rights and Responsibilities

Upon registration, the student and his or her parents (or legal guardian) agree to accept

the responsibility and legal obligation to pay all tuition costs, room and board fees, and other special fees incurred or to be incurred for the student's education. The College, in turn, agrees to make available to the student certain educational programs and the use of certain College facilities as applicable and described in this catalog. A failure to pay College bills releases the College of any obligation to continue to provide the applicable educational benefits and services, including statements of honorable dismissal, grade reports, transcripts of records, diplomas, or preregistrations. The student shall also be denied admittance to classes and the use of College facilities including housing. Under certain circumstances, student paychecks may be applied to unpaid balances.

Financial Aid

The primary purpose of the financial aid program at Waldorf College is to make it possible for qualified students who have financial need to bridge the gap between the cost of education and the family's ability to pay. A select number of scholarships and grants are available without regard to need. However, the College's financial aid program is designed to supplement the financial resources of students and their parents, not to replace them.

All students admitted to Waldorf College are eligible to be considered for financial assistance—either based on financial need, academic achievement, or special ability.

There are three basic types of financial aid: gift, loan, and work. Waldorf attempts in its preparation of financial aid to include a “package” of the various forms of aid, including both gift and self-help (loan and/or work). A variety of sources—including College-funded scholarships or endowments, or state and federal programs—will be used as applicable in preparing the aid award.

Applying for Financial Aid

Applying for financial assistance need not be a complex process, and students are welcome to consult with staff members of the Admission or Financial Aid Offices for assistance. The procedures to follow in applying for financial aid are:

1. Apply for admission and be accepted.
2. Ask to be considered for financial aid by checking the appropriate blank on the Waldorf Application for Admission. Preference is given to those who make early application.
3. As soon as possible after January 1, submit the Free Application for Federal Student Aid (FAFSA) listing Waldorf College (Code 001895). This form is available online at www.fafsa.gov. A FAFSA form must be filed each year to re-qualify for financial assistance. Note this form is used to apply for the Federal Pell Grant and, for Iowa residents, the Iowa Tuition Grant. Descriptions of these programs are listed below.
4. Upon acceptance and receipt of the results of the FAFSA, the College's Financial Aid Office will provide a financial aid award. Applicants may also be asked to submit a signed copy of both the student's and the parents' federal income tax returns. There is a priority deadline of March 1 for institutional funding.

College-Funded Gift Aid

Grants are awarded to students on a need and no-need basis. In addition, Waldorf annually funds numerous Special Ability Awards.

Academic Scholarships are awarded to students who qualify. In order to be considered, students must be accepted for admission, enrolled full-time (at least 12 credits), and in good standing. (Please see www.waldorf.edu for more information.)

Special Ability Awards in Athletics, Communication, Music, and Drama are available for students demonstrating high achievement and potential in any of these areas.

Auditions, high school records, portfolios, films, and recommendations are used to select the recipients. Students who wish to apply for Special Ability Awards should request a special application form when applying for admission, in the space provided on the Application for Admission.

Foreign Student Grants—These grants are awarded to International students based on financial need.

Dollars for Scholars Matching Funds—Awarded to students who receive local chapter scholarships. The College must be notified by August 15 prior to the student's period of enrollment in order to receive the matching funds. Maximum match is \$200.

Federal Government-Funded Gift Aid

Federal Pell Grants of up to \$5,550 are available to students through the U.S. Department of Education. The actual amount of these awards is based on demonstrated financial need and may be affected by the actual appropriation by Congress. Application for the Federal Pell Grant is made by completing the appropriate questions on the FAFSA or Renewal Application.

Federal Supplementary Educational Opportunity Grants (SEOG) are also disbursed by the College to students demonstrating the most need. The grant is usually \$500.

State of Iowa-Funded Gift Aid

Iowa Tuition Grants are funded by the State of Iowa to Iowa residents who demonstrate need and attend an independent (private) college in Iowa. The maximum award in 2010-2011 was \$1,560. Application for the Iowa Tuition Grant is accomplished by completing a FAFSA or Renewal Application. The forms must be received by the processing center by the July 1 deadline. It is suggested the form be mailed in February or March or filed online at www.fafsa.gov.

Loan Programs

Federal loans, both Perkins and Direct Stafford, require entrance and exit counseling sessions. Loan disbursements can not be made until the student has met the required entrance session. Perkins entrance sessions can be completed online at www.mapping-your-future.org/student/. Stafford Loans entrance sessions will be done on campus during orientation. Exit sessions for both Perkins and Stafford Loans are done on campus before the student leaves school.

Transfer students who have had a Perkins or Direct Stafford Loan before coming to Waldorf College do not need to attend another entrance session. They are required to attend an exit session before leaving school.

Federal Perkins Loans (Perkins) of up to \$5,000 per year are available to students who show financial need. Perkins Loans are interest-free while the student is attending college at least half-time and for nine months thereafter. Part or all of such loans may be forgiven for various kinds of teaching service, nursing, medical technician, law enforcement, corrections officer, military in hostile area, or child/family service agency.

Five percent interest and minimum payments of \$40 per month are due nine months after the student leaves college or becomes less than a half-time student. Funds for this program are made available by Congress and repayment of previous loans made by past students.

William D. Ford Federal Direct Stafford Loans, up to \$3,500 for freshmen, \$4,500 for sophomores, and \$5,500 for juniors and seniors, may be available through Waldorf College. Students may also receive up to an additional \$2,000 in Federal Direct Unsubsidized Loans in addition to the above maximums. The federal government will pay the interest for the student while in college and six months thereafter on a need-based subsidized loan. The student is responsible for all interest payments on an unsubsidized loan. The interest rate for 2011-2012 is a fixed rate of 3.4% on subsidized and 6.8% on unsubsidized loans. Minimum payments of \$50 per month are due starting six months after leaving college.

For parents, the **William D. Ford Federal Direct Parents' Loan for Under Graduate Students (PLUS)** is available. Please refer to award letter for more information.

Work Programs

Part-time jobs on campus are held by almost half of the students at Waldorf. These positions are located in virtually all the functional areas of the College, with widely varied responsibilities.

Many students also seek part-time employment in the community of Forest City. Many local businesses use the service of the Financial Aid Office to seek Waldorf student employees.

Student Consumer Information

The following information is available and may be requested from the Student Financial Aid Office regarding the rights and responsibilities of students who are applying for or receiving any financial assistance in the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Perkins Loan, Federal Stafford Loan, and the Iowa Tuition Grant.

- a. Continued eligibility for aid
- b. Satisfactory academic progress
- c. Methods and means of aid payments
- d. Responsibility of student repayment of loans and grants
- e. Terms and conditions of work-study employment
- f. Costs of attending the College
- g. College refund policy of prepaid tuition or fees and examples of such
- h. Draft registration compliance laws, for TITLE IV funds

The Director of Admissions or the Director of Financial Aid may be contacted for the above student consumer information at 641-585-8120 or 1-800-292-1903.

IV. Academic Information

Degree Programs

Waldorf College is an academic community committed to providing students with many options for their education. Waldorf baccalaureate programs allow students to concentrate in depth in their chosen major and to be well-prepared for their future careers.

The major programs currently offered at the college are:

Biology

Cell Molecular
 Conservation Biology
 Anatomy/Physiology
 Pre-Professional

Communications

Electronic Media
 Graphic Design
 Print Media
 Public Relations
 Web Programming

Business

Finance/Banking
 Management
 Marketing
 Management Information Systems

Creative Writing

Criminal Justice Administration

Education

Elementary Education

- K-6 Elementary Education Endorsement
- K-8 Reading Endorsement
- K-8 Special Education Endorsement
- K-8 Music Endorsement
- K-8 Mathematics Endorsement
- K-8 Science Concentration
- K-8 Spanish Concentration
- K-8 Theatre Concentration

Secondary Education

- 5-12 Reading Endorsement
- 5-12 Special Education Endorsement
- 5-12 History Endorsement
- 5-12 English Endorsement
- 5-12 Math Endorsement
- 5-12 Speech/Theatre Endorsement
- 5-12 Biology Endorsement
- 5-12 Health Endorsement

Music Education

- K-12 Endorsement

Physical Education

- K-12 Endorsement
- Coaching Endorsement/Authorization*

English

Fire Science Administration*

Foundations of Education

History

- History
- Political Science

Humanities

- Literature Emphasis
- Music Emphasis
- History Emphasis
- Theology Emphasis
- Philosophy Emphasis
- Individually-designed Emphasis

Interdisciplinary

International Management*

Music

- Arts Management
- Vocal/Instrumental/Piano/Organ Performance
- Church Music

Organizational Leadership*

Psychology

Sport Management

Theatre Arts

- Acting/Directing
- Design/Technology
- Musical Theatre
- Playwriting
- Generalist/Scholarship

Wellness

- Children's Wellness
- Exploratory
- Fitness Management
- Pre-Professional
- Strength and Conditioning

Minors are also available in most of the fields listed above. Waldorf College is one of only two colleges in the U.S. to offer a Shakespeare minor (see the Theatre section of this catalog). There is also a Math minor (see the Math section of this catalog), a Social Science minor, and a Pre-Law minor. The Social Science minor requires the completion of 21 credits beyond the 9 credits required in the core. Three credits must be from History or Geography; 3 credits must be from Political Science or Economics; 3 credits must be from Sociology or Psychology and 12 additional credits in one or two of these specialty areas must be taken. The Pre-Law minor requires the completion of 21-23 credits including POL 112, 410; REL 205; six credit hours of internship completed within the legal profession; and two of the following six sequences: BUS 410 and COM 441; ECO 251 and 252; MTH 101 and 203; SOC 221 and 222; PHL 271 and 272; or PHY 221 and 222.

Waldorf College is a four year residential college offering a Bachelor of Arts or Bachelor of Science degree in the majors listed above. The pages that follow provide information about the degree requirements and academic policies of the college. The Waldorf faculty and staff are ready to help you in any way they can to make your transition to the college years as smooth and enjoyable as possible.

**These are blended programs that combine residential coursework with three to five online courses.*

Degree Requirements

The Core

All Waldorf degrees require a common “core” of studies in the liberal arts. The faculty believes that students should obtain a broad exposure to many different subject areas as well as continue to develop the basic skills of learning. Through core courses, the faculty hopes to develop the knowledge, skills, and attitudes characteristic of liberally-educated persons. In addition, a student should learn some of the major questions asked by each discipline, the methodology used by each discipline to seek answers to the major questions, and to have some basic core knowledge in each field. The Waldorf faculty has placed special emphasis on developing communication skills (reading, writing, speaking), critical thinking skills, global awareness, and wellness.

The Bachelor of Arts Degree

- Requires completion of the core curriculum (40-42 credits)
- Requires completion of the required courses in a major field (40-50 credits)
- Requires grade of C– or higher in all coursework in the major
- Requires completion of additional courses (including any supporting courses required by the major in other departments) to a total of 124 credits depending on the major
- Requires 2.00 cumulative grade point average in work done at Waldorf College (some majors may require a cumulative GPA higher than a 2.00)
- Requires that 40% of the courses presented for graduation be at the 300-400 level

The Bachelor of Science Degree

- Requires completion of the core curriculum (40-42 credits)
- Requires completion of the required courses in a major field (50-60 credits)
- Requires grade of C– or higher in all coursework in the major
- Requires completion of additional courses (including any supporting courses required by the major in other departments) to a total of 124 credits depending on the major
- Requires 2.00 cumulative GPA in work done at Waldorf College (some majors may require a cumulative GPA higher than 2.00)
- Requires that 40 percent of the courses presented for graduation must be at the 300-400 level

The Associate in Arts Degree

Student who are working toward a Bachelor’s Degree at Waldorf College may be awarded an Associate in Arts Degree if they: a) have completed the requirements for an Associate in Arts Degree as stated in the Waldorf College Catalog and b) petitioned the Registrar for the degree.

- Requires completion of the core curriculum (40-42 credits) with the exception of a 300-400 level Religion course
- Requires completion of additional courses to a total of 64 credits
- Requires 2.00 cumulative grade point average in work done at Waldorf College

Majors and Minors

Major

A major is intended to permit students to study a particular discipline in some depth. It consists of courses numbered at the 100-200-300-400 level and completed in a manner specified by the faculty of the department. Lower division (100-200 level) courses provide a basis for understanding more advanced upper division (300-400 level) courses.

At Waldorf College, a major leading to a BA degree consists of no less than 40 credits and no more than 50 credits (as a guideline). A BA degree limits the size of a major so as to encourage students to explore other fields of study. A major leading to a BS degree consists of no less than 50 credits and no more than 60 credits. The BS degree intentionally goes into greater depth in a particular field at the expense of some of the broadening opportunities of the BA degree. The credit total listed above for the BA and BS degrees includes only courses offered within the department. It does not include supporting courses in other departments required for completion of the major.

A major at Waldorf College must have 40% of the required courses at the 300-400 level. Some majors contain several tracks that allow some specialization according to the student's interest. A major with tracks often has a defined core of departmental courses that are common to all the tracks. Many majors require supporting coursework in other departments which are needed to give the student adequate background to be proficient in the major. Prerequisites are courses that must be taken prior to taking another course. A course with prerequisites typically assumes knowledge and understandings gained in the prerequisite courses.

Declaring a major is done formally no later than the end of the sophomore year by notifying the Registrar's Office at the time of registration. A student must be making normal progress toward graduation as defined in the Waldorf catalog to be admitted to a major. A faculty member in the major will typically be assigned as an advisor to the new major. Obviously there is no restriction on a student deciding on a major from the time he/she enters Waldorf College, but it is made official only via this formal declaration.

To graduate from Waldorf College, one must attain a cumulative 2.00 GPA in all work done at Waldorf College and must have a 2.00 in the major to graduate and a 2.00 in the minor to have it recorded as a minor on the transcript. Some majors may have more stringent GPA requirements.

Minor

A minor is intended to give a representative sampling of the field of study or to provide the basics needed by a student studying in another major. A minor field of study at Waldorf College contains no less than 20 credits and no more than 24 credits (as a guideline). Generally, all credits for a minor are earned within the same department. A minor has to be declared no later than the time of sign-up for graduation.

Special Programs

The Honors College

The Honors College provides programs which serve the needs of motivated and academically successful students. It offers honors courses, honors sections of required courses, special seminars, independent research opportunities, trips to regional cultural events, and the overseas World Trip.

Entrance to the Honors College from high school requires at least a 3.5 GPA and a 23 ACT composite score. Other promising students who seek intensive and alternative forms of learning may be invited to join the college by the Honors committee. These students should request additional information from the Admission Office. Students currently enrolled at Waldorf College may join the Honors College if they have a 3.2 cumulative GPA. This grade point must be maintained in order to remain an honors student. Enrolled students should inquire about membership at the Honors College Office, 234 Thorson Hall.

First-year honors students enroll in English 106 their first semester and English 107 their second semester. The English 106 and 107 sequence, which is called the Freshman Honors Seminar, replaces the two other English courses (101, 102) required of all Waldorf students. First-year students should also enroll for the honors section of Religion 103.

Honors College members are eligible to take any honors courses offered at Waldorf without prior approval; they are invited to all activities sponsored by the Honors College for its whole membership; and they complete their degrees as graduates of the Honors College at Waldorf.

A student who is not a member of the Honors College may take honors courses if the student has at least a 3.00 GPA and has the permission of the instructor and the Director of the Honors College.

Waldorf Scholars

Honors College students who maintain a 3.5 cumulative GPA and who wish to undertake a special course of academic work and study may be eligible for Waldorf Scholar status and for the World Trip.

To be designated a Waldorf Scholar, a student must have completed, with a minimum final grade of B, English 106 and 107, Honors Religion 205, Philosophy 200, three Honors Colloquia (1 credit each), and successfully complete an independent research project (1 or 2 credits) with a faculty advisor of their choosing. They must present the results of their research at Waldorf's annual academic conference, and they must turn in to the Honors College director a publishable copy of their final paper or project.

Students who complete this process will graduate as Waldorf Scholars and are eligible, if they choose, to enroll for the Honors World Trip. The annual World Trip is a voyage abroad accompanied by Waldorf faculty. This trip is partially subsidized by the college in honor of its Waldorf Scholars.

Academic Assistance Programs

English as a Second Language (ESL) is offered for international students or non-native English speakers who need to improve their communication skills to cope with college-level instruction and to increase their cultural and social knowledge of the United States.

The Academic Achievement Center

The Academic Achievement Center for Excellence (AACE) provides academic services to all Waldorf College students. These services include tutorial services, educational training and seminars, learning style assessments, academic advising, study rooms, computer network access, printer access, and a professional, responsive staff to assist with student academic achievement at Waldorf while helping create lifelong learners to benefit the world. The goals of the program are to provide students with the academic skills and knowledge needed to graduate from Waldorf and continue to be successful lifelong learners.

The Academic Support Program (ASP) This program is available and recommended for any student who experienced limited academic success in high school, who did not take a full college preparatory class load, or anyone who is interested in developing better college study skills.

Some incoming students may be required to participate in the ASP as a part of their conditional acceptance to Waldorf. Incoming students will be limited to 14 credit hours in their first semester to promote academic success and implement the presented academic strategies.

Students who are placed on academic probation are required to participate in this program as a condition of their continued enrollment in the college.

A fee is charged for participation in the ASP due to the cost associated with the additional services provided and administrative costs incurred with running the program.

The Learning Disabilities Program (LDP) is available for a limited number of students with a diagnosed learning disability who wish to access services provided through the LDP that include services above and beyond that of just receiving appropriate accommodations related to a disability. Some of the services provided in the LDP include: specialized academic advising, individual tutor sessions with former education professionals, learning style assessments, instructional strategy implementation and advising, LDP orientation, priority registration, academic progress monitoring, and professor notification of required accommodations. Incoming freshmen in the LDP will be limited to 14 credit hours in their first semester to promote academic success and implement learned instructional strategies in a college setting.

Students wishing to participate in the LDP should contact a Learning Disabilities Specialist as soon as possible to reserve a spot in the program. There is a fee for each semester the student participates in the LDP.

Directed Study

A directed study is designed to give a student the opportunity to take a normally offered course outside of the course schedule. An instructor directs the design of the study. Students must demonstrate that they are unable to take the course before they graduate at the time it's normally offered. A \$75 fee per credit hour will be charged for a directed study in addition to the normal tuition rate.

- 1) Qualifications and Limitations:
 - a) At least sophomore standing (honors students are eligible as second-semester freshmen).
 - b) A cumulative grade point average of 2.00 or higher.
 - c) Approval of the student's faculty advisor, the course instructor, and the Registrar on the Directed Study Agreement form (obtained from the Registrar's Office). Approval of a directed study request should be based primarily on educational merit rather than student convenience.
 - d) Directed study may not be taken to replace a "D" or "F" grade for a course in the regular curriculum.
 - e) In general, no more than 2 courses of directed study may be applied to meeting the degree requirements. Exceptions may be granted by special request for honors students and Humanities majors.
- 2) Policies and Procedures Concerning Instruction and Grading:
 - a) The minimum number of student/instructor meetings/contact hours is once a week. Students must plan on 3 hours a week per credit of time on task.
 - b) The instructor of a directed study may use written reports, written or oral examinations, or a

combination of these to evaluate the student's work. A final examination may be given.

- c) The directed study form and approval of the study must be completed by the student no later than the last day to add a class for the semester. Normally, a directed study must be completed within the same time frame as a classroom course. However, if the student's work has been satisfactory, and if the student requests an extension at least two weeks prior to the end of the initial term of study, the course may (with approval of the instructor) be extended. In such cases an "I" grade is issued at the end of the initial term. The student shall normally have seven weeks from the end of that term to complete the work.

Independent Study

Independent study is designed to give a student the opportunity to study material or courses other than those offered in the curriculum. Typically, independent study requires extensive research and/or a project. The student has primary responsibility for the course. The instructor guides the design of study. A \$55 fee per credit hour will be charged for an independent study in addition to the normal tuition rate.

- 1) Qualifications and Limitations:
 - a) At least sophomore standing (honors students are eligible as second semester freshmen).
 - b) A cumulative grade-point average of at least 3.00 or higher.
 - c) Completion of at least 1 regular course with a B- grade or above in the discipline of the independent study unless special permission is received from the student's faculty advisor, course instructor and the

- Dean of the College.
- d) Approval of the student's faculty advisor, the course instructor, and the Registrar on the Independent Study Agreement Form (obtained in Registrar's Office). Approval of an Independent Study request should be based primarily on educational merit rather than student convenience.
 - e) Independent study may not be taken to replace a required degree or core curriculum course.
 - f) In general, no more than 12 credits of independent study may be applied to meeting the degree requirements. Exceptions may be granted by special request for honors students and Humanities majors.
- 2) Policies and Procedures Concerning Instruction and Grading:
- a) A minimum of three faculty-student conferences are required per credit for each independent study. Students must plan on three hours a week per credit of time on task.
 - b) A paper or research paper is required.
 - c) The independent study form and approval of the study must be completed by the student no later than the last day to add a class for the semester. Normally, an independent study must be completed within the same time frame as a classroom course. However, if the student's work has been satisfactory and if the student requests an extension of at least two weeks prior to the end of the initial term of study, the course may (with approval of the instructor) be extended. In such cases an "I" grade is issued at the

end of the initial term. The student shall normally have seven weeks from the end of that term to complete the work.

Internships

Internships are designed to give students practical experience in the field of their choice by placing them in a professional setting. Students in most BA/BS majors are required to complete at least one internship experience in a professional setting tailored to the student's career interests.

Students need to work with their faculty advisor and should contact the Career Planning Center for assistance with the internship search and application processes.

All students are required to attend an Internship Information Session before they can begin their internship.

A minimum of 25 hours of work is required for one credit hour. Unless otherwise noted, internships will be graded on a pass/fail basis. Internships typically range from four to nine credits, depending on the student's academic major.

Special Programs for Advanced Students

Advanced placement opportunities are available for honor students and those who want accelerated programs in certain areas.

High ability students in English, judged by an English ACT of 26 and excellent high school English records, are encouraged to consider a special section of freshman English, ENG 106.

Several entrance levels are available for students who are especially advanced in such areas as mathematics and science.

Students may obtain advanced standing by test-out procedures in certain areas. High

ability students may use the independent study program to explore, or study in depth, areas of particular interest.

Academic Credit for College Equivalent Learning (ACCEL)

An individual with significant experience in the workplace or in other than college-sponsored training programs may be eligible to convert the knowledge obtained from that experience into academic college credit when it is equivalent to learning that takes place in the classroom.

Applicants for ACCEL credit must have completed the admissions process before applying for credit. Interested individuals should contact the Registrar for an ACCEL advisor who teaches the equivalent course. The advisor will explain the necessary portfolio materials. When the applicant has completed the documentation for the experience and the advisor has given preliminary approval, the portfolio will be viewed by a temporary committee for quality assurance. The Committee will be composed of the Registrar, the ACCEL advisor, and another faculty member of the department for which credit is requested.

If the experience is approved, credit will be given but not a grade. There is a \$50.00 per course fee for the credit to be put on the student's transcript.

Advanced Placement (AP) Program

Credits from Advanced Placement courses in which at least a "3" has been earned on the final examination are accepted by Waldorf. A maximum of three courses will be accepted. Written departmental approval is required for AP credit in the major or minor. A score of 3 or better on the AP English Language/Composition exam will be accepted as ENG 101 First-Year Composition for three credits. A score of 3 or better on the AP English Literature/Composition exam will be accepted as ENG 102 Introduction to Literature for three credits.

Foreign Language Waiver

Students in majors that require Foreign Language for their degree must receive department approval for a waiver of the requirement.

College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST)

The College-Level Examination Program and the DANTES Subject Standardized Tests provide students the opportunity to earn credit outside the classroom by demonstrating academic achievement through examination. Waldorf grants credit for both subject and general examinations of CLEP and DSST with the stipulation that the departments concerned will determine the course credit allowed and the score to be achieved to be acceptable.

These examinations are given in examination centers located throughout the country. For credit earned by CLEP or DSST examination, a transcription fee of \$50.00 per course is charged.

Veterans Programs

Waldorf College is approved for veterans benefits by the Iowa Department of Education, Veterans' Education Section.

An application-for-admission form may be secured from the Office of Admissions. This should be completed and returned to the college as evidence of a desire to enroll. A copy of a transcript of high school credits and a record of any additional training are required to complete the application for admission. (Upon acceptance a \$100.00 deposit is required.) The form for applying to the Veterans Administration for certification for training may be secured from any office of the Veterans Administration. A veteran is not entitled to educational benefits until he has been properly certified to the college for such training.

Credit for other military training may be available. Credits will be based upon the American Council on Education (ACE) guide and will be awarded only when they can be equated to courses which are currently in the College course listing and then only when they also apply toward the student's degree at Waldorf.

Veterans should consult with the Veterans Administration as well as with the Registrar concerning their privileges and responsibilities under federal legislation.

Academic Policies

Student Responsibility and Academic Advising

Students have ultimate responsibility for planning their academic program to assure they have met the degree requirements for graduation from Waldorf. However, the Registrar's Office, departmental and division heads, and the student's academic advisor are prepared to assist in assuring that appropriate course work is undertaken and requirements fulfilled.

Student Arrival/Report Date

The deadline for a new student to enroll for full-time status is the first day of the semester. The Admissions and Academic Progress Committee may waive this requirement during the drop/add period of the semester.

Enrolled students who have not attended classes during the first week of the semester will be withdrawn from the college. Exceptions to the policy may be made upon approval of the student's faculty member(s) and the Vice President for Academic Affairs.

Registration

Incoming students who have been accepted for admission are sent an invitation to register by appointment with the Registrar. This process begins the early part of May. Returning students generally register for the fall semester during April and for the spring semester during November. Registration is generally on a first-come first-served basis; however, upper division students are given preference, then sophomores, then freshmen, in order to meet graduation requirements.

Students who wish to audit a course(s) must register in the same manner as for a regular course but pay a reduced fee. If the decision to audit occurs after the course(s) has begun, it must be done by two weeks after midterm but no change in fees will result.

Registration is not complete until the student's account is settled with the Business Office and all health forms are completed and turned in. Until such settlement is made, the student is not permitted to attend classes.

Academic Load

Sixteen semester hours including physical education, athletics, and music activities constitutes a normal program of study. Regularly enrolled students may register for 12 to 17.50 semester hours. After the first semester of attendance, those who have maintained high rank in scholarship may request permission from the Dean of the College to enroll for more than 17.50 semester hours. Seldom is permission given to register for more than 20 semester hours. An additional charge of \$512 per credit hour is made for each hour in excess of 17.5 for a single semester.

A student who is registered for fewer than 12 semester hours is a part-time student. Some financial aid is available for part-time students.

Waldorf Online Courses

Waldorf College offers its residential students the opportunity to learn using Waldorf online courses. Residential students may use Waldorf online courses to count toward their residential load under the following circumstances:

- Residential students may apply up to two online courses as part of their residential load toward graduation requirements.
- Waldorf online courses, taken as a part of a residential load, may not be used to satisfy a general education requirement.
- Residential students must have at least sophomore status.
- Residential students must have a GPA of 2.0 or higher.
- Residential students must have approval of their academic advisor and chair of the department in which the course is taken.
- Residential students must be enrolled in 12 or more residential credits.
- A fee of \$75 per credit will be assessed.
- Residential students must file a completed application with the registrar no later than two weeks after the beginning of the semester in which the online course is taken.
- Exceptions to the policy may be made with approval from the VPAA, the student's advisor, and the residential chair for the area in which the course is offered.

Classification of Students

Sophomore standing is given to a student who has earned 26 semester credits. Junior standing is given to a student with 54 credits, and senior standing to a student with 86 credits. Students not entered on a degree program are listed as unclassified students.

Grading

One semester credit represents the equivalent of one lecture period per week for a semester. For the purpose of averaging grades, numerical values (grade points) are assigned to each grade as follows:

Grade	Grade Points Interpretation	Per Credit
A	Superior	4.00
A-		3.70
B+		3.30
B	Above Average	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
Grade	Interpretation	Per Credit
D+		1.30
D	Below Average, Passing	1.00
D-		.70
F	Failure	0
I	Incomplete	0
W	Withdrawal from course by permission	0

The grade I indicates that the student, for reasons satisfactory to the instructor, has been unable to complete the course. This grade is given only when the work already finished has been of a quality acceptable for completion of the course. A student receiving an I must complete the work within seven weeks following the end of the semester and then will receive a grade representing the quality of all work in the course. If the student fails to complete the work satisfactorily before the end of such time, the grade is changed to F.

The grade W indicates that permission was granted to withdraw from a course for which the student was registered.

An F can only be removed from the transcript if the student repeats the course at Waldorf and earns a higher grade.

Pass/Fail Grading

The primary purpose of the Pass/Fail Grading Option is to encourage students to enroll in courses in areas they would normally avoid because of lack of background. Twelve (12) credits may be taken Pass/Fail (does not include internships); no courses may be taken Pass/Fail from a student's major (includes teaching endorsements/concentrations) or the Core Curriculum; One (1) course from a student's minor may be graded Pass/Fail; Pass/Fail grading is not available for Freshmen; the grade P or F will be recorded on the transcript; a grade of P indicates that a grade of C- or higher was earned and is used for credits but not for determining grade point average; a grade of F indicates that a grade of D+ or lower was earned and is not assigned credits but is used for determining the grade point average; the student must authorize Pass/Fail grading with the Registrar's Office by the end of the drop/add period for the semester; the student may change from the Pass/Fail grading option through the withdrawal date for the semester. Certain courses are designated only Pass/Fail by a department.

Dean's List

Full-time students who have attained a grade point average of 3.50 or better and have completed 12 credits will be included on the Dean's Honor List for the semester.

Graduation With Honors

Special honors are awarded at the time of graduation in recognition of high scholarship. These are designated by the terms cum laude (with distinction), magna cum laude (with high distinction), and summa cum laude (with highest distinction). The honor is conferred cum laude on those who have a cumulative grade point average of 3.50 to 3.69; magna cum laude on those who have an average of 3.70 to 3.89; and summa cum laude on those who have an average of 3.90 or above.

Academic Support Program

Students who have a high school cumulative GPA below 2.0 or a low composite ACT score are admitted under the Academic Support Program and required to pay a fee for their first semester in the program. Students must meet the minimal progress standards and guidelines set by the college. Any student who does not meet these standards at anytime while at Waldorf College will be required to follow the policy and procedures set forth in the minimal progress standards.

Students on academic warning are automatically placed into the program and assessed a fee.

Satisfactory Academic Progress

Full-time students must earn the minimum cumulative grade point average and minimum cumulative credits listed below to continue enrollment and receive financial aid:

	Cumulative GPA	Credits
End of First Semester	1.80	12
End of Second Semester	1.90	24
End of Third Semester	1.95	36
End of Fourth Semester	2.00	48
End of Fifth Semester	2.00	60
End of Sixth Semester	2.00	72
End of Seventh Semester	2.00	84
End of Eighth Semester	2.00	96
End of Ninth Semester	2.00	108
End of Tenth Semester	2.00	120

**Credits pertain to successfully completed courses which apply toward the degree. Successful completion is defined as earning a grade of A, B, C, or D. Grades of F, W, I, or AU do not constitute successful completion. Developmental studies (DEV) courses with a course number below 100 do NOT apply toward graduation.*

Full-time students who have not met the conditions for satisfactory progress will be placed on academic warning for the following semester.

If a student has less than a 1.00 GPA and less than 10 credits after the first semester, the student will be dismissed from the College.

All students on academic warning must take part in the Academic Support Program. If the student does not attain the minimum grade point average or the minimum cumulative credits by the end of the warning semester, the student will be dismissed from the College.

The full-time student may appeal the dismissal to the Academic Progress Committee. The appeal must include the reason(s) why the student failed to meet satisfactory academic progress and what will change to allow the student to meet the standards at the next evaluation. The committee will make one of the following decisions regarding the student's appeal:

- The appeal will be denied: the student will be dismissed academically and no longer be eligible for financial aid.
- The appeal will be granted and the student placed on Academic Probation for one semester; the student should be able to meet satisfactory academic progress by the end of the probationary semester. If the student does not meet satisfactory academic progress at the end of the probationary semester, the student will be dismissed.

- The appeal will be granted and the student will be placed on an Academic Plan because satisfactory progress can't be met within one semester. The Academic Plan, monitored on an individual basis, will ensure that the student will be able to meet satisfactory academic progress by a specific point in time, will have set conditions, and can be evaluated at whatever periods as determined by the plan or at a minimum at the end of every semester. The student will be dismissed when he/she fails to meet the conditions of the Academic Plan.

A part-time student (carrying less than 12 semester credits in a semester) shall be placed on academic warning if, at the end of any semester, he or she has a cumulative grade point average less than 2.00 after attempting a total of 10 hours or more as a part-time student. During the next semester, if the student does not receive a 2.00 GPA and/or complete at least 67% of their coursework, the student is dismissed from the College. The student may appeal the dismissal and follow the same appeals process found above in the full-time satisfactory academic progress appeals process.

Students on academic probation may be required to retake courses in which “F” or “D” grades were received, take a reduced credit-load, and/or become involved in special programs. They are also required to submit periodic academic progress reports.

If it is apparent that a student is not profiting from attendance, the Vice President for Academic Affairs may dismiss a student without any waiting period.

Changes in Registration

To add or drop a course a student must obtain a Change-in-Registration form from the Registrar's Office and secure the signatures of his/her advisor and the instructor of the course. Courses dropped during the first two weeks of the semester will not appear on the student's record. A student who withdraws from a course after the first two weeks of classes will receive a grade of W (Withdrawal). Students have until the end of the ninth week (two weeks after mid-semester) to withdraw from a full semester course or the middle of the fourth week for a half-semester course. ***Courses dropped without following these procedures, or after the stated deadlines are recorded as F grades.***

Students who enter a class after the first meeting of the class due to a change in registration, late registration, or for other reasons will be considered absent from the beginning of the semester and must make up all work missed.

If a student's class load drops below 12 hours, he/she may be asked to move out of the residence halls. Students who reside on campus and fall below 12 hours must receive special permission to reside on campus by the Dean of Students.

Commencement Participation

One Commencement program will be held each year in April/May. Students who plan to graduate in July will participate in the Commencement program. Students who plan to graduate in December are typically included in the following April/May Commencement program.

Some December graduates, however, may elect to participate in the Commencement program immediately preceding their final semester. Students who have remained in good academic standing the previous two semesters, and who can reasonably complete all requirements by

the end of the following December may be allowed to participate in early Commencement. Students will not receive a diploma until after their degree has been conferred. Students who wish to graduate should notify the Registrar's Office no later than February 15.

Withdrawal From the College

A student who for any reason finds it necessary to withdraw from the College during the course of any semester initiates application for withdrawal in the Office of Student Life with the Dean of Students. A student who fails to follow this procedure may not be considered honorably dismissed.

Refunds are based on the date on which the withdrawal application was approved.

Transcripts

A transcript of credit and statement of honorable dismissal will be sent upon written request from the Registrar's Office for students who are in good standing. However, the college reserves the right to withhold transcript of record, certification of graduation, and/or certification of credits until all college obligations have been fully settled, including past due Federal Perkins loans. Three official transcripts will be prepared at no charge. Additional copies will be furnished at five dollars each. If multiple copies are requested at one time a reduced rate is available. If a copy of your transcript is faxed, an additional fee of two dollars is assessed.

Petitions for Waivers

Petitions for waivers of graduation requirements should be directed to the Vice President for Academic Affairs. Neglect or ignorance of graduation requirements are not considered appropriate petitions. Incoming transfer students and students confronted with unique transfer requirements are generally given special consideration.

Transfer of Credit to Waldorf

Credits from other accredited institutions of higher learning will be evaluated according to the nature and quality of work presented as judged by the Registrar. Students who have earned an Associate of Arts degree from an accredited community college will have their degree considered for meeting all core requirements with the exception of Religion 103 and an upper division religion course. Up to 16 vocational-technical credits will be accepted if a student has completed the Associate in Arts Degree. Generally, liberal arts courses comparable to Waldorf courses and successfully completed with grades of C– or better will be considered for transfer to be included toward graduation. Up to eight vocational-technical credits will be accepted if a student has an AAS degree, an AS degree, an ASB degree, or no degree. Students must have at least 32 Waldorf credit hours for an AA, and at least 40 Waldorf credit hours for a BA degree, excluding internships and student teaching. Student teaching and at least one internship must be done through Waldorf College. Grade points earned at other institutions are generally not included in computing the grade point average at Waldorf and are not used in computing academic honors.

Transfer orientation is provided through the office of the Dean of Students.

Campus Security Report

A campus security report is prepared annually. This report contains information about measures the College has taken to provide for student and employee safety and ways students and employees can contribute to a safe environment. The report describes the relationship between campus security and the local police. It also contains campus crime statistics for the past three years. The report is available to the public upon request from the Dean of Students or can be found on the college web page under “campus security.”

Nondiscrimination Policy

Waldorf College does not discriminate on the basis of race, color, national origin, sex, age, religion, sexual orientation, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having questions concerning Waldorf’s compliance with the regulations implementing Title VI, Title IX, Section 504, or ADA is directed to contact Dean of Students, Waldorf College, 106 South 6th St., Forest City, IA 50436 (641-585-8161), who has been designated to coordinate efforts at Waldorf to comply with these regulations. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education.

Notice of Program Accessibility

Waldorf College is committed to providing all of its students, faculty, staff, and visitors with equal access to its programs, events, and facilities. To this end, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act of 1991, the College is making modifications to its buildings and grounds in such reasonable manner as to provide access for the disabled and stands ready to supply to students and employees, including those with limiting visual or hearing impairments, such auxiliary aids, modifications in classroom locations, and/or adjustment of classroom techniques and practices as will allow equal access to the regular program and degree objectives offered by the College. Requests for information or for modifications beyond those already completed or for assistance to accommodate individual needs should be made to the Dean of Students, Waldorf College, 106 South 6th St., Forest City, IA 50436. Telephone 641-585-8161.

V. Degree Programs

The Core Curriculum

- I. **First Year Seminar/Orientation**—1 credit
HUM 110, Freshman Seminar. Successful completion required by all new full-time day students.
- II. **First Year English**—6 credits
ENG 101/102 or 106/107 required of all freshmen. If a student begins with ENG 100, ENG 102 should be taken during sophomore year. Incoming freshmen with an ACT score of less than 19 on either the English or Reading portions of the ACT or less than a 470 on the SAT reading score should be placed in English 100. Exceptions can be made by the Registrar on a case by case basis.
- III. **Religion**—9-10 credits
REL 103, Introduction to Biblical Literature required of all freshmen, plus two additional courses with one 300+ level.
- IV. **Humanities**—6 credits
PHL 111, Critical Inquiry required for all freshmen. HUM 120, Artistic Expression taken freshman or sophomore year.
- V. **Mathematics**—4 credits
Math 101 or higher.
- VI. **Science**—4 credits
Any laboratory science course.
- VII. **Behavioral/Social Science**—8-9 credits
One history course. Two additional courses selected from economics, political science, psychology, or sociology disciplines.
- VIII. **Physical Education**—1 credit
2 half-credit aerobic/lifetime activity courses. Credit for varsity athletics does not meet this requirement.
- IX. **Wellness**—1 credit
WEL 101 Concepts of Wellness.
- X. **Global**—3 credits
One global course from following:
BUS 340 International Business
EDU 210 Human Relations
ENG 212 Global Literature
ENG/HIS 470 Vietnam
GER 101/102 Beginning German
HIS 110 Ancient World
HIS 120 Medieval World
HIS 160 19th Century Europe
HIS 171 Contemporary World
HIS 355 Africa
HIS 360 Latin America
HIS 440 Modern Germany
POL 320 Modern Global Perspectives
REL 206 World Religions
- XI. **Speech**—3 credits
One speech course from following:
BUS 330 Business Communications
COM 124 Radio (Comm. majors only)
EDU 201 Intro to Teaching
(Ed. majors only)
SPE 111 Speech
THR 132 Acting I
WEL 380 Program Dev/Admin.
(Wellness majors only)

Art

Courses in the Art Department develop an appreciation of the visual arts as an integral part of a liberal arts education, as well as provide foundational instruction for those interested in the commercial art or art education professions.

All art courses except ART 311 History of Modern Art are considered “studio” courses and, therefore, meet twice as many hours per week as the number of credit hours. Course fees cover only some of the supplies and equipment for the studio classes. Students will be required to furnish some of their own supplies.

Art courses are offered on demand only.

Biology

Biologists study living systems. They seek to answer questions about the molecular basis for life, interactions among organisms and their environment, factors that affect the health and physiology of organisms, how best to treat diseases, and other similar questions.

To answer these and other questions, the Biology Department prepares students for a variety of professions. All students enrolling in Biology will begin working toward a B.A. degree, a program that gives students a strong preparation in Biology with supporting courses in Mathematics, Chemistry, and Physics. It also allows students to combine this program with over 20 credits from other academic departments, a flexibility that allows students to pursue a minor in communications, business, or other programs. Such interdisciplinary biology degrees will greatly strengthen a graduate’s marketability in the competitive workplace.

Students with goals to enter graduate school or a professional school (e.g., medicine, dentistry, physical therapy) will want to deepen their preparation in the sciences by electing more credits in biology, mathematics, and other sciences.

The Department offers in-depth study in molecular biology, physiology, and the ecological sciences. Because of these additional credits in the sciences, these students will graduate with a B.S. degree. (See section entitled “Health Professions Pre-Professional Programs” for recommended coursework.)

Students may also choose to complete a Bachelor of Science degree in Secondary Biology education. Students may complete a 5-12 Biology Endorsement or a 5-12 Biology and Chemistry Concentration Endorsement. All Biology Education majors must complete BIO 120, 220, 222, 332, 370, 372, 493, 300+ elective; CHM 131, 132, 241 (242 for chemistry concentration); MTH 201; and the course work and student teaching required for Professional Secondary Education core (found in the education section of the catalog).

To best prepare students for leadership careers in the biological sciences the Department maintains four general goals for its students:

- 1) to develop the practice of scientific and critical inquiry;
- 2) to assist students in understanding and applying scientific principles;
- 3) to develop investigative and quantitative skills;
- 4) to train students to operate biological equipment accurately and efficiently;
- 5) to prepare students for a life of leadership and service.

To accomplish these goals, the department offers students a strong curriculum and opportunities outside the classroom to develop their biological skills. All courses are thorough and experiential; students use modern laboratory equipment and practice scientific inquiry while learning a breadth and depth of biological information. Faculty

members maintain research programs and strongly encourage students to participate in projects.

In addition to the 40 credits in General Education core courses required by the College, all students majoring in biology will complete 24 credits in these core courses: BIO 120, 220, 222, 332, 370, 372, and 499. Students will also need to complete up to 4 additional credits in Biology Research (BIO 491-492) or complete an Internship (BIO 495). Biology majors will also complete 32-33 credits in these supporting mathematics and science courses: CHM 131, 132, 241, and 242, PHY 221 and 222, MTH 201 and 103 or 203. Finally, to receive a B.A. in Biology, students will need to complete 4 additional credits in biology courses numbered 300 or higher; to receive a B.S. in Biology, students will need to complete MTH 203 and at least 12 additional credits in Biology courses numbered 300 or higher. Students completing a B.S. in Biology will need to complete Biology Research.

A minor in biology requires completion of BIO 120, 220, or 222; CHM 131 and 132; and three additional upper division biology courses. CHM 241 and 242 may be required for some advanced biology courses. MTH 103 or 201 is the recommended Math requirement for students pursuing a minor in biology. Students minoring in biology may elect courses within a single category to obtain a more in-depth study of one area or from several categories to obtain a more diverse overview of biology. Molecular biology courses are numbered 330s and 430s; cellular biology 340s and 440s; organismal biology 350s and 450s; and ecology and evolution 370s and 470s. Students also should realize that some advanced courses may require an additional prerequisite than those listed for the minor.

Suggested Curriculum:

Semester I

Biology 100.....	1
Biology 120.....	4
Chemistry 131	4
English 101/106	3
Calculus 203* or Critical Inquiry 111	3-4
	15-16

Semester II

Zoology 220	4
Chemistry 132	4
English 102/107	3
College Algebra 103	
or Critical Inquiry 111	3-5
	14-16

Semester III

Statistics 201	4
Organic Chemistry 241	4
Botany 222	4
Artistic Expression 120	3
Phys Ed. Electives	1
	16

Semester IV

Genetics 332	4
Organic Chemistry 242	4
Religion 103.....	3
Wellness 101	1
Speech 111	3
	15

Semester V

Ecology 370	4
Physics 221	4
Social Science Elective	3
Elective**	4
	15

Semester VI

Evolutionary Biology 372.....	3
Physics 222	4
Social Science Elective	3
Electives.....	7
	17

Summer

Internship 495	1-4
----------------------	-----

Semester VII

Religion Elective	3
History Elective	3
Electives	10
16	

Semester VIII

Senior Seminar 499	1
Religion 300+ Elective	3-4
Electives	13
	16-17

* These courses are for students pursuing the B.S. in Biology

** We recommend these electives for students interested in:

Cell/Molecular Biology:

BIO 330, 340, 440 and 442;

Health Professions:

BIO 330, 340, 350, 352 and 442;

Ecological Study:

BIO 350, 352, 470, ECO 251 and GEO 320.

Biology Education:**Semester V**

Biology 120	4
Chemistry 131	4
English 101/106	3
Critical Inquiry 111	3
Human Growth 144	3
	17

Semester II

Zoology 220	4
Chemistry 132	4
English 102/107	3
Intro. to Teaching 201/202	3
Artistic Expression 120	3
	17

Semester III

Botany 222	4
Educational Psychology 240	3
Exceptional Child 220	3
First Aid 170	1
Phys Ed. Elective	5
Math 103 or Elective	3-5
	14.5-16.5

Semester IV

Genetics 332	4
Educational Media 230	1
Assessment 440	3
Phys Ed. Elective	5
Religion 103	3
Religion Elective	3
Wellness 101	1
	15.5

Semester V

Ecology 370	4
Organic Chemistry 241	4
Statistics 201	4
Secondary Methods 370	2
Clinical Teaching Experience 371	1
	15

Semester VI

Evolutionary Biology 372	3
Organic Chemistry 242 or Elective	4
History Elective	3
Content Area Reading	2
Human Relation 210	2
Ethics & Religious Diversity 400	3
	17

Semester VII

Special Problems 493	3
Biology 300+ Elective	4
Behavior Mgt. 465	2
Teaching Science Methods 382	3
Teaching Science Clinical 383	1
	13

Semester VIII

Student Teaching 412	6
Student Teaching 414	6
Capstone 430	1
	13

Summer

Multicultural/Inclusive 411	2
-----------------------------------	---

Business

The Business Department seeks to prepare graduates for successful careers and fulfilling lives of service in management, finance and banking, or marketing.

The business core consists of BUS 101 and 102 Principles of Accounting and Managerial Accounting; ECO 251 and 252 Macroeconomics and Microeconomics; MTH 110 and 210 Quantitative Methods and Statistics; and CIS 101 and 101A Computer Applications I and Information Systems Seminar.

Courses required for the Management track emphasis are Bus 310, 312, 313, 315, 321, 330, 340, 344, 410, 412, 433, and completion of an internship.

Courses required for the Finance and Banking track emphasis are Bus 310, 312, 313, 321, 330, 340, 410, 420, 422, 426, 433, and completion of an internship.

Courses required for the Marketing track emphasis are BUS 310, 313, 330, 340, 344, 410, 415, 433; COM 201 and 204; one course from BUS 312, 321, or COM 422; and completion of an internship.

Courses required for the Management Information Systems track emphasis are BUS 310, 313, 315, 330, 340, 410, 433; CIS 130, 233, 311, 340, 442, and completion of an internship.

A minor in business requires completion of BUS 101, 102, 131, ECO 251 or 252, plus three of the following courses: BUS 310, 312, 313, 340, 410.

The bachelor's degree requires completion of 124 credits, a cumulative grade point average of 2.0, and a grade of C– or above in all business core and required courses in the major.

Suggested Curriculum:

Business Core

Semester I

English 101	3
Religion 103.....	3
Computer App I 101	2
Information Systems Seminar 101 A.....	1

Introduction to Business 131	3
Critical Inquiry 111	3
	15

Semester II

English 102.....	3
Artistic Expression 120	3
Psychology 111.....	3
Statistics 201.....	4
Wellness 101	1
Elective	3
	17

Semester III

Accounting 101.....	4
Economics 251.....	3
History Elective	3
Religion Elective	3
Speech 111	3
	16

Semester IV

Accounting 102	4
Economics 252.....	3
Lab Science.....	4
Quantitative Methods 110	4
Phy. Ed. Elect.	1
	16

Finance and Banking

Semester V

Organizational Theory 321	4
International Business 340.....	3
Business Communications 330.....	3
Electives.....	6
	16

Semester VI

Marketing Management 313.....	4
Insurance 426.....	4
Principles of Management 310.....	4
Financial Management 312.....	4
	16

Semester VII

Financial Statements 422.....	4
Business Law 410.....	3
Money & Banking 420.....	3
Electives.....	6
	16

Semester VIII

Religion/Career Values 435.....	4
Senior Seminar 433.....	4
Internship 395	8
	16

Management**Semester V**

Organizational Theory 321	4
International Business 340.....	3
Business Communications 330	3
Electives.....	6
	16

Semester VI

Marketing Management 313.....	4
Human Resources Mgt. 412	4
Principles of Management 310	4
Financial Management 312.....	4
	16

Semester VII

Production Management 315	4
Business Law 410	3
Consumer Behavior 344	3
Electives.....	6
	16

Semester VIII

Religion/Career Values 435.....	4
Senior Seminar 433.....	4
Internship 395	8
	16

Marketing**Semester V**

Visual Communications 201	3
International Business 340.....	3
Business Communications 330	3
Electives.....	6
	15

Semester VI

Marketing Management 313.....	4
Principles of Management 310	4
Intro. to Public Relations 204.....	3
Religion & Career Values 435.....	4
	15

Semester VII

Consumer Behavior 344	3
Business Law 410	3
BUS 312 or 321 or COM 422.....	3-4
Electives.....	6
	15-16

Semester VIII

Marketing Cases 415.....	3
Senior Seminar 433.....	4
Internship 395	8
	15

Management Information Systems**Semester IV**

Accounting 102	4
Microeconomics 252.....	3
Quantitative Methods 110	4
Programming Fundamentals II 233.....	4
Phy. Ed. Elect.	1
	16

Semester V

Production Management 315	4
Business Communications 330	3
International Business 340.....	3
IS Theory and Practice 311	4
	14

Semester VI

Principles of Management 310	4
Analysis and Design 340	4
Lab Science Elective.....	4
Elective	3-4
	15-16

Semester VII

Marketing Management 313.....	4
Business Law 410	3
E-Business Strategies 442.....	4
Elective	3-4
	14-15

Semester VIII

Internship 395	8
Senior Seminar 433.....	4
Religion and Career Values 435	4
	16

Chemistry

The courses in the Chemistry Department are offered for Biology and Wellness majors. All are designed to satisfy standards recommended by the American Chemical Society (ACS) for ACS certification.

Chemistry Emphasis

Students who are interested in chemistry as a possible major need to take the following courses their freshman year: CHM 131 and

132; MTH 203 and 204. During the sophomore year, they need to take: CHM 241 and 242; MTH 205 and 206; and PHY 221 and 222. All students interested in chemistry are required to discuss their goals with a chemistry advisor at Waldorf and obtain his/her approval of all courses before registering for any semester of study.

Pre-Pharmacy Emphasis

Students who are interested in pre-pharmacy need to take the following courses their freshman year: CHM 131 and 132; BIO 120, 220, and 222; and MTH 203. During the sophomore year, they need to take: CHM 241 and 242; PHY 221 and 222; and BIO 340. All pre-pharmacy students are required to discuss their goals with a chemistry advisor at Waldorf and obtain his/her approval of all courses before registering for any semester of study.

Communications

The Communications Department focuses on written and visual communication, including journalism, multimedia, public relations, graphic design, radio, television, and video production. Students will explore this rapidly growing field that offers career paths in business or corporate communications as well as the newspaper/broadcast industry and public relations. Emphasis will be given to current technology as well as historical development. The communications core required of all majors consists of COM 101, 102, 103, 104, or 322, 201, 280-283, 318, 401, 441, 442, 452, and completion of an internship.

Courses required for the electronic track emphasis are COM 202, 203, 319, 322, and 434.

Courses required for the graphic design track emphasis are ART 134; COM 227, 301, and 314.

Courses required for the print track emphasis are COM 104, 211, 301, and 432.

Courses required for the public relations track emphasis are COM 202, 203, 204, 301, and 422.

Courses required for the web programming track emphasis are CIS 130, 233, 311, 340, and 442.

A minor in communications requires completion of COM 101, 102, 103, 104, and 401, plus three of following courses: COM 201, 204, 301, 318, or 441.

The bachelor's degree requires completion of 124 credits, a cumulative grade point average of 2.0, and a grade of C- or above in all communications core and required courses in the major.

Suggested Curriculum:

Electronic Media

Semester I

Digital Tech 102	2
Mass Communication 103.....	3
Religion 103.....	3
English 101	3
Critical Inquiry 111	3
Radio or TV Practicum	5
	14.5

Semester II

Graphic Core 101.....	2
News Gathering 104.....	3
English 102.....	3
Artistic Expression 120	3
Math Elective.....	4
Radio or TV Practicum	5
	15.5

Semester III

Radio 203 or TV 202	3
Intro to Public Relations 204.....	3
Lab Science	4
History Elective (Global)	3
Sociology 221.....	3
Practicum	5
	16.5

Semester IV

Radio 203 or TV 202	3
Religion Elective	3

Visual Theory 201	3
Elective	3
Internship 395	4
Practicum	5
	16.5

Semester V

Publication Design 301	3
Editing 318	3
EFP 319	3
Phy. Ed. Electives.....	1
Psychology 111.....	3
Wellness 201	1
Practicum	5
	14.5

Semester VI

Internship 395	5
Broadcast Journalism 322	3
Electives.....	9
Practicum	5
	17.5

Summer

Advanced Media 434.....	4
-------------------------	---

Semester VII

Media Law 441	4
Media Literacy 442.....	4
Public Relations Skills 422	3
Elective	3
Practicum	5
	14.5

Semester VIII

Web Design 401	4
Senior Religion	4
Senior Capstone 452	4
Practicum	5
	12.5

Graphic Design

Semester I

Religion 103.....	3
English 101	3
Critical Inquiry 111	3
Graphic Core 101.....	2
News Gathering 104.....	3
Wellness 101	1
Practicum	5
	15.5

Semester II

English 102.....	3
Mass Communications 103	3
Artistic Expression 120	3
Math Elective.....	4
Digital Tech 102	2
Practicum	5
	15.5

Semester III

History Elective	3
Sociology 221.....	3
Design 134	3
Elective	3
Lab Science Elective.....	4
Practicum	5
	16.5

Semester IV

Religion Elective	3
Visual Theory 201.....	3
Global Requirement.....	3
Typography 227.....	3
Internship 395	4
Practicum	5
	16.5

Semester V

Editing 318	3
Psychology 111.....	3
Electives.....	9
Practicum	5
	15.5

Semester VI

Publication Design 301.....	3
Elective	3
Speech 111 or Radio 203	3
Internship 395	4
Phy. Ed. Electives.....	1
Practicum	5
	14.5

Summer

Photojournalism 432.....	4
--------------------------	---

Semester VII

Electives.....	4
History of Graphic Design 314	3
Mass Media Law 441	4
Media Literacy 442.....	4
Practicum	5
	15.5

Semester VIII

Web Design 401	4
Senior Capstone 452	4
Senior Religion	4
Practicum	5
	12.5

Print Media (Journalism)**Semester I**

Religion 103.....	3
English 101	3
Critical Inquiry 111	3
Graphic Core 101.....	2
News Gathering 104.....	3
Wellness 101	1
Practicum	5
	15.5

Semester II

English 102.....	3
Mass Communications 103	3
Artistic Expression 120	3
Math Elective.....	4
Digital Tech 102	2
Practicum	5
	15.5

Semester III

History Elective	3
Sociology 221.....	3
Int. Journalism 211	3
Elective	3
Lab Science Elective.....	4
Practicum	5
	16.5

Semester IV

Religion Elective	3
Visual Theory 201.....	3
Global Requirement.....	3
Elective	3
Internship 395	4
Practicum	5
	16.5

Semester V

Editing 318	3
Psychology 111.....	3
Electives.....	9
Practicum	5
	15.5

Semester VI

Publication Design 301.....	3
Elective	3
Speech 111 or Radio 203	3
Internship 395	4
Phy. Ed. Electives.....	1
Practicum	5
	14.5

Summer

Photojournalism 432.....	4
--------------------------	---

Semester VII

Electives.....	7
Mass Media Law 441	4
Media Literacy 442.....	4
Practicum	5
	15.5

Semester VIII

Web Design 401	4
Senior Capstone 452	4
Senior Religion	4
Practicum	5
	12.5

Public Relations**Semester I**

Religion 103.....	3
English 101	3
Critical Inquiry 111	3
Mass Communication 103.....	3
Digital Technology 102	2
Wellness 101	1
Practicum	5
	15.5

Semester II

English 102.....	3
News Gathering 104.....	3
Graphic Core 101.....	2
Math 101 (or higher).....	4
Artistic Expression 120	3
Practicum	5
	15.5

Semester III

Lab Science Elective.....	4
History Elective	3
Sociology 111	3
Visual Theory 201.....	3

Intro to Public Relations 204.....	3
Practicum	5
	16.5

Semester IV

Internship 395	4
Elective	3
Radio 203	3
Religion Elective	3
Publication Design 301	3
Practicum	5
	16.5

Semester V

TV Production 202.....	3
Editing 318	3
Electives	6
Psychology 111.....	3
Phy. Ed. Electives.....	1
Practicum	5
	16.5

Semester VI

Public Relations Skills 422	3
Electives.....	6
Internship 395	5
Practicum	5
	14.5

Semester VII

Media Law 441	4
Media Literacy 442.....	4
Electives.....	6
Practicum	5
	14.5

Semester VIII

Web Design 401	4
Senior Capstone 452	4
Senior Religion 435	4
Elective	3
Practicum	5
	15.5

Web Programming

Semester I

Computer Applications 101	2
Info. Systems Seminar 101A	1
English 101/106.....	3
Critical Inquiry 111	3
Graphic Core 101.....	2
Mass Communication 103.....	3

Wellness 201	1
Practicum	5
	15.5

Semester II

Prog. Fundamentals 130	3
Digital Technology 102	2
English 102/107	3
Artistic Expression 120	3
Religion 103.....	3
Phy. Ed. Electives.....	1
Practicum	5
	15.5

Semester III

Math Elective.....	4
History Elective	3
Psychology 111.....	3
Visual Theory 201.....	3
Religion Elective	3
Practicum	5
	16.5

Semester IV

Radio 203 or Speech 111	3
Physical Science 151	4
Prog. Fundamentals II 233	4
Intro to Sociology 221	3
Practicum	5
	14.5

Semester V

Mass Media Law 441	4
Internship 395	4
Editing 318	3
IS Theory and Practice 311	4
Practicum	5
	15.5

Semester VI

News Gathering 104 or Broadcast Journalism 322	3
Web Design 401	4
Analysis and Design 340	4
Electives.....	6
Practicum	5
	17.5

Semester VII

Media Literacy 442.....	4
Internship 395	4
E-Business Strategies 442.....	4
Global Requirement.....	3

Practicum	5
	15.5
Semester VIII	
Senior Capstone 452	4
Web Design II 461	4
Senior Religion 435	4
Elective	3
Practicum	5
	15.5

Computer Information Systems

The Waldorf College Computer Information Systems (CIS) Department gives students the opportunity to develop experience with the latest software, hardware, methods, and e-business concepts in the CIS field.

The CIS Department also offers courses for a Management Information Systems track in the Business major and a Web Programming track in the Communications major. These tracks are designed specifically for application development or business analyst positions.

Creative Writing

The Waldorf College Creative Writing Program provides a challenging, engaging, and deeply personal learning experience: students explore at least three genres of writing and develop their craft in techniques of writing courses and upper-level writers' workshops; students form strong relationships with their peers in seminar style classes, and students work with faculty who are both excellent teachers and practicing writers.

The Waldorf College Creative Writing Program develops excellent writers and strong critical readers. Majors and minors explore the diverse possibilities of contemporary literature across a number of genres, increase their toolkit of writing techniques, and begin to acquire and polish a voice, process, and subject matter of their own. Further, they read and engage a broad selection of authors, using the vocabulary of craft to analyze works of literature, and significantly deepen their love of the written word.

The Waldorf College Writing Program rigorously prepares students for graduate school in disciplines such as writing, literature, composition, divinity, law, and library sciences. Creative Writing students are encouraged to explore all their vocational interests as well and perhaps meld their love of writing with a career as a high school teacher, a journalist, or a physicians assistant. Waldorf College Creative Writing graduates have also successfully entered the nonprofit and business worlds, where they are prized for their ability to think critically and approach problems creatively. And no matter a student's future plans, the Creative Writing Program helps students develop the wisdom and sense of vocation to choose lives of art, meaning, and service in the world.

The Creative Writing major requires completion of CWR 201 and ENG 110; three courses from CWR 370, 375, 380, 385, or 390; two courses from CWR 470, 485, or 480; four English electives at the 200-level or above; and five to six credits of capstone experience, three of which must be thesis, two to three of which must be decided on in consultation with the Director of Creative Writing. All Creative Writing majors must also complete a Humanities minor or two minors in humanities fields (for instance, minors in history and Shakespeare). A Creative Writing major seeking a minor in English must take the four literature courses needed for the Creative Writing major, plus an additional three English literature courses. The Creative Writing minor requires completion of CWR 201; two courses from CWR 370, 375, 380, 385, or 390; one course from CWR 470, 485, or 480; two English electives at the 110-level or above; and one further elective that may be in Creative Writing, English, or a related field (with consent of the Director of Creative Writing).

The bachelor's degree requires completion of 124 credits, a cumulative grade point average

of 2.00, and a grade of C- or better in all core and required courses in the major.

Suggested Curriculum:

Semester I

English 101/106	3
Religion 103.....	3
Critical Inquiry 111	3
Psychology 111.....	3
World History 160 or 171	3
	15

Semester II

English 110	3
Speech 111	3
Artistic Expression 120	3
Social Science Elective	3
Elective	3
Phys. Ed. Elective	5
	15.5

Semester III

Creative Writing 201	3
English Elective	3
Math 101	4
Humanities Minor Elective.....	3
Religion Elective 200+	3
	16

Semester IV

Creative Writing 370, 375, 380, 385, 390.....	3
English Elective	3
Lab Science Elective.....	4
Humanities Minor Elective.....	3
Elective	3
Wellness 101	1
	17

Semester V

Creative Writing 370, 375, 380, 385, 390.....	3
English Elective	3
Humanities I 301.....	3
Humanities Minor Elective.....	3
Elective	3
Phys. Ed. Elective	5
	15.5

Semester VI

Creative Writing 370, 375, 380, 385, 390.....	3
--	---

Creative Writing 470, 475, 480.....	3
English Elective	3
Humanities Minor Elective.....	3
Humanities II 302	3
Internship	1-2.5 16-17.5

Semester VII

Creative Writing 470, 475, 480.....	3
Creative Writing 499	3
Humanities Minor Elective.....	3
Religion Elective 300+	3
Elective	3
	15-16

Semester VIII

Creative Writing 499	3
Study Abroad and/or Electives.....	12
	15

Criminal Justice Administration

The Criminal Justice Administration major offered at Waldorf College will include the Waldorf College general education curriculum and five 3-credit criminal justice courses. The program would provide students with the general education, discipline specific, and technical skills to succeed in the criminal justice workplace. The program is designed to prepare students for immediate employment and to impart an understanding of fundamental criminal justice competencies in a multitude of discipline settings and related environments. The program also prepares students and provides skills necessary to assume greater responsibilities within their organizations and assume duties of organizational middle and upper management positions.

Given the interdisciplinary nature of our justice system and technical foundations of the program, the Criminal Justice Administration major at Waldorf College will provide all course work required to acquire the necessary personal and professional skills needed to be successful in local, state, federal government, and private sector related fields. Fields can include law enforcement,

corrections, judicial security, homeland security and, healthcare security.

Criminal Justice Administration major requires completion of BUS 101, 102, 310, 330, 412; CIS 101, 101A; CRJ 330, 360, 395, 470, 475; ECO 251, 252; MTH 110, 201; SOC 150, 222, 250, 270, 277.

A minor in Criminal Justice Administration requires completion of 23 credits including BUS 101, 310; ECO 251; SOC 150; two of the following courses: CRJ 330, 470 or 475; and one of the following courses: SOC 250, 270 or 277.

Suggested Curriculum:

Semester I

English 101	3
Religion 103.....	3
Critical Inquiry 111	3
Statistics 201	4
Computer App. 101	2
	15

Semester II

English 102.....	3
Artistic Expression 120	3
Math 110	4
Intro. to Law Enforcement 150	3
Psychology	3
	16

Semester III

Accounting 101.....	4
Economics 251.....	3
Information Systems Seminar 101A	1
Religion Elective	3
Principles of Management 310.....	4
	15

Semester IV

Accounting 102	4
Economics 252.....	3
Lab Science	4
Social Problems 222.....	3
Wellness 101	1
	15

Semester V

History Elective	3
------------------------	---

Business Communications 330	3
Criminal Investigations 277	3
Inside the Criminal Mind 250.....	3
Criminal Law and Evidence 270.....	3
	15

Semester VI

Judicial Processes 330	3
Constitutional Law for Criminal Jus. 395	3
Phy. Ed. Elective	1
Human Resource Management 412.....	4
Elective	4
	15

Semester VII

Criminal Justice Org. & Admin. 470.....	3
Criminal Law 360	3
Terrorism Incident Mgmt. & Emer. 475	3
Electives (300–400 level courses).....	7
	16

Semester VIII

Religion/Career Values 435.....	4
Internship BUS 395	8
Senior Seminar 433.....	4
	16

Economics

Courses in economics generally serve to round out a business curriculum. Economics courses should also be given strong consideration in programs emphasizing political, behavioral, and social sciences.

Education

The mission of the Waldorf College Education Department is to “prepare engaging teachers to serve a community of learners.” Through Waldorf’s Teacher Preparation Program, students experience exemplary learning opportunities both on campus and in area K-12 school districts. Additionally, Waldorf Teacher Education students learn to assume roles as leaders, advocates, change agents, and servants within the professional setting and the community.

Education Department Goals

The Waldorf College Education Program has adopted Interstate New Teacher Assessment and Support Consortium (INTASC) Principles as its Education Department Goals. The Program also endeavors to incorporate the The Council for Exceptional Children (CEC) worldwide mission to improve educational outcomes for individuals with exceptionalities. Graduates of Waldorf College's Teacher Education Program will demonstrate the following:

- 1) The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- 2) The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- 3) The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.
- 4) The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- 5) The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6) The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7) The teacher plans instruction based upon the knowledge of subject

matter, students, the community, and curriculum goals.

- 8) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- 9) The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- 10) The teacher fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Licensure Approval

If a student has met all the requirements set by the Teacher Education Program and is recommended by the Waldorf College Licensure Officer, he/she will be recommended for licensure in Iowa.

Licensing or certification of teachers is a function of each state. Students who are contemplating teaching in a state other than Iowa will need to apply for licensure in that specific state. Each student seeking to be licensed in a state other than Iowa is responsible for meeting the current requirements of that state.

Elementary Education majors must complete Praxis II test 0011 or 0014 to be recommended for an Iowa Teaching License. Students need to check with the Education Department for current required scores.

In an era of increasing academic accountability, the Iowa Department of Education, Waldorf College, and Teacher Education Program requirements may change after a college catalog has been printed. It is essential that students work with Education Department Advisors.

Education students in 300 and 400 level courses may have required out-of-town placements, so they must be able to make provisions for transportation to these clinical experiences.

Admission To Teacher Education Program

Following is a summary of requirements for admission into the Teacher Education Program, usually submitted the first semester of the sophomore year:

- 1) Taken or enrolled in Human Growth and Development and one other education course
- 2) Grade point average is 2.5 or higher in Education and Content core courses at Waldorf College
- 3) English 101 (106) course with a minimum grade of C-
- 4) Mathematics 101 or higher with a minimum grade of C-
- 5) Pass Praxis I with minimum scores of: reading, 171; writing, 171; mathematics, 169; or a composite score of 511
- 6) Introductory/Participatory Clinical Experience Evaluations are satisfactory
- 7) Satisfactory Progress Evaluations; any "plan of action" for 1 ratings has been completed
- 8) At least 12.5 hours of community service
- 9) Proof of liability insurance (membership in ISEA/NEA or PEI has the benefit of liability insurance)
- 10) Physical and mental health and character and interpersonal relationship skills recommendations from an Education Dept. faculty member, another faculty member, and a non-faculty member

Approval for Student Teaching

Following is a summary of requirements for admission to student teaching:

- 1) Admission to Teacher Education Program
- 2) Application materials completed and posted on Moodle
- 3) Satisfactory Progress and Clinical Experience Evaluations
- 4) Resume, Philosophy of Education Statement, 2-3 lesson plans, and other exceptional work posted on Moodle
- 5) Completed at least 12.5 hours of community service every semester at Waldorf College prior to student teaching
- 6) Maintains a 2.5 GPA or higher and a grade of C- or higher in all education/endorsement courses
- 7) Physical and mental health, and character and interpersonal relationship skills deemed acceptable for student teaching
- 8) Transcript of courses showing completion of methods courses and majority (3/4) of her/his endorsement area

A minor in Education requires the completion of EDU 201, 210; PSY 144; SPED 220; and 9-12 additional credits in EDU, MUE, PED 200+, and/or SPED courses. Courses with prerequisites need to be filled before or concurrently with enrollment.

B.A. In Foundations of Education

The Foundations of Education Bachelor of Arts degree at Waldorf College offers students the opportunity to gain entry into fields requiring a degree. Also, practitioner candidates who elect not to student teach, are not making satisfactory progress, or are not recommended for licensure after completing student teaching, may complete a Foundations of Education B.A.

Suggested Curriculum:

The Iowa Department of Education has revised their Elementary Education require-

ments for all students graduating in 2015 and beyond. Pending final approval, the requirements for Waldorf College Elementary Education Majors (Elementary Professional Education Core) graduating in 2015 or later are below. Students graduating before 2015 should consult the catalog under which they entered and discuss requirements with their education advisors.

Elementary Education K-6 (Endorsement 102) Praxis II Required

EDU/PSY 144 Human Growth and Development.....	3
EDU 201 Intro to Teaching	3
EDU 210 Human Relations for Teachers.....	2
EDU 202 Intro to Teaching Clinical	0
SPED 220 Exceptional Children and Adults	3
EDU 230 Educational Media & Computers.....	1
EDU 240 Educational Psychology	3
EDU 253 Literature for Children.....	3
EDU 330 Language Development/Teaching Reading & Language Arts.....	4
SPED 335 Inclusive Reading Pre-Student Teaching.....	2
EDU 340 Teaching Math/Science in K-8..	4
EDU 350 Teaching Music/Art/Drama/Movement in K-8	4
EDU 360 Teaching Reading/Social Studies/ Language Arts in K-8	4
SPED 390 Diagnostic and Remedial Reading	4
SPED 392 Math Strategies.....	2
EDU 407 Kindergarten-3 Grade Student Teaching.....	6
EDU 409 Grades 4–8 Student Teaching...	6
EDU/REL 400 Ethics and Religious Diversity in Public & Private Education	3
EDU 411 Multicultural Practicum.....	2
EDU 430 Capstone.....	1
EDU 440 Assessment & Goal Setting.....	3
EDU 460 Behavior Management for Elementary	2

Add at least one Endorsement/Concentration from the following:

Reading K-8 (Endorsement 148)

ENG 101/106 Composition.....	3
ENG 102/107 Composition & Literature.....	3
EDU 253 Literature for Children.....	3
SPE 111 Essentials of Public Speaking.....	3
EDU 330 Language Development/Teaching Reading & Language Arts...	4
SPED 335 Inclusive Reading Pre-Student Teaching.....	2
EDU 360 Teaching Reading/Social Studies/Language Arts K-8	4
SPED 390 Diagnostic & Remedial Reading.....	4
EDU 440 Assessment & Goal Setting.....	3

Special Education Strategist I (Endorsement 260) *Must accompany an elementary endorsement*

SPED 220 Exceptional Children & Adults.....	3
SPED 321 Special Education Clinical Experience	1
SPED 335 Inclusive Reading Pre-Student Teaching.....	2
SPED 365 Methods and Materials in Special Education	3
SPED 390 Diagnostic and Remedial Reading.....	4
SPED 392 Math Strategies.....	2
SPED 441 Assessment in Special Education.....	2
SPED 450 Child, Family, Community Relations.....	3
SPED 461 Behavior & Social Interaction in the Special Ed Student	2
SPED 408 Student Teaching Students with Mild & Moderate Disabilities (BS Degree Only)	6
Or SPED 410 Special Education Clinical Experience II (<i>Endorsement Only</i>).....	3

K-8 Elementary Math (Endorsement 142)

MTH 101 General Education Mathematics.....	4
MTH 103 College Algebra & Trigonometry.....	5
MTH 201 Elementary Statistics.....	4
CIS 130 Programming Fundamentals	3

Take two of the following:

MTH 102 Liberal Arts Math	4
MTH 110 Quantitative Methods.....	4
MTH 203 Calculus I	4
MTH 204 Calculus II.....	4

K-8 Grade Music (Endorsement 144)

MUS 101-102 Theory I & II	6
MUS 103-104 Aural Skills I & II.....	2
MUS 301, 302, 318 Music History (select 1)	3
MUS 300 World Music.....	3
MUS 215 Conductors Workshop I	3
Applied Lessons.....	4
EDU 406 Elementary Music Student Teaching.....	6

Pass either piano or guitar accompanying proficiency.

Special Education Concentration

SPED 220 Exceptional Children & Adults.....	3
SPED 321 Special Education Clinical Experience	1
SPED 365 Methods and Materials in Special Education	3
SPED 441 Assessment in Special Education or SPED 461 Behavior & Social Interaction in the Special Ed. Student.....	2
SPED 450 Child, Family, Community Relations.....	3

Science Concentration

PHY 151 Physical Science.....	4
BIO 105 Principles of Biology or BIO 125 Environmental Sciences	4
Another Lab Science Course.....	4

Mathematics Concentration

MTH 101 General Education Mathematics or MTH 103 College Algebra & Trigonometry or MTH 203 Calculus I	4-5
MTH 110 Quantitative Methods.....	4
MTH 201 Elementary Statistics.....	4

Spanish Concentration

Complete at least 12 credits from the following :	
SPN 101-102 Elementary Spanish	8
SPN 201-202 Intermediate Spanish	6
SPN 203-204 Intermediate Spanish Conversation	6

Theatre Concentration

Must complete either the reading endorse- ment or one of the other concentrations	
THR 131 Introduction to Theatre.....	3
4 Theatre Practicums.....	1
THR 132 Acting I.....	3
THR 141 Design Technologies (1) or THR 143 Design Technologies.....	3
THR 200 Creative Dramatics	3

Music Concentration

MUS 101 Theory I.....	3
MUS 103 Aural Skills I.....	1
MUS 215 Conductor's Workshop I.....	3
MUS 318 Music History III.....	3
Applied Lessons.....	1-4

Coaching Authorization/Endorsement

In addition to the above concentrations and endorsements for elementary education, the following courses may be taken for a coaching authorization or endorsement. Students in secondary education may also receive the coaching authorization or endorsement. (An authorization may be obtained without a degree; an endorsement will be listed on the teaching license.)

PSY 144 Human Growth and Development.....	3
PED 251 Theory/Psychology/ Ethics Coaching.....	2
PED 271 Coaching Anatomy or BIO 155 Basic Human Anatomy and	

Physiology	1-4
PED 272 Treatment of Athletic Injuries	2

Secondary Education

The requirements for Secondary Education Majors are:

Secondary Professional Education Core:

EDU/PSY 144 Human Growth & Development	3
EDU 201 Intro. to Teaching	3
EDU 202 Intro. to Teaching Clinical	-
EDU 210 Human Relations for Teachers.....	2
SPED 220 Exceptional Children and Adults	3
EDU 230 Educational Media & Computers.....	1
EDU 240 Educational Psychology	3
EDU 370 Secondary Teaching Methods	2
EDU 371 Pre-Student Teaching Clinical Experience for Secondary....	1
One secondary content area teaching methods course & clinical experience (EDU 375-376; 380-381; 382-383; 385-386; or 398-399)	4
EDU 395 Content Area Reading	2
EDU/REL 400 Ethics and Religious Diversity in Public & Private Schools	3
One secondary content area student teaching (EDU 410; 412; 415; 420; 470 and SPED 422)	6-12
EDU 411 Multicultural Practicum.....	2
EDU 430 Capstone.....	1
EDU 440 Assessment & Goal Setting.....	3
EDU 465 Behavior Management for Secondary	2
One Speech or a course designated as an "S" course is also required	3

Students majoring in Secondary Education must choose one of the following initial endorsements: English, Biology, Math, Social Science, or Speech/Theatre. Requirements for each content major are listed below:

English 5-12 (Endorsement 120)

ENG 101/106.....	3
ENG 110 Intro. to Literary Studies.....	3
CWR 201 Intro. to Creative Writing.....	3
ENG 204 Writing Center Tutor Training.....	1
ENG 305 English Grammar	3
ENG 310 Young Adult Literature	3
ENG 355 Shakespeare.....	3
Choose One: ENG 212, 470.....	3
Choose One: CWR 370, 375, 380, 385, 414 (Creative Writing)	3
Choose Two: ENG 323, 327, 333, 337 (American Literature)	6
Choose Two: ENG 350, 360, 365, 373 (English Literature).....	3
SPE 111 Essentials of Public Speaking.....	3
<i>English 415, Special Topics, may be substituted for American, English, and/or Global Literature courses where appropriate.</i>	

Speech Communication/Theatre 5-12 (Endorsement 168)

SPE 111 Essentials of Public Speaking.....	3
THR 131 Introduction to the Theatre.....	3
THR 132 Acting I.....	3
THR 141 Design Technologies I.....	3
THR 200 Creative Dramatics	3
THR 300 Directing	3
SPE 300 Argumentation and Debate.....	3
COM 121 Mass Communication and Society.....	3

Biology 5-12 (Endorsement 151)

BIO 120 General Biology.....	4
BIO 220 General Zoology.....	4
BIO 222 General Botany	4
BIO 332 Genetics	4
BIO 370 Ecology	4
BIO 372 Evolutionary Biology.....	3
BIO 493 Special Problems.....	3
BIO 300+ Elective.....	4
CHM 131 General Chemistry I.....	4
CHM 132 General Chemistry II.....	4
CHM 241 Organic Chemistry I	4
MTH 201 Statistics.....	4

Biology and Chemistry Concentration 5-12 (Endorsement 151 and 152)

BIO 120 General Biology.....	4
BIO 220 General Zoology.....	4
BIO 222 General Botany	4
BIO 332 Genetics	4
BIO 370 Ecology	4
BIO 372 Evolutionary Biology.....	3
BIO 493 Special Problems.....	3
BIO 300+ Elective.....	4
CHM 131 General Chemistry I.....	4
CHM 132 General Chemistry II.....	4
CHM 241 Organic Chemistry I.....	4
CHM 242 Organic Chemistry II	4
MTH 201 Statistics.....	4

All Social Sciences 5-12 (Endorsement 186)

HIS 110 Ancient World	3
HIS 120 Medieval World	3
Choose Three (HIS 201, 202, 203, 300, 340, 405, 417, 420).....	9
Choose One: (HIS 161, 171, 310, 320, 335, 345, 355, 360, 362*, 427, 430, 435) ...	3
POL 112 American Government	3
Choose Two: (POL 111, 210, 320, 330, 362*, 410, 418, 462)	6
GEO 201 World Geography	3
GEO 320 Modern Global Issues	3
ECO 251 Macroeconomics.....	3
ECO 252 Microeconomics.....	3
HIS 499 History Seminar.....	1
PSY 111 General Psychology.....	3
SOC 221 Intro. to Sociology.....	3
Choose One: (SOC 222, 232, 250, 270, 277)...	3

*May only be used to fulfill one requirement area.

Social Science:

Students desiring to teach in the Social Sciences, but electing not to complete the All Social Sciences Endorsement, must choose any TWO of the three areas listed below and complete HIS 499 History Seminar:

American Government 5-12 (Endorsement 157)(15 Credit Hours)

POL 112 American Government	3
Choose Four: (POL 111, 210, 320, 330, 362, 410, 418, 462).....	12

American History 5-12 (Endorsement 158)(15 Credit Hours)

HIS 201 US History to 1898	3
HIS 202 US History Since 1898	3
Choose Three: (HIS 300,340, 405, 420, 417).....	9

World History 5-12 (Endorsement 166) (15 Credit Hours)

HIS 110 Ancient World	3
HIS 120 Medieval World	3
Choose Three: (HIS 161, 171, 310, 320, 335, 336, 345, 355, 360, 362, 427, 430, 435, 440, 460, 465, 470).....	9

Mathematics 5-12 (Endorsement 143)

CIS 130 Programming Fundamentals	3
MTH 201 Elementary Statistics.....	4
MTH 203 Calculus I	4
MTH 204 Calculus II.....	4
MTH 300 Discrete Mathematics	4
MTH 330 Linear Algebra	4
MTH 340 Classical & Modern Geometry	4

Instructional Strategist I: Mild & Moderate 5-12 (Endorsement 261)

Must accompany a secondary or elementary endorsement

EDU 330 Language Development/Teaching Reading and Language Arts	4
SPED 220 Exceptional Children & Adults.....	3
SPED 321 Clinical Experience in Special Education.....	1
SPED 365 Methods and Materials in Special Education.....	3
SPED 390 Diagnostic and Remedial Reading.....	4
SPED 392 Math Strategies	2
SPED 422 5-12 Student Teaching	2-6

SPED 441 Assessment in Special Education	2
SPED 450 Child, Family, Community Relations.....	3
SPED 455 Transitional Collaboration.....	2
SPED 461 Behavior and Social Interaction in Special Education	2

Reading 5-12 (Endorsement 149)

Must accompany a secondary endorsement

EDU 330 Language Development.....	4
EDU 355 Teaching Reading in Grades 5-12...	2
EDU 395 Content Area Reading.....	2
ENG 101/106 Freshman Composition	3
ENG 305 English Grammar	3
ENG 310 Young Adult Literature	3
SPE 111 Essentials of Public Speaking.....	3
SPED 335 Inclusive Reading Pre-Student Teaching.....	2
SPED 390 Diagnostic and Remedial Reading.....	4

Health 5-12 (Endorsement 138)

BIO/WEL 207 Principles of Nutrition.....	3
EDU 482 Student Teaching in 5-12 Health ..	4-6
PED 170 First Aid	1
PSY 144 Human Growth / Development..	3
PSY/SOC 232 Close Relationships.....	3
PSY 322 Abnormal Psychology	3
WEL 101 Concepts of Wellness	1
WEL 212 Stress Management	2
WEL 221 Personal / Community Health.....	3
WEL 230 History and Principles of Physical Education.....	3
WEL 250 Substance Abuse	3

K-12 Physical Education

(K-8 Endorsement 146; 5-12 Endorsement 147)

Students desiring K-12 Physical Education must complete the following Education and Physical Education courses:

EDU 201 Intro. to Teaching	3
EDU 202 Intro. to Teaching Clinical	0
EDU 210 Human Relations for Teachers.....	2
EDU 230 Educational Media & Computers	1

EDU 240 Educational Psychology	3
EDU 395 Content Area Reading.....	2
EDU 411 Multicultural Practicum.....	2
EDU 430 Capstone	1
EDU 440 Assessment & Goal Setting	3
EDU 460 Behavior Management for Elementary Education or EDU 465 Behavior Management for Secondary Education	2
EDU/REL 400 Ethics and Religious Diversity	3
EDU 480 Student Teaching K-8	6
EDU 481 Student Teaching 5-12.....	6
PED 230 History & Principles of PE, Fitness & Leisure Studies	3
PED 343 Methods of Teaching Physical Education in the Elementary Schools...	3
PED 344 Clinical Experience in Teaching Physical Education in the Elementary Schools.....	1
PED 345 Methods of Teaching Physical Education and Health in the Secondary Schools	3
PED 346 Clinical Experience in Teaching Physical Education and Health in the Secondary Schools	1
PED/SPED 310 Adaptive Physical Education	2
SPED 220 Exceptional Children and Adults.....	3

K-12 Physical Education students must also take the following:

BIO/WEL 155 Basic Anatomy & Physiology	4
PED 170 Community First Aid & Safety.....	1
PED 210 Physical Education for the Elementary School.....	3
PED 301 Curriculum & Administration in P.E.....	3
PSY 144 Human Growth & Development.....	3
WEL 390 Kinesiology.....	3

Must demonstrate proficiency in a variety of PED activities and must add a health endorsement or one of the following concentrations:

SPED Concentration

SPED 220 Exceptional Children	3
PED/SPED 310 Adaptive P.E.	2
SPED 365 Methods in Special Ed.	3
SPED 450 Child, Family, Community.....	3
SPED 461 Behavior & Social Interaction In the Special Education Students.....	2

OR**Health Concentration**

WEL 101 Concepts of Wellness	1
WEL/BIO 207 Principles of Nutrition.....	3
WEL/PED 221 Personal & Comm. Health	3
WEL/PED 230 History and Principles of PE, Fitness & Leisure Studies	3
WEL 212 Stress Management	2

K-12 Music Education (K-8 Endorsement 144; 5-12 Endorsement 145)

Students desiring K-12 Music Education must complete the following Education Classes:

EDU/PSY 144 Human Growth & Development	3
EDU 201 Intro. to Teaching	3
EDU 202 Intro. to Teaching Clinical	0
EDU 210 Human Relations for Teachers.....	2
SPED 220 Exceptional Children and Adults	3
EDU 230 Educational Media & Computers.....	1
EDU 240 Educational Psychology	3
EDU 395 Content Area Reading	2
EDU/REL 400 Ethics and Religion Diversity	3
EDU 411 Multicultural Practicum.....	2
EDU 460 Behavior Management for Elementary or EDU 465 Behavior Management for Secondary	2
EDU 430 Capstone.....	1
EDU 406 Elementary Music Student Teaching.....	6
EDU 421 Secondary Music Student Teaching.....	6
MUE 441 Methods of Performance Ensembles in the Schools.....	3

MUE 341 Methods of General Music in the Schools and Assessment	4
MUE 360 Percussion Methods.....	1
MUE 361 Woodwind Methods.....	1
MUE 362 Brass Methods.....	1

K-12 Music Education students must also take the following:

MUS 101, 102, 201, 202 Music Theory I-IV	12
MUS 103, 104, 203, 204 Aural Skills I-IV	4
MUS 301, 302, 318 Music History I-III	9
MUS 300 World Music.....	3
MUS 215 Conductor's Workshop I.....	3
Applied Lessons.....	6
Major Ensemble	4
MUS 315 Conductor's Workshop II (Choral Conducting and Arranging) ..	2
MUS 316 Conductor's Workshop III (Instrumental Conducting and Arranging)	2
MUS 382 Choral Literature	1
MUS 384 Instrumental Literature.....	1

*Must pass piano accompanying proficiency.

Suggested Curriculum:**Elementary Education with K-8 Reading Endorsement****Semester I**

English 101/106.....	3
Critical Inquiry 111	3
Human Growth 144.....	3
Math 101	4
Wellness 101	1
	14

Semester II

English 102/107.....	3
Math 102 or higher.....	4
Religion 103.....	3
Artistic Expression 120	3
Intro. to Teaching 201/202	3
	16.5

Semester III

Physical Science 151	4
Exceptional Child 220.....	3

Ed. Psychology 240.....	3
History 171	3
Speech 111	3
Phy. Ed. Elective	5
	16.5

Semester IV

Biology 105/125/207.....	3-4
Children's Literature 253	3
History 201/202	3
Human Relations 210	2
Educational Media 230.....	1
Elective	3
	15-16

Semester V

Language Development 330	4
Religion 200+ Elective.....	3
Assessment 440.....	3
Music/Art/Drama 350	4
Math Strategies 392	2
	16

Semester VI

Teach Math/Science 340.....	4
Diagnostic Reading 390	4
Inclusive Reading 335	2
Electives.....	6
	16

Semester VII

Teach Read/Soc. Studies 360.....	4
Behavior Mgt. 460.....	2
Ethics Diversity 400	3
Phy Ed. Electives	5
Electives.....	5
	14.5

Semester VIII

Student Teaching 407/409	12
Capstone 430.....	1
	13

Summer

Multicultural Practicum 411.....	2
----------------------------------	---

English

The Waldorf College English major exposes students to a rich variety of literature and writing courses as well as to interdisciplinary studies in art, music, theater, philosophy, religion, and history. The literature courses serve to ground students in the meaning

and importance of the written word and cover a breadth of genres, time periods, and nationalities. Students also have opportunities in courses of expository and creative writing to practice communicating more effectively to achieve a wide variety of purposes with a wide variety of readers, including, of course, academic. All courses within the program pay special attention to the art of critical thinking, reading, and writing, thereby preparing English majors to go on to graduate school (including law school); to enter English-related fields such as teaching, writing, editing, or publishing; or to work in a traditional business setting, where they are prized for their ability to think and communicate clearly. Students may choose from two English tracks: English or English Secondary Education.

The English major requires completion of ENG 110, CWR 201, ENG 355; two British Literature course from 350, 360, 365, 373, or 415; two American Literature courses from 323, 327, 333, 337, or 415 American Literature Special Topics; one Global Literature course from 212, 470, or 415 Global Literature Special Topics; four electives, including two in English at the 200 level or above and two in English, Communications, or Creative Writing; and an internship or senior thesis of at least 3 credits.

English Education majors must complete ENG 110, 204, 305, 310, and 355; CWR 201; SPE 111; one course from ENG 212, 470 or 415 Global Literature; two courses from ENG 350, 360, 365, 373, or 415 British Literature; two courses from ENG 323, 327, 333, 337, or 415 American Literature, and the coursework and student teaching required for Professional Secondary Education Core (found in the Education section of the catalog).

All English majors except English Secondary Education majors must complete the Hu-

manities minor, or two minors in humanities fields (such as theatre, history, Shakespeare, and so on).

A minor in English requires completion of 21 credits in writing or literature at the 110 level or above. Of these credits, 18 must be in English or Creative Writing, and the remaining three credits may be in English, Creative Writing, or a related field (with consent of the English Department chair).

An English major seeking a minor in Creative Writing must take CWR 201 and an upper-level creative writing course as a part of the English major requirements, plus 3 more Creative Writing courses in different genres for the minor. These 3 courses cannot be used as English major elective courses.

The bachelor's degree requires completion of 124 credits, a cumulative grade point average of 2.00, and a grade of C– or above in all core and required course in the major.

Suggested Curriculum:

English

Semester I

English 101/106.....	3
Critical Inquiry 111	3
Foreign Language Elective	4
Wellness 101	1
Math 101 (or higher)	4
Phy. Ed. Elective	5
	15.5

Semester II

English 110	3
Artistic Expression 120.....	3
Foreign Language Elective	4
Religion 103.....	3
History Elective.....	3
Writing Center Tutor Training 204.....	1
	17

Semester III

Humanities I 301	3
Creative Writing 201.....	3
Religion Elective.....	3

Lab Science	4
American or British Lit.	3
	16

Semester IV

Humanities II 302.....	3
American or British Lit.	3
Humanities Minor Elective	3
Social Science Elective	3
Creative Writing or English Elective.....	3
	15

Semester V

Speech 111 or Acting 132	3
British or American Lit.	3
Social Science Elective	3
Global Literature 212	3
Humanities Minor Elective	3
	15

Semester VI

Shakespeare 355	3
American or British Lit.	3
Elective.....	3
Social Science Elective	3
Elective.....	3
Phy. Ed. Elective.....	5
	15.5

Semester VII

British or American Lit.	3
English Elective	3
Religion 300 Elective.....	3
Elective.....	3
Elective.....	3
	15

Semester VIII

British or American Lit.	3
English Elective	3
Senior Thesis/Internship 495/499.....	3
Electives	6
	15

English Education

Semester I

English 101/106.....	3
Religion 103.....	3
Critical Inquiry 111	3
Human Growth 144.....	3
Math Elective	4
	16

Semester II

English 110	3
Speech 111	3
Artistic Expression 120	3
Human Relations 210	2
History Elective.....	3
Wellness 101	1
	15

Semester III

Creative Writing 201	3
Educational Psychology 240	3
Phy. Ed. Elective (2)	1
British or American Lit.	3
Global Literature 212	3
Ed. Media 230	1
	14

Semester IV

Intro. to Teaching 201/202	3
English Grammar 305	3
Exceptional Child 220.....	3
Lab Science Elective	4
British or American Lit.	3
	16

Semester V

Religion 200+.....	3
Young Adult Lit. 310.....	3
Social Science Elective	3
British or American Lit.	3
Elective.....	3
	15

Semester VI

Shakespeare 355	3
Ethics & Religious Diversity 400.....	3
Secondary Methods 370	2
Clinical Teaching Experience 371	1
British or American Lit.	3
Assessment 440	3
Writing Center Tutor Training 204.....	1
	16

Semester VII

Behavior Mgt. 465	2
Teaching English Methods 385	3
Teaching English Clinical 386.....	1
British or American Lit.	3
Content Area Reading 395	2
Elective.....	3
	14

Semester VIII

6-9 Student Teaching 415	6
9-12 Student Teaching 417	6
Capstone 430	1
Multicultural/Inclusive 411 (May Term)....	2
	15

English as a Second Language

The Waldorf College intensive English language courses are designed for non-native English speakers in order to improve language skills necessary for academic study. Courses focus on using authentic materials and interactions to improve all four language modalities: listening, speaking, reading, and writing.

Students with TOEFL scores below 500 (paper-based) or 61 (internet based) are required to take these courses.

Fire Science Administration

The Fire Science Administration degree offered at Waldorf College will include the Waldorf College general education curriculum, a significant portion of the Waldorf Business major, and seven 3-credit fire science courses. The degree prepares students for leadership and administration in fire service organizations. The program presents a balanced curriculum and contains courses identified by the National Fire Academy, the U.S. Fire Administration, and the National Fire Protection Association for use in academic settings. Special emphasis is placed on management and leadership techniques, organizational and professional communications, problem solving, and other programmatic solutions to fire science operational problems. Offering this major is consistent with the mission of Waldorf College in that it gives students a broad academic background and prepares them to give back to the world and their communities through service as leaders in the field of fire science.

The Fire Science Administration major requires completion of CRJ 370; FSC 3251, 3345, 3601, 3640, 4631, 4618, 475; BUS 101, 102, 310, 321, 330, 410, 412; CIS 101, 101A; COM 225; ECO 251, 252; MTH 110, 201.

Suggested Curriculum:

Semester I

English 101	3
Religion 103.....	3
Critical Inquiry 111	3
Statistics 201	4
Computer App. 101	2
	15

Semester II

English 102	3
Artistic Expression 120.....	3
Math 110.....	4
Intro. to Fire Protection 3251.....	3
History Elective.....	3
	16

Semester III

Accounting 101	4
Economics 251.....	3
Information Systems Seminar 101A	1
Religion Elective.....	3
Principles of Management 310	4
	15

Semester IV

Accounting 102.....	4
Economics 252.....	3
Lab Science	4
Intro. to Fire Prevention 3345.....	3
Wellness 101	1
	15

Semester V

Elective.....	2
Phy. Ed. Electives	1
Business Communications 330.....	3
Fire Prevention Org. & Mgmt. 3601.....	3
Interactions of HazMat 3640	3
Organizational Theory & Behav. 321	4
	16

Semester VI

Business Law 410	3
------------------------	---

Fire Incident Command 4631	3
Stress Management 212	2
Electives	4
Human Resource Management 412	4
	16

Semester VII

Inc. Fire Analysis & Inv. 4618	3
Elective	3
Terrorism Incident Mgmt. & Emer. 4753..	3
Criminal Investigation 370.....	3
Intro. to PR 225.....	3
	15

Semester VIII

Religion/Career Values 435.....	4
Internship 395	8
Senior Seminar	4
	16

Foundations of Education

The Foundations of Education Bachelor of Arts degree at Waldorf College offers students the opportunity to gain entry into fields requiring a degree. Also, practitioner candidates who elect not to student teach, are not making satisfactory progress, or are not recommended for licensure after completing student teaching, may complete a Foundations of Education B.A. Approval of Education Department required.

Degree Requirements

- **Education Core:** Complete a 40-hour Education Core component, which includes an internship.
- **Upper Division Courses:** 40% of all course work must be at the 300-400 level.
- **Grade Requirement:** C- or above must be achieved in all courses in the major.
- **GPA:** The B.A. in Foundations of Education would require a minimum GPA of 2.0.
- **Internship:** An internship (typically 4-9 credits) must be completed and designed to give the Foundations of Education student practical experience in a field of

their choice in a professional setting. The internship needs to be tailored to the student's individual career interests.

Geography

Courses in geography foster an understanding of the world and the major social and environmental issues that confront us.

Geography courses are required for the All Social Science Endorsement of the History-Education major. However, geography courses are recommended for all history majors and those interested in a career that requires a comprehension of the world around us.

German

Courses in the department seek to develop both communicative competence and cultural awareness. The department assists students in determining their optimum level of entry.

History

The study of history provides a view of the past and its many interpretations to provide an informed perspective for present and future political, economic, scientific, cultural, and social activity through reading and research in written records. History courses help prepare students for a wide variety of careers in research, education, law, government, executive management, journalism, park service, military service, law enforcement, diplomacy, religion, banking, lobbying, and museum curatorship. One history course is required of all students seeking a degree from Waldorf.

Students seeking a bachelor's degree in History may choose from three history tracks: History, History Political Science, and History Education. All history majors, except for History Education majors, must complete the Humanities minor (see the Humanities section of this catalog for a description of the minor) as part of their liberal arts experience at Waldorf.

The History major will take HIS 110, 120, 161 or 171, 201, 202, 210, as well as four upper-level 300+ history courses. In addition, the history major requires completion of HIS 499 and either six credit hours of internship or six hours of additional history courses with a thesis project. Students endeavoring to find immediate employment after graduation are urged to complete an internship experience, while students wishing to enter graduate school are strongly urged to complete the additional coursework and thesis.

The History Political Science major choose HIS 110, 120, 161, or 171; and take HIS 201, 202, 210, and 499; and POL 112. In addition, the political science history major will take POL/COM 204 or 422, as well as three additional upper-division POL courses though one upper-division HIS can be used as a substitute. These majors are also encouraged to take geography or economics courses. An internship of six credit hours or six hours of additional political science and/or history courses with a thesis is required (see traditional history major requirements for department recommendation).

History-Education majors may choose one of four endorsements: American & World History, American History & Government, World History & Government, and All Social Science. History-Education majors should consult with an advisor in Education and an advisor in History. Students should follow the suggested curricula for the endorsements. A listing of required course work for the Professional Secondary Education Core is found in the Education section of the catalog.

All history majors, except History-Education majors must complete two college semesters or four high school years of a foreign language to graduate. Those who have less than four years of high school can petition the department for a waiver of the

requirement. Intermediate and advanced courses are recommended for those who plan to attend graduate school, law school, seminary, or the police academy.

Advanced placement high school courses will be considered in lieu of department requirements, including Language, on an individual basis.

Although there are no prerequisites for history courses, the Department of History has organized its courses to systematically promote the development of skills in critical thinking, reading, writing, and undergraduate research. Students should recognize that classes at higher levels will begin with the assumption that students have mastered the skills taught at lower levels. History courses at the 100 level focus on critical and analytical reading of appropriate historical sources. Those at the 200 level emphasize analytical writing for history. Those at the 300 level concentrate on the exploration of historical interpretation and writing over time. Those at the 400 level emphasize individual research projects of substantial length and scope. Majors are encouraged to complete their general education, lower-level, and foreign language requirements as soon as possible. All history majors are required to take **HIS 210 Introduction to Historical Methods** during the fall of their sophomore year. History-Education majors should consult Education requirements for prerequisites and sequence planning.

A minor in History requires completion of 21 credit hours; two of HIS 110, 120, 161, or 171; either HIS 201 or 202; three 300+ level HIS courses; and a POL elective.

All history majors will complete at least 124 credit hours at a minimum 2.00 GPA for the Bachelor of Arts degree. History majors must receive at least a C- in the aforementioned required courses to graduate.

Suggested Curriculum

While the bachelor's degree in History (except History-Education) is not a block program and does not demand sequential courses, the History program at Waldorf College does seek to systematically promote the development of skills in critical thinking, reading, writing, and undergraduate research. Students should remember that the different levels of courses focus on different skills in a manner intended to help them build and develop these essential skills. Students should coordinate their enrollment with their advisor and the Registrar.

Sequence of Courses

100 Level Courses- Focus on the study of development of human civilization around the world. Particular emphasis will be placed on developing the skills of identifying, selecting, and critically reading appropriate secondary sources of historical information.

200 Level Courses- Focus on the study of development of the United States from its pre-colonial foundations to the present. Particular emphasis will be placed on introducing the skills of analytical writing for history.

HIS 210 Introduction to Historical Methods- Brings together the skills of identifying and selecting sources, critically reading, researching, and writing for history in preparation for more advanced undergraduate research projects. Required of all History Majors in the fall semester of their sophomore year.

300 Level Courses- Focus on the study of specific and defined topics in history by concentrating on Historiography: the development of historical interpretations. Emphasis will be placed on the promotion and practice of the skills of historical study through research and writing.

400 Level Courses- Focus on the study of specific and defined topics in history. Emphasis will be placed on the application and practice of the skills of historical study through research and writing.

History-Education majors should consult the following curricula developed by the Education Department for each of these endorsements:

American & World History Endorsement

Semester I

English 101/106.....	3
Religion 103.....	3
Critical Inquiry 111	3
Math Elective.....	4
History 110, 120, 161 or 171.....	3
Phy. Ed. Elective	5
	16.5

Semester II

English 102/107.....	3
Artistic Expression 120	3
Lab Science Elective.....	4
Human Growth 144.....	3
History 110, 120, 161 or 171.....	3
Wellness 101	1
	17

Semester III

Intro. to Teaching 201/202.....	3
Exceptional Children 220.....	3
Psychology 111.....	3
History 110, 120, 160 or 171	3
History 201.....	3
First Aid 170.....	1
	16

Semester IV

Religion 200+ Elective.....	3
Educational Media 230	1
Educational Psychology 240	3
History 202.....	3
Elective.....	3
	13

Semester V

Assessment 440	3
Sec. Teaching Methods 370	2
Clinical Experience 371.....	1
History 300+ Elective.....	3
History 300+ Elective.....	3
Elective.....	3
Phy. Ed. Elective.....	5
	15.5

Semester VI

Ethics/Religious Diversity 400.....	3
Human Relations 210	2
Content Area Reading 395.....	2
History 300+ Elective.....	3
History Seminar 499.....	3
Elective.....	3
	16

Semester VII

Secondary Behavior Mgt. 465.....	2
Social Science Methods 380.....	3
Clinical Experience 381	1
History 300+ Elective	3
History 300+ Elective	3
Elective	3
	15

Semester VIII

6-9 Student Teaching 410.....	6
9-12 Student Teaching 414	6
Capstone 430.....	1
	13

Summer

Multicultural Inclusive Teaching.....	2
<i>(Nine hours of the History 300+ electives must be American History and six hours must be World History.)</i>	

American History & Government Endorsement

Semester I

English 101/106.....	3
Religion 103.....	3
Critical Inquiry 111	3
Math Elective.....	4
History 201.....	3
Phy. Ed. Elective	5
	16.5

Semester II

English 102/107.....	3
Artistic Expression 120.....	3
Lab Science Elective	4
Human Growth 144.....	3
American Government 112.....	3
Wellness 101	1
	17

Semester III

Intro. to Teaching 201/202	3
----------------------------------	---

Exceptional Children 220.....	3
Educational Psychology 240.....	3
Elective.....	3
Political Science elective	3
First Aid 170.....	1

Semester IV

Religion Elective.....	3
Educational Media 230	1
Elective.....	3
History 202.....	3
History 300+ Elective.....	3

Semester V

Assessment 440	3
Sec. Teaching Methods 370	2
Clinical Experience 371.....	1
American History 300+ Elective.....	3
Comparative Gov't 330	3
Elective.....	3
Phy. Ed. Elective.....	.5

Semester VI

Ethics/Religious Diversity 400.....	3
Human Relations 210	2
Content Area Reading 395.....	2
Modern Global Issues 320.....	3
History Seminar 499.....	3
Elective.....	3

Semester VII

Secondary Behavior Mgt. 465	2
Social Science Methods 380	3
Clinical Experience 381.....	1
History 300+ Elective.....	3
American Law 410	3
Elective.....	3

Semester VIII

6-9 Student Teaching 410.....	6
9-12 Student Teaching 414	6
Capstone 430.....	1

Summer

Multicultural Inclusive Teaching.....	2
---------------------------------------	---

World History & Government

Endorsement

Semester I

English 101/106.....	3
Religion 103.....	3
Critical Inquiry 111	3
Math Elective.....	4
History 110, 120, 161 or 171.....	3
Phy. Ed. Elective	5

Semester II

English 102/107.....	3
Artistic Expression 120.....	3
Lab Science Elective	4
Human Growth 144.....	3
Political Science elective	3
Wellness 101	1

Semester III

Intro. to Teaching 201/202	3
Exceptional Children 220.....	3
Educational Psychology 240.....	3
Elective.....	3
American Government 112.....	3
First Aid 170.....	1

Semester IV

Religion Elective	3
Educational Media 230.....	1
Elective	3
History 202.....	3
History 300+ Elective	3

Semester V

Secondary Behavior Mgt. 465.....	2
Secondary Methods 370	2
Clinical Experience 371	1
History 300+ Elective.....	3
American Law 410	3
Elective	3

Semester VI

Ethics/Religious Diversity 400	3
Human Relations 210	2
Content Area Reading 395	2
Modern Global Issues 320	3
History Seminar 499	3

Elective	3	World Geography 201	3
	16	History 110, 120, 160 or 171	3
			13
Semester VII			
Secondary Behavior Mgt. 465	2	Semester V	
Social Science Methods 380	3	Assessment 440	3
Clinical Experience 381	1	Secondary Teach Methods 370	2
History 300+ Elective	3	Clinical Experience 371	1
American Law 410	3	Sociology 150+ Elective	3
Elective	3	Comparative Government 330	3
	15	Economics 200+ Elective	3
		Phy. Ed. Elective	5
			15.5
Semester VIII			
6-9 Student Teaching 410	6	Semester VI	
9-12 Student Teaching 414	6	Ethics/Religious Diversity 400	3
Capstone 430	1	Human Relations 210	2
	13	Content Area Reading 395	2
		Economics 200+ Elective	3
Summer			
Multicultural Inclusive Teaching 411	2	History Seminar 499	3
		Elective	3
			16
All Social Science Endorsement			
Semester I			
English 101/106	3	Semester VII	
Religion 103	3	Secondary Behavior Mgt. 465	2
Critical Inquiry 111	3	Social Science Methods 380	3
Math Elective	4	Clinical Experience 381	1
History 110, 120, 161 or 171	3	History 202	3
Phy. Ed. Elective	5	Sociology 150+ Elective	3
	16.5	History 300 Elective	3
			15
Semester II			
English 102/107	3	Semester VIII	
Artistic Expression 120	3	6-9 Student Teaching 410	6
Lab Science Elective	4	9-12 Student Teaching 414	6
Human Growth 144	3	Capstone 430	1
Political Science Elective	3		13
Wellness 101	1	Summer	
	17	Multicultural Inclusive Teaching 411	2
Semester III			
Intro. to Teaching 201/202	3	Honors	
Exceptional Children 220	3	The Honors College provides challenging	
Educational Psychology 240	3	programs that serve the needs of the	
History 201	3	motivated and academically successful	
American Government 112	3	student. It offers honors courses, honors	
First Aid 170	1	sections of regular courses, special seminars,	
	16	independent research opportunities, trips to	
		regional cultural events, and study abroad	
Semester IV			
Religion Elective	3	experiences. Incoming students with a GPA	
Educational Media 230	1	of 3.5 and an ACT score of 23 are invited to	
Psychology 111	3	join the honors college. Students who do not	

meet the stated scores, but are interested in joining the Honors College are encouraged to contact the Director of the Honors College.

Honors College members are eligible to take any honors courses offered at Waldorf without prior approval. A student who is not a member of the Honors College may take honors courses if the student has at least a 3.0 cumulative GPA and has permission of the instructor and the Director of the Honors College.

Humanities

The Humanities Bachelors of Art degree (HBA) is an interdisciplinary program. Students take courses in art, music, literature, humanities, philosophy, religion, theatre, and history in addition to coursework in a particular area of concentration. Students may concentrate in a single discipline such as Creative Writing or Religion, or they may develop a cross-disciplinary concentration such as global studies or women's studies. Rather than focusing students on one field of study, the HBA program offers a broad liberal arts education, focusing on developing critical thinking, writing, and research skills.

While some HBA students continue their education in graduate programs (e.g. English or History) or professional schools (e.g. Law or Seminary), others enter the workforce immediately, finding employment in museums, theatres, music organizations, churches, or publishing firms, among others.

All HBA majors must complete a minor (minimum 20-21 credits) in a field of choice and complete HUM 301, HUM 302, and one interdisciplinary or I-course. HBA majors must also complete at least seven courses in four different disciplines for a total of at least 21 credits from the following choices: Art, Creative Writing (200-level or above), English (205 or above), History (250 or above), Honors 200, Music History

(300, 330, applied lessons* or ensembles), Theatre (Practicum, 315-330, 340, 385 or 415), Philosophy (201 or above), Religion (300-level or above) or Foreign Languages. HBA majors must complete either a 3-6 credit internship (HUM 495) or a thesis (HUM 497).

A Humanities minor (21 - 23 credits) requires the completion of HUM 301, HUM 302, and five courses in four different disciplines from the same choices listed above in the Humanities major.

The bachelor's degree requires completion of 124 credits, a cumulative grade point average of 2.0, and a grade of C- or above in all required courses in the major.

**Students who choose applied lessons in voice or instruments need to consult with Music faculty about the appropriate level before enrolling.*

Interdisciplinary

The Interdisciplinary or "build your own" major offers the student the option of designing, in consultation with an advisor, a program uniquely suited to a student's educational objectives. In order to be considered for approval for an interdisciplinary major the student must be in good academic standing. Students interested in exploring the possibilities of this major should consult with an advisor to determine an appropriate program of study and time-table for completion of the degree requirements. The student will develop a proposal that outlines the curricular plan for the major. This proposal must be approved by the advisor and the chair of each department in which the student includes courses for the interdisciplinary major. This plan must be submitted for final approval to the academic dean no later than the end of the fourth semester of the student's enrollment at Waldorf. Approval programs will be kept on file in the Registrar's office.

Waldorf College's General Education Core Curriculum will also serve as the General Education Core Curriculum for the interdisciplinary major. The major requires a total 36 to 48 credit hours in the "major" but it will contain no more than 24 credit hours from the same department and at least 24 credit hours must be taken at the 300/400 level. A grade of C- or above is required of all courses in the major.

International Management

The International Management degree offered at Waldorf College will include the Waldorf general education curriculum, a significant portion of the Waldorf Business major, and five or six 3-credit international business courses. The degree will prepare students to meet business challenges of global competition and foreign markets. It is designed to enable managers and business leaders to focus on how a successful business is conducted on the global level. Offering this major is consistent with the mission of Waldorf College as it prepares students to serve the world.

The International Management major requires completion of BUS 4351, 4426, 4446, 4653; BUS 101, 102, 310, 313, 315, 321, 330, 340, 410, 412; choose two from BUS 2551, 4301, 4501, or BUS 344; CIS 101, 101A; ECO 251, 252; MTH 110, 201.

Suggested Curriculum:

Semester I

English 101	3
Religion 103.....	3
Critical Inquiry 111	3
Statistics 201	4
Computer App. 101	2
	15

Semester II

English 102.....	3
Artistic Expression 120	3
Math 110	4

Psychology 111.....	3
History Elective	3
	16

Semester III

Accounting 101.....	4
Economics 251	3
Information Systems Seminar 101A.....	1
Religion Elective	3
Principles of Management 310.....	4
	15

Semester IV

Accounting 102	4
Economics 252.....	3
Lab Science	4
International Mgmt. 4426.....	4
	15

Semester V

Phy. Ed. Electives.....	1
Business Communications 330	3
Marketing Mgmt. 313	4
International Legal Ops. 4446.....	3
Org. Theory & Behavior 321	4
	15

Semester VI

Business Law 410	3
Electives.....	4.5
Wellness 101	1
International Economics 4351	3
Human Resource Management 412.....	4
	15.5

Semester VII

Production/Ops. Mgmt. 315.....	4
International Trade 4653	3
International Business 340.....	3
Any two of the following:	6
International Finance 4301	
International HR Mgmt. 4501	
Intercultural Mgmt. 2551	
Consumer Behavior 344	
	16

Semester VIII

Religion/Career Values 435.....	4
Internship 395	8
Senior Seminar	4
	16

Mathematics

The Department of Mathematics strives to develop in each student an understanding and appreciation of the methods and techniques of mathematics and the ability to use these skills in relevant application problem solving.

A graduation requirement for all students seeking a degree is the completion of at least one course in mathematics numbered MTH 101 or above.

The Department of Mathematics offers an Elementary Math Endorsement, a 5-12 Math Endorsement, and a Math Minor.

The Elementary Math Endorsement requires the completion of MTH 101, 103, 110, 201, and 203; CIS 130; and the coursework and student teaching required for Professional Elementary Education Core (found in the Education section of the catalog).

The 5-12 Math Endorsement requires the completion of MTH 201, 203, 204, 300, 330, and 340; CIS 130; and the coursework and student teaching required for Professional Secondary Education Core (found in the Education section of the catalog).

A minor in Mathematics requires completion of 24 credits including MTH 203, 204, 300, 330, 340, and MTH 201 or CIS 130.

Suggested Curriculum:

5-12 Math Endorsement

Semester I

English 101/106	3
Religion 103.....	3
Critical Inquiry 111	3
Human Growth 144.....	3
Calculus I 203	4
Phy. Ed. Elective5
	16.5

Semester II

English 102/107	3
Speech 111	3

Artistic Expression 120	3
History Elective	3
Calculus II 204	4
	16

Semester III

Exceptional Child & Adult 220.....	3
Educ. Psychology 240.....	3
Wellness 101	1
Elem. Statistics 201.....	4
Human Relations 210	2
	13

Semester IV

Intro. to Teaching 201/202.....	3
Educ. Media 230	1
Lab Science Elective.....	4
Religion Elective	3
Discrete Math 300.....	4
Phy. Ed. Elective	5
	15.5

Semester V

Secondary Teaching Methods 370.....	2
Clinical Experience 371	1
Assessment 440.....	3
Linear Algebra 330	4
Elective	3
	13

Semester VI

Ethics/Religious Diversity 400	3
Content Area Reading 395	2
Programming Fundamentals 130	3
Electives.....	6
	14

Semester VII

Secondary Behavior Mgt. 465.....	2
Math Methods 398	3
Clinical Experience 399.....	1
Classical & Modern Geometry 340.....	4
Electives.....	6
	16

Semester VIII

6-9 Student Teaching 470.....	6
9-12 Student Teaching 471	6
Capstone 430.....	1
	13

Summer

Multicultural Inclusive Teaching 411.....	2
---	---

Music

The mission of the music department is:

1. To offer an undergraduate music program in a liberal arts setting which serves both the student majoring in music as well as the non-major with an interest in growing musically.
2. To cultivate an atmosphere of musical integrity in which the future music professional's ability to work and think in their field is fully developed.
3. To maintain a teaching faculty that models personal and professional integrity, and is committed to students as whole persons—encouraging and supporting them while demanding their very best.
4. To foster an environment for performance and learning which is essentially Christian, including Godly stewardship of time, ability and talent, the creation of a supportive family of goodwill and congeniality, and encouragement of healthy competition.
5. To provide the necessary pre-professional development of the most talented students while providing ample opportunity to those who demonstrate ability and desire, but who commence collegiate studies with less sophisticated performance experience and musical background.
6. To prepare students not only for the profession of music, but also for life-long learning, service to church and community, and enjoyment of their abilities at home.

The Music Major

Students seeking a bachelor's degree in music may choose:

- Music Major with a choice of emphases: Vocal Performance, Instrumental Performance, Piano Performance, or Church Music
- Music Education Major which leads to K-12 licensure in the State of Iowa
- Arts Management Major

All bachelor's degrees in music require completion of the Waldorf Core Curriculum. Music Education majors must fulfill the Social Science requirement (VII) with EDU 120 and PSY 144, and the upper level Religion requirement (III) with REL 400.

The Music Major requires a minor in a second academic area. The Humanities Minor and Theatre Minor are designed to complete the Music Major. It is required for the Vocal Performance Emphasis and highly recommended for the others.

All music majors who have not passed the piano proficiency exam are required to study piano. Whether it is in piano class or in applied lessons is at the discretion of the music department.

Music Core for All Performance Emphasis, Church Music Emphasis and Music Education

Theory 101,102,201,202	12
Aural Skills 103,104,203,204.....	4
World Music 300.....	3
Music History 301, 302, 318.....	9
Conductor's Workshop I 215	3
Applied Lessons in one discipline.....	6
Major Ensembles.....	4
Piano Proficiency Exam	

41

Additional Requirements: Vocal Performance (academic minor required, Humanities Minor or Theatre Minor recommended, German required)

Diction 111, 211, 311	3
Conductor's Workshop II 315	2
Seminar Choral Literature 382	1

Vocal Literature 420	2
Additional Applied Lessons.....	6
Acting I 132.....	3
Half Recital 313.....	1
Full Recital 413.....	2

20

Additional Requirements: Instrumental Performance (academic minor required, humanities minor recommended)

Conductor's Workshop II 315 & III 316	4
Instrumental Literature 384.....	1
Additional Lessons.....	8
Instrumental Rep. 422 (guided study).....	2
Half Recital 316.....	1
Full Recital 416.....	2

18

Additional Requirements: Keyboard Performance (academic minor required, humanities minor recommended)

Instr. & Vocal Accompanying 225.....	2
Conductor's Workshop II 315 & III 316	4
Piano Literature 421 (guided study).....	2
Additional Lessons.....	8
Half Recital 314-15.....	1
Full Recital 414-15.....	2

19

Additional Requirements for Church Music (Religion minor)

Speech 111 or Acting 132.....	3
Conductor's Workshop II 315	2
Choral Literature 382	1
Additional Applied Lessons.....	4
Music & Worship/Lutheran 330.....	3
Half Recital 313-16.....	1
Practicum & Internship 430.....	6

20

Additional Requirements for Music Education (no minor required)

Conductor's Workshop II 315 & III 316	4
Instrument Ensemble Lit. 384	1
Choral Literature 382	1
Methods of General Music 341.....	4
Methods/Perform. Ensemble 441	3

Percussion Skills 360.....	1
Woodwind Skills 361.....	1
Brass Skills 362.....	1
Half Recital 313-16.....	1

17

Waldorf Professional Education Core for Music Education

Behavior Management Elementary 460 or Secondary 465	2
Human Relations 210	2*
Human Growth 144	3*
Intro. to Teaching 201	3
Intro. to Teaching Clinical 202.....	0
Exceptional Child & Adults 220	3
Education Media 230	1
Educational Psychology 240	3
Multicultural Teaching 411	2
Content Area Reading 395	2
Ethics & Religious Diversity 400.....	3**
Capstone 430.....	1
Elem. Student Teaching 406.....	6
Sec. Student Teaching 421	6

33

* fulfills Waldorf Core Curriculum Requirements VII

**fulfills Waldorf Core Curriculum Requirements III

Requirements for the Arts Management Major (no minor required)

Music Theory I-II 101, 102	6
Aural Skills I-II 103, 104	2
World Music 300.....	3
Music History 301, 302, 318.....	9
Conductor's Workshop I 215	3
Applied Lessons in one discipline.....	6
Major Ensembles.....	4
Speech 111 or Acting 132.....	3
Computer Applications 101-101A	3
Principles of Accounting 101	4
Principles of Management 310	4
Marketing Management 313.....	4
Organizational Theory 321	4
Human Resources Mgt. 412.....	4
Arts Mgt. Internship 434.....	6

65

Music Minor

Music Theory I-II 101,102	6
Aural Skills I-II 103,104	2
Music History 301, 302, or 318	3
MUS Electives	6
Applied Lessons at the 80s level in one discipline.....	2
Ensemble	2
	21

Suggested Curriculum:**Music Education****Semester I**

Music Theory I 101	3
Aural Skills I 103	1
Applied Lessons	1
Piano Class or Lesson	1
Ensemble5
Diction I 111.....	1
English 101/106.....	3
Artistic Expression 120	3
Religion 103.....	3
	16.5

Semester II

Music Theory II 102	3
Aural Skills II 104.....	1
Applied Lessons	1
Piano Class or Lesson	1
Ensemble5
English 102/107.....	3
Intro to Teaching 201/202.....	3
Ed. Media 230.....	1
Human Growth 144.....	3
	16.5

Semester III

Music Theory III 201	3
Aural Skills III 203	1
Applied Lessons	1
Piano Class or Lesson	1
Ensemble5
Conductor's Workshop I 215	3
Human Relations for Teachers 210	2
Educ. Psychology 240.....	3
Exceptional Child 220.....	3
	15.5

Semester IV

Music Theory IV 202.....	3
Aural Skills IV 204.....	1

Applied Lessons	1
Piano Class or Lesson	1
Ensemble5
Woodwind Skills 361.....	1
Music History I, II, III, or World Music 300-302, 318	3
Lab Science Elective.....	4
Wellness 201	1
	15.5

Semester V

Applied Lessons	1-2
Ensemble5
Conductor's Workshop II 315	2
Choral Literature 382	1
Music History I, II, III, or World Music 300-302, 318	3
Critical Inquiry.....	3
Math Elective.....	4
Ethics/Religious Diversity 400	3
	17.5

Semester VI

Applied Lessons	1-2
Ensemble5
Content Area Reading 395	2
Behavior Management 460 or 465.....	2
Percussion Methods 360	1
Methods/Ensembles in Schools 441.....	3
Music History I, II, III, or World Music 300-302, 318	3
Phy. Ed. Elective	1
	13.5

Semester VII

Applied Lessons	1-2
Ensemble5
Brass Methods 362	1
General Music Methods.....	4
Conductor's Workshop II 316.....	2
Instrumental Literature 384.....	1
Music History I, II, III, or World Music 300-302, 318	3
Speech111	3
	15.5

Semester VIII

Elem. Music Student Teaching 406	6
Sec. Music Student Teaching 421	6
Capstone 430.....	1
	13

Summer

Multicultural Experience 411.....2

Organizational Leadership

The Organizational Leadership degree offered at Waldorf College will include the Waldorf general education curriculum, a significant portion of the Waldorf Business major, and five to seven 3-credit organizational leadership courses. The degree will give students a strong business background with an emphasis on leadership. It prepares students to lead positive change in supervisory and management roles in public, private, and nonprofit sectors. The rapid changes required by organizations today make the skills developed in the Organization Leadership program important for graduates and the organizations they serve. This major is consistent with the college's mission in that it prepares leaders to serve a changing world.

The Organizational Leadership major requires completion of BUS 2551, 3651, 3826, 4126, 4951; BUS 101, 102, 310, 312, 313, 321, 330, 340, 410, 412; Choose two from BUS 4350, 4446, 4501, BUS 315, or 344; CIS 101, 101A; ECO 251, 252; MTH 110, 201.

Suggested Curriculum:**Semester I**

English 1013
 Religion 103.....3
 Critical Inquiry 1113
 Statistics 2014
 Computer App. 1012

Semester II

English 102.....3
 Artistic Expression 1203
 Math 1104
 Psychology 111.....3
 Information Systems Seminar 101A.....1
 Wellness 1011

15

Semester III

Accounting 1014
 Economics 2513
 History Elective3
 Religion Elective3
 Electives3

16

Semester IV

Accounting 1024
 Economics 2523
 Lab Science4
 Phy. Ed. Electives.....1
 Principles of Mgmt. 310.....4

16

Semester V

Leadership 36513
 Business Communications 3303
 Marketing Mgmt. 3134
 Managerial Decision Making 38263
 Financial Management 312.....4

17

Semester VI

Business Law 4103
 International Business 340.....3
 Intercultural Management 2551.....3
 Project Planning 4126.....3
 Human Resource Management 412.....4

16

Semester VII

Org. Theory & Behavior 3214
 Business Policy & Strategy 49513
 Any two of the following: 6-7
 International HR Mgmt. 4501
 Collective Bargaining 4350
 Prod. Ops. Management 315
 International Legal Op. 4446
 Consumer Behavior 344

13-14

Semester VIII

Religion/Career Values 435.....4
 Internship 3958
 Senior Seminar4

16

Philosophy

Philosophy courses at Waldorf engage students in a study of the meaning and values of life in an effort to assist them in the development of their own reason for living.

Physical Education, Health, and Recreation

The Department of Physical Education offers a K-12 Physical Education Endorsement.

The Department also offers supporting coursework for other majors and required coursework for all students planning to earn a degree from Waldorf.

For students pursuing a degree from Waldorf there is a one-credit physical education activities requirement which consists of two different half-credit lifetime activity courses. (Credit for varsity athletics does not meet this requirement.)

Coaching authorization for various states may be obtained by taking the following four courses: PED 251, 272; PED 271 or BIO 155; and PSY 144. PED 170 is strongly recommended.

The K-12 Physical Education Endorsement requires the completion of PED 170, 210, 230, 301, 343, 344, 345, 346, and six activity courses; BIO 105 or 120 and 155; and WEL 390. Also required is the completion of the Professional Education Core coursework: EDU 201, 202, 210, 230, 240, 395, 400, 411, 430, 440, 460 or 465, 480, and 481; PSY 144; and SPED 220 and 310. A Concentration in Health or Special Education is also required. The Health Concentration requires the completion of WEL 101, 207, 212, 221, and 230. The Special Education Concentration requires the completion of SPED 220, 310, 365, 450, and 461.

Suggested Curriculum:

Physical Education Endorsement

Semester I

English 101/106.....	3
Critical Inquiry 111	3
Religion 103.....	3
History Elective	3
History/Prin. P.E. 230	3

Phy. Ed. Activity.....	5
	15.5

Semester II

Biology 105.....	4
English 102/107	3
Artistic Expression 120	3
Human Relations 210	2
Human Growth 144.....	3
First Aid 170.....	1
Phy. Ed. Activity (Dance)	5
	16.5

Semester III

Educ. Psychology 240.....	3
Stress Management 212	2
Basic Anatomy & Physiology 155	4
P.E. in Elem. Schools 210	3
Exceptional Child 220.....	3
Phy. Ed. Activity.....	5
	15.5

Semester IV

Wellness 101	1
Intro. to Teaching 201/202	3
Curriculum/Adm. P.E. 301.....	3
Educ. Media 230	1
Math 101	4
Personal/Comm. Health 221	3
Phy. Ed. Activity (Aerobics)	5
	15.5

Semester V

Methods Teaching P.E. K-6 343.....	3
Clinical Experience 344.....	1
Goal Assessment 440	3
Behavior Mgt. Elementary 460 or Secondary 465	2
Kinesiology 390.....	3
Concentration Elective.....	3
Phy. Ed. Activity.....	5
	15.5

Semester VI

Religion Elective	3
Theory Coaching 251.....	2
Methods Teaching P.E. 7-12 345	3
Clinical Experience 346.....	1
Adaptive P.E. 310.....	2
Health Promotion 310	3
Phy. Ed. Activity.....	5
	14.5

Semester VII

Treatment Ath. Injuries 272.....	2
Ethics/Religious Diversity 400	3
Content Area Reading 395	2
Concentration Electives	7
	14

Semester VIII

Student Teaching K-8 480	6
Student Teaching 5-12 481	6
Capstone 430	1
	13

Summer

Multicultural Experience 411.....	2
-----------------------------------	---

Political Science

Courses in political science encourage responsible citizenship and are especially recommended for those entering a career in law, public administration, law enforcement, civil service, or teaching.

A political science history major is available with a listing of required course work in the History section of the catalog.

Physics

The aims of physical science and physics courses are to explain and develop an appreciation for basic concepts and principles, to develop skills in problem solving and laboratory measurement, and to develop in the student an understanding of contemporary scientific issues. Non-science majors can take PHY 151 Physical Science to satisfy the Core Curriculum requirement.

Psychology

Psychology is the study of behavior and mental processes and is traditionally a popular field of study. By the very nature of the profession, psychology is a service vocation. This fits well with Waldorf's mission of preparing students for "lives of service." A bachelor's degree in psychology prepares students to be well-rounded, educated individuals as it reflects many of the goals

of a liberal arts education by providing a knowledge base, thinking skills, analytical reasoning, interpersonal skills, and ethical values. Psychology majors are prepared to pursue graduate and professional programs in psychology, where they could further specialize in a variety of areas in psychology including clinical, experimental, developmental, social, cognitive, human factors, sports, industrial/organizational, health, and forensics. They are also prepared for further education in areas such as medicine, law, social work, nursing, and ministry.

Some psychology majors directly enter the job market in positions related to psychology, including case managers, childcare workers, corrections or parole officers, mental health technicians, political campaign workers, public relations specialists, and social services workers. Others with bachelor's degrees find positions in jobs that at first glance do not seem directly related to psychology, such as advertising agents, college admissions officers, congressional aides, customer service representatives, human resources workers, law enforcement officers, insurance agents, marketing researchers, restaurant managers, public relations experts, and loan officers.

Given the vast array of career opportunities, students may find that psychology is a good complement to a number of other majors or minors offered at Waldorf, such as business, communications, education, wellness, humanities, history-political science or pre-law, English, and theatre.

The Psychology major requires completion of PSY 111; 311; 321; 322; 330; 344; 360; 361; 401; 495 (6 cr.) and 15 credits of psychology electives selected from the remaining psychology course offerings. MTH 201 and BIO 105/120 are prerequisites for some psychology courses. Students can take 3 additional internship credits as electives (for a total of 9 internship credits).

The Psychology minor requires completion of: PSY 111; 311; 360; and 15 credits of psychology electives selected from the remaining psychology course offerings. MTH 201 is a prerequisite for PSY 360.

Suggested Curriculum:

Semester I

Psychology 111.....	3
English 101/106.....	3
Critical Inquiry 111.....	3
Electives.....	6
Phy. Ed. Elective.....	5
	15.5

Semester II

Statistics 201.....	4
English 102/107.....	3
Artistic Expression 120.....	3
Elective.....	3
Religion 103.....	3
Phy. Ed. Elective.....	5
	16.5

Semester III

Biology 105/120.....	4
History Elective.....	3
Intro. to Research Methods 360.....	3
Social Psychology 321.....	3
Speech 111.....	3
	16

Semester IV

Adv. Research Methods 361.....	4
Psychology Elective.....	3
Religion Elective.....	3
Wellness 101.....	1
Electives.....	6
	17

Semester V

Development Psychology 344.....	3
Physiological Psychology 330.....	3
Abnormal Psychology 322.....	3
Electives.....	6
	15

Semester VI

Psychology Electives.....	9
Religion 300+.....	3
Internship 495.....	3
	15

Semester VII

Internship 495.....	3
Cognitive Psychology 311.....	3
General Electives.....	6
	15

Semester VIII

Senior Capstone 401.....	2
Global Elective.....	3
Electives.....	9
	14

Religion

The Religion Department aims to provide students with an introduction to Biblical studies; to guide students to a fuller understanding of various fields of Christian studies; and to help students become more aware of their personal relationship to Jesus Christ.

A minor in Religion requires completion of 21 credit hours in Religion, including REL 103 and a minimum of one course from each of the following areas: Historical (REL/HIS 315, 336, 345), Theological (REL 206, 336, PHL 271, 272), and Applied (REL 205, 325, 330, 400, 435, 450). Religion minors are strongly encouraged to seek foreign language opportunities. Those students seeking ministry after college should consider Spanish. Those students seeking further academic work at a seminary should consider Hebrew, Greek, Latin, and/or German.

Sociology

Sociology is the scientific study of human social life introducing students to a better understanding of the social world and how human beings come to think and act as they do. Sociology courses support the core curriculum by providing insight and analysis into the workings of society, the family, and the legal system.

Spanish

Courses in the Spanish department seek to develop both communicative competence

and cultural awareness. The department assists students in determining their optimum level of entry.

Speech

Competence in oral communication is the primary objective of speech course offerings. They are an appropriate component for consideration in nearly every curriculum.

Sport Management

The Sport Management degree offered at Waldorf College will include the Waldorf College general education curriculum, a significant portion of the Waldorf Business major, and seven 3-credit sport management courses. The Sport Management major allows students, sport fans, and athletes to become more involved in managing sports. The information and skills students will develop in this field of study will prepare them for jobs in sport related industries. Career opportunities include sport facilities managers, sport information directors, sport front office administrators, and sport communications directors.

The Sport Management major requires completion of SMT 270, 280, 390, 400, 410, 420, 430; BUS 101, 102, 310, 313, 321, 330, 340, 344, 412; CIS 101, 101A; ECO 251, 252; MTH 110, 201.

A minor in Sport Management requires completion of 23 credits including BUS 101, 310; ECO 251; SMT 410; and three of the following courses: SMT 270, 280, 300, 400, 420, or 430.

Suggested Curriculum:

Semester I

English 101	3
Religion 103.....	3
Critical Inquiry 111	3
Statistics 201	4
Computer App. 101	2
	15

Semester II

English 102.....	3
Artistic Expression 120	3
Math 110	4
Psychology 111.....	3
Information Systems Seminar 101	1
Wellness 101	1
	15

Semester III

Accounting 101.....	4
Economics 251.....	3
History Elective	3
Religion Elective	3
Sociology of Sport 270.....	3
	16

Semester IV

Accounting 102	4
Economics 252.....	3
Lab Science	4
Phy. Ed. Electives.....	1
Principles of Mgmt. 310.....	4
	16

Semester V

Elective	1
Business Communications 330.....	3
Marketing Mgmt. 313	4
Sport PR & Promotions 280.....	3
Sport Fund Raising 390.....	3
	14

Semester VI

Consumer Behavior 344	3
Sport Legal Liab. & Mgmt. 430	3
Sport Administration 410	3
Elective	3
Human Resource Mgmt. 412	4
	16

Semester VII

Org. Theory & Behavior 321	4
Sports Financing 420.....	3
International Business 340.....	3
Sport Facilities 400	3
Elective	3
	16

Semester VIII

Religion/Career Values 435.....	4
Internship 395	8

Senior Seminar	4
	16

Theatre Arts

The mission of the Department of Theatre is to prepare our graduates with hands-on experience, a thorough academic foundation, and exploration of the concept of the theatre student as both a being of spirituality and reason for successful careers and fulfilling lives of service through the expression, teaching, producing, and advancing the vocation of theatre not only as an art form, but as a continuation of articulating the human condition.

The Department of Theatre offers majors in *Theatre Arts* with an emphasis in one of the five tracks (Performance, Technical/Design, Playwriting, Generalist/ Scholarship, and Musical Theatre) leading to a Bachelor of Arts degree and Theatre/Speech-Education major leading to a Bachelor of Science degree. Also offered are a minor program and concentration within the Humanities and Elementary Education major programs. Courses are open to all students meeting prerequisites and THR 132 Acting I fulfills the college's core requirement speech designation. The curriculum is grounded by a strong general humanities focus and many courses attempt to connect with the production season.

All tracks of the Theatre major except Musical Theatre require completion of 8 Theatre Practica core; THR 132; 300; two courses from 315, 320, or 330; 385; 400; 450; and 495.

Courses required for the Performance track are two courses from THR 141, 142, 143, or 145; 232; 301; 332.

Courses required for the Technical/Design track are THR 141; 142; 143; 145; and one repeated design course.

Courses required for the Playwriting track are THR 200; 232; 301; 332; and one repeated playwriting course.

Courses required for the Scholarship track are two courses from THR 141, 142, or 145; two courses from 200, 232, 301, 332, 340, 345-355, 415; and one history course.

Courses required for the Musical Theatre track are 8 hours of MSA 183; 6 hours of MSA 184; MSA 313, 413; MUS 101, 102, 103, 104, 111; THR 132, 143, 300, 325, 333, 450, and 495; and must pass piano proficiency.

All theatre majors, except Theatre-Education majors, must complete the Humanities minor. (See the Humanities section of this catalog for a description of the minor.)

The Theatre/Speech Secondary Education major requires completion of THR 131, 132, 141, 200, and 300; COM 121; SPE 111 and 300; and the required course work for the Professional Secondary Education Core found in the Education section of the catalog.

A minor in theatre requires completion of 24 credits including six Theatre Practica; THR 132; two courses from 141, 142, 143, or 145; 300; 385; one course from 315, 320, 330; and one theatre elective course.

The Waldorf College Theatre Department offers a Shakespeare minor in cooperation with the History and English Departments. Students in the Shakespeare minor take an array of courses in classical acting, Elizabethan history, original staging, etc., and work with Waldorf's annual Shakespeare play each fall. Students who successfully complete the minor and receive necessary faculty recommendations are granted entry into the Mary Baldwin College Master of Letters (M.Litt) and Master of Fine Arts program

in Shakespeare and Renaissance Literature Performance.

The courses required for the Shakespeare minor are ENG 335; HIS 120 or THR 415; HIS 335; THR 320; 332; 400; 498; eight Theatre Practica, three of which must be from a Shakespeare production.

The Theatre Concentration for the

Elementary Education Major requires a minimum of 13 credits including four Theatre Practica; THR 131; 132; one course from 141 or 143; 200; and 300 is recommended.

The bachelor's degree requires completion of 124 credits, a cumulative grade point average of 2.00, and a grade of C– or above in all core and required courses in the major. Theatre majors and minors are required to adhere to the department policies regarding portfolio review, capstone, internships, and advancement within the program. These policies are available in the current Theatre Department Handbook.

Suggested Curriculum:

Theatre Arts

Semester I

English 101/106.....	3
Artistic Expression 120.....	3
Religion 103.....	3
Critical Inquiry 111.....	3
Acting I 132.....	3
Practicum.....	5
	15.5

Semester II

English 102/107.....	3
Social Science Elective.....	3
Math 101 or higher.....	4
Emphasis Elective.....	3
Elective.....	3
Wellness 101.....	1
Practicum.....	5
	17.5

Semester III

History Elective.....	3
-----------------------	---

Emphasis Elective.....	3
Elective.....	3
Humanities I 301.....	3
Theatre History.....	3
Practicum.....	5
	15.5

Semester IV

Religion Elective.....	3
Lab Science Elective.....	4
Directing 300.....	3
Emphasis Elective.....	3
Humanities II 302.....	3
Practicum.....	5
	16.5

Semester V

Tech 141, 142, or 143.....	3
Theatre History.....	3
Emphasis Elective.....	3
Phy. Ed. Elective.....	1
Elective.....	3
	13

Semester VI

Playwriting 385.....	3
Theatre Company 400.....	3
Elective.....	3
Soc. Sci. Elective.....	3
Humanities Minor Elective.....	3
Practicum.....	5
	15.5

Semester VII

Religion 300+ Elective.....	3
Humanities Minor Elective.....	3
Theatre Elective.....	3
Elective.....	3
Theatre Capstone 450.....	3
Practicum.....	5
	15.5

Semester VIII

Emphasis Elective.....	3
Theatre Elective.....	3
Humanities Minor Elective.....	3
Internship 495.....	9
	15

Musical Theatre Track

Semester I

English 101/106.....	3
Artistic Expression 120.....	3

Clinical Experience 371	1
Assessment 440	3
Religion Elective	3
Directing 300	3
	14

Semester VI

Ethics & Religious Diversity 400.....	3
Design/Technologies 141	3
Argumentation & Debate 300.....	3
Elective	3
Elective	3
	15

Semester VII

Behavior Management 460.....	2
Secondary Theatre Methods 375.....	3
Clinical Experience 376.....	1
Elective	3
Elective	3
Elective	3
	15

Semester VIII

6-9 Student Teaching 420.....	6
9-12 Student Teaching 422.....	6
Capstone.....	1
	13

Summer

Multicultural Inclusive Teaching 411.....	2
---	---

Wellness

The Waldorf College Wellness Program Mission Statement: “The Waldorf Wellness Program is committed to the education and promotion of healthy lifestyles within Waldorf and the surrounding communities through the exploration of the whole person incorporating physical, psychological, spiritual, intellectual, social, and environmental well-being.”

The Wellness Department considers many areas of life that play important roles in overall well-being. Aspects of physical, emotional, spiritual, environmental, occupational, social, and intellectual wellness are explored in a variety of applications. The concept of “wellness” itself is one of the main points of the Waldorf College Mission

Statement: educating the whole person and enabling her/him to become a better person by serving others.

Students will explore this rapidly growing field that offers career paths in corporate and campus wellness, the fitness and health industry, adult and children’s recreation, and rehabilitation, hospitals and various health-care fields, as well as research and graduate school options. Practical experiences are an integral part of this major. In addition to the internship, several courses have an experiential component through which students will gain real-life experiences in the community. After successful completion of coursework and practical experiences, Wellness majors should be prepared to take several Certification exams from the following organizations: American College of Sports Medicine, National Strength and Conditioning Association, and American Council on Exercise.

The Wellness major requires the completion of one additional aerobic and one additional strengthening physical activity; PED 170, 272; WEL 207, 212, 221, 230, 310, 320, 350, 360, 380, 390, 405, 410, 420, 430, 495; PSY 265, SOC/PSY 232, or WEL 250; and the completion of supporting courses BIO 155, PSY 144, BUS 310, and CHM 121(or 131 pre-professional track.) In addition, students must choose one of five specialty tracks: Fitness Management Track, Pre-Professional Track, Children’s Wellness Track, Exploratory Track, or Strength and Conditioning Track. The Management Track requires the completion of one Business elective and three of the following courses: BUS 101, 313, 344, or 412.

The Pre-Professional Track requires the completion of a minimum of 19 additional credits from a particular Pre-Professional Health program which must be approved by both the student’s advisor and the Wellness Department Chair. This track

allows students to concentrate on those courses necessary to gain admission into a professional school. Students will take BIO 120 (not 105), MTH 103 or higher (not 101) and BIO 350 and 352 (not 155) and CHM 131 (not 121.)

The Children's Wellness Track requires the completion of EDU 460; SPED 220; PED 343 and 345; PED/SPED 310.

The Exploratory Track requires the completion of 19 additional credits from other disciplines, which must be approved by both the student's advisor and the Wellness Department Chair. This track is intended to allow students to explore an area of interest or a variety of areas of interest.

The Strength and Conditioning Track requires the completion of PED 251; 2 courses from SMT 400, 410, or 430; WEL 202, 205, 206, 401, 402.

A Wellness minor is available with either an emphasis in Health Promotion or an emphasis in Exercise Science. The requirements for the Wellness Health Promotion minor are: WEL 101, 207, 212, 221, 310; PED 170; PSY 265 or SOC/PSY 232 or WEL 250; and two additional courses from WEL 230, 250, 320, 350, 360, 380, 390, 405, 410, and 420 (while it does not count toward the additional six credits, BIO 155 may need to be taken as a prerequisite for some of the Wellness courses). The requirements for the Wellness Exercise Science minor are: WEL 101, 207, 350, 360, 390; PED 170; BIO 155; and one additional course from WEL 212, 221, 230, 250, 310, 320, 380, 405, 410, or 420.

The bachelor's degree requires the completion of 124 credits, a cumulative grade point average of 2.00, and a grade of C– or above in all core, required, and supporting courses of the major.

Suggested Curriculum: **Fitness Management Track**

Semester I

English 101/106.....	3
Critical Inquiry 111	3
Biology 105.....	4
History of P.E./Fitness 230.....	3
Wellness 101	1
First Aid 170.....	1
	15

Semester II

English 102/107.....	3
Anat. & Phys. 155.....	4
Religion 103.....	3
Chemistry 121	3
Health 221	3
Phy. Ed. Elective	5
	16.5

Semester III

Treat. Ath. Injuries 272.....	2
Business Elective	3
Artistic Expression 120	3
Stress Mgt. 212	2
Math 101 (or higher).....	4
Psychology 111.....	3
	17

Semester IV

Kinesiology 390	3
Health Promotion 310	3
Nutrition 207	3
Prin. of Mgt. 310	4
Religion 205	3
Phy. Ed. Elective	5
	16.5

Semester V

Nutrition for Fitness 320	3
Marketing 313	4
Exercise Physiology 350	3
History Elective	3
Fitness Measurement 360	4
	17

Semester VI

Fitness Program Admin. 405	4
Wellness Prog. Dev. 380	4
Elective	4
Consumer Behavior 344	3
or	

Human Resource Mgt 412	4
Phy. Ed. Electives.....	1
	16-17

Semester VII

Experiential Wellness 410	3
Health Psychology 265 or Close Relationships 232 or Substance Abuse 250	3
Elective	3
Human Growth 144.....	3
Accounting 101.....	4
	16

Semester VIII

Religion 300+	4
Special Pop. 420	3
Senior Seminar 430	2
Internship 495	4
	13

Pre-Professional Track

Semester I

English 101/106.....	3
Biology 120.....	4
Chemistry 131	4
History of P.E./Fitness 230.....	3
Wellness 101	1
First Aid 170.....	1
Phy. Ed. Elective	5
	16.5

Semester II

English 102/107.....	3
Biology 220.....	4
Chemistry 132	4
Critical Inquiry 111	3
Health 221.....	3
Phy. Ed. Elective	5
	17.5

Semester III

Comp. Anatomy 350	4
College Alg. & Trig. 103 or Calculus 203.....	4-5
Religion 103.....	3
Artistic Expression 120	3
Stress Mgt. 212	2
	16-17

Semester IV

Vertebrate Phys. 352.....	4
Health Promotion 310	3
Nutrition 207	3
Prin. of Mgt. 310	4
Kinesiology 390.....	3
Phy. Ed. Elective	5
	17.5

Semester V

Math 201	4
Elective	3-4
Exercise Physiology 350	3
Fitness Measurement 360	4
Treatment Ath. Injuries 272.....	2
	16-17

Semester VI

Fitness Program Admin 405	4
Wellness Program Dev. 380.....	4
Psychology 111.....	3
History Elective	3
Religion 205	3
	17

Summer

Internship 495	4
----------------------	---

Semester VII

Experiential Wellness 410	3
Health Psychology 265 or Close Relationships 232 or Substance Abuse 250	3
Nutrition for Fitness 320	3
Human Growth 144.....	3
Physics 221	4
Phy. Ed. Elective	5
	16.5

Semester VIII

Religion (upper division).....	4
Special Pop. 420	3
Senior Seminar 430	2
Physics 222	4
Elective	3
	16

Children's Wellness Track

Semester I

English 101/106.....	3
----------------------	---

Critical Inquiry 111	3
Biology 105	4
History of PE/Fitness 230	3
Wellness 101	1
First Aid 170	1
	15

Semester II

English 102/107	3
Anat. & Phys. 155	4
Religion 103	3
Chemistry 121	3
Health 221	3
Phy. Ed. Elective	5
	16.5

Semester III

Treat. Ath. Injuries 272	2
Human Growth 144	3
Stress Mgt. 212	2
Artistic Expression 120	3
Psychology 111	3
Math 101 (or higher)	4
	17

Semester IV

Kinesiology 390	3
Health Promotion 310	3
Nutrition 207	3
Prin. of Mgt. 310	4
Religion 205	3
Phy. Ed. Elective	5
	16.5

Semester V

Nutrition for Fitness 320	3
History Elective	3
Exercise Physiology 350	3
Fitness Measurement 360	4
Behavior Mgt. 460	2
	15

Semester VI

Fitness Program Admin 405	4
Wellness Prog. Dev. 380	4
Exceptional Child 220	3
Methods for K-6 343	3
Adaptive Phy. Ed. 310	2
	16

Semester VII

Experiential Wellness 410	3
---------------------------------	---

Health Psychology 265	
or Close Relationships 232	
or Substance Abuse 250	3
Electives	7
Phy. Ed. Electives	1
Methods for 7-12 345	3
	17

Semester VIII

Religion 300+	4
Special Pop. 420	3
Senior Seminar 430	2
Internship 495	4
	13

Exploratory Track

Semester I

English 101/106	3
Critical Inquiry 111	3
Biology 105	4
History of P.E./Fitness 230	3
Wellness 101	1
First Aid 170	1
	15

Semester II

English 102/107	3
Anat. & Phys. 155	4
Religion 103	3
Health 221	3
Chemistry 121	3
Phy. Ed. Elective	5
	16.5

Semester III

Treat. Ath. Injuries 272	2
Artistic Expression 120	3
Stress Mgt. 212	2
Math 101 (or higher)	4
Exploratory Elective	3
Psychology 111	3
	17

Semester IV

Kinesiology 390	3
Health Promotion 310	3
Nutrition 207	3
Prin. of Mgt. 310	4
Religion 205	3
Phy. Ed. Elective	5
	16.5

Semester V

Nutrition for Fitness 320	3
Exercise Phys. 350.....	3
Fitness Measurement 360	4
History Elective	3
Exploratory Electives	4
	17

Semester VI

Fitness Prog. Admin. 405	4
Wellness Prog. Dev. 380	4
Exploratory Electives	7
Phy. Ed. Elective	1
	16

Semester VII

Experiential Wellness 410	3
Health Psychology 265	
or	
Close Relationships 232	
or	
Substance Abuse 250	3
Elective	3
Human Growth 144.....	3
Exploratory Elective.....	4
	16

Semester VIII

Religion 300+	4
Special Pop. 420	3
Senior Seminar 430	2
Internship 495	4
	13

Strength and Conditioning Track**Semester I**

English 101/106.....	3
Critical Inquiry 111	3
Biology 105.....	4
History of P.E./Fitness 230.....	3
Wellness 101	1
First Aid 170.....	1
	15

Semester II

English 102/107.....	3
Anat. & Phys. 155.....	4
Religion 103.....	3
Health 221	3
Chemistry 121	3
Weightlifting 111	5
	16.5

Semester III

Treat. Ath. Injuries 272.....	2
Artistic Expression 120	3
Stress Mgt. 212	2
Math 101 (or higher).....	4
Psychology 111.....	3
Theory of Strength/Cond. 202.....	2
	16

Semester IV

Kinesiology 390	3
Health Promotion 310	3
Nutrition 207	3
Prin. of Mgt. 310	4
Religion 205	3
Phy. Ed. Elective	5
	16.5

Semester V

Nutrition for Fitness 320	3
Exercise Phys. 350.....	3
Fitness Measurement 360	4
Practicum I 205.....	1
Strength. Cond. I 401.....	4
Phy. Ed. Elective	5
	15.5

Semester VI

Fitness Prog. Admin. 405	4
Wellness Prog. Dev. 380	4
History Elective	3
Sport Mgt. 400, 410 or 430	3
Strength. Cond. II 402	3
	17

Semester VII

Experiential Wellness 410	3
Health Psychology 265	3
Human Growth 144.....	3
Sport Mgt. 400, 410, or 430	3
Practicum II 206.....	1
Theory Coaching 251.....	2
Phy. Ed. Elective	5
	15.5

Semester VIII

Religion 300+	4
Special Pop. 420	3
Senior Seminar 430	2
Internship 495	4
	13

Health Professions

(Pre-Professional Programs) Guidelines

Waldorf College prepares its students for a life of service. Health professionals provide some of the greatest service to human societies. These guidelines will prepare Waldorf students for application into one of several schools for health professionals. Generally, because health professionals interact constantly with people, professional schools seek applicants who are well-rounded and have course work in the social sciences, humanities, business, foreign languages, etc, in addition to the courses listed in the programs below. Participation in an activity (e.g., academic club, music, sports, theatre) is also helpful.

Admission into a professional school is highly competitive and difficult to attain. Successful students must demonstrate their competence in these subjects with high grades (typical GPAs of students admitted into professional schools is >3.25 ; some report a mean GPA of 3.6) and also earn high scores on one of the nationally standardized admissions tests (e.g., MCAT, PCAT).

Students also can strengthen their preparation with additional experiences. Waldorf places a high value on Internships and Undergraduate Research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrates the student's critical thinking skills to professional schools, and is personally very rewarding for the student.

The programs below are not self-contained majors because they do not include all the other requirements necessary to complete a bachelor's degree at Waldorf College. Students wishing to complete one of these programs must choose a departmental major (e.g. biology, wellness, psychology) and work with his/her advisor to incorporate

the requirements of the program into that department's curriculum.

Admission requirements are not universal among professional schools; the courses listed for each program are listed by different categories that reflect this variation. Before completing their work at Waldorf, students also should check with the specific school to which they want to apply for any variance from the requirements listed below.

Pre-Chiropractic Guidelines:

Required Courses: BIO 120, 155, 220, 340; CHM 131, 132, 241, 242; PHY 221, 222; MTH 201

Recommended Courses: BIO 207; WEL 350, 390; MTH 103

Pre-Dentistry Guidelines:

Required Courses: BIO 120, 220; CHM 131, 132, 241, 242; PHY 221, 222; MTH 201; PSY 111

Additional Required by Some Schools: BIO 330, 440; MTH 203

Recommended Courses: BIO 207, 340, 372

Pre-Medicine Guidelines:

Required Courses: BIO 120, 220, 350, 352; CHM 131, 132, 241, 242; PHY 221, 222; MTH 201; PSY 111

Additional Required by Some Schools: MTH 203

Recommended Courses: BIO 207, 222, 330, 332, 340, 372, 440, 442; PSY 322

Pre-Pharmacy Guidelines:

Required Courses: BIO 120, 220, 330, 340, 350, 352; CHM 131, 132, 241, 242; MTH 201, 203; PSY 111, 322

Recommended Courses: BIO 207, 222

Pre-Physical Therapy Guidelines:

Required Courses: BIO 120, 220, 350, 352; CHM 131, 132; PHY 221, 222; MTH 201; PSY 111, 144

Additional Required by Some Schools:
MTH 103 or 203; PSY 322

Recommended Courses: BIO 207; WEL
350, 360, 390, 405

Pre-Physician Assistant Guidelines:

Required Courses: BIO 120, 220, 350, 352;
CHM 131, 132, 241, 242; PHY 221, 222;
MTH 201; PSY 111

Recommended Courses: BIO 207, 222, 330,
332, 340, 372, 440, 442; MTH 103; PSY
144, 322

Pre-Veterinary Medicine Guidelines:

Required Courses: BIO 120, 220, 330, 332;
CHM 131, 132, 241, 242; PHY 221, 222;
MTH 103

Additional Required by Some Schools: BIO
340; MTH 203

Recommended Courses: BIO 222, 350, 352,
372; MTH 201; PSY 111

Legal Professions

Waldorf College prepares its students for a life of service through a wide variety of professions. One opportunity to serve which many students pursue is through the legal profession. Law Schools do not require a pre-law degree for admissions to their programs. What really matters in Law School admissions is overall academic accomplishments in a rigorous program, grades on the Law School Admissions Test (LSAT), written recommendations and a personal statement. Students interested in pursuing a degree and career in the legal profession are advised to major in any discipline that interests them and will challenge them academically. In generally it is advisable to take courses which promote logical thinking (Math and Science); critical reasoning, overall literacy and written and oral communications skills (Humanities) and emphasize social institutions (Sociology, Psychology and Business).

Admissions into law school is highly competitive and difficult to attain. Successful students must demonstrate their competence with high grades and also earn high scores on the LSAT. Students also can strengthen their preparation with additional experiences.

Waldorf places a high value on internships and undergraduate research experiences. Acquiring such experiences helps a student learn to apply what he/she has learned in the classroom, demonstrate the student's critical thinking skills, and is personally very rewarding for the student.

For students interested in preparing for law school Waldorf College offers a Pre-Law Track to be taken in conjunction with any academic major. The program is not itself a major because it does not include all the other requirements necessary to complete a bachelor's degree at Waldorf College. Students wishing to complete the program must choose a departmental major and work with his/her advisor to incorporate the requirements of the program into that department's curriculum.

Pre-Law Guidelines:

Required Courses: POL 112, 410; REL 205; 6 hours of internship within the legal profession, and two of the following six sequences: BUS 410 and COM 441; ECO 251 and 252; MTH 101 and 203; SOC 221 and 222; PHL 271 and 272; or PHY 221 and 222.

VI. Course Descriptions

Courses of study and their descriptions are arranged according to number within departments or within defined, broad areas of study.

Courses numbered 99 and below are considered “college preparatory,” and do not apply toward a degree at Waldorf. Up to 3 credits per semester, however, may be counted internally toward “full-time” status and eligibility for extracurricular activity but are not included in any financial aid considerations.

Introductory courses are generally numbered 100-199 and intermediate courses are numbered 200-299. Upper division courses are numbered 300-499. Freshmen and sophomores are allowed to take Waldorf upper division courses with the approval of the instructor. The number of semester hours of credit for each course is listed following the title, such as (3 cr.).

Courses listed as “on demand” are offered only when there is sufficient interest. Classes may be cancelled if an insufficient number of students enroll for the course.

Suggested Curriculum:

Suggested guides are available for each department to assist you with registration. For a curriculum to meet the individual needs of each student, the student together with his/her faculty advisor should:

1. Check carefully to see that all the graduation requirements of Waldorf College are being met.
2. Check the requirements for the specific major/minor program to make certain all the requirements are completed.
3. Choose carefully the electives to be added to the requirements; they add a very special dimension to the studies the student pursues.

A faculty advisor is assigned to assist, guide, and support each student’s academic pursuits.

Faculty advisors are assigned, in part, because of their specialized knowledge and should be consulted for adjusting or modifying listed curricula. They should also be consulted for help in developing a curriculum not listed.

ART 121 Drawing I (3 cr.)

The course is designed as a beginning drawing course for both the potential art major and the student who has had no art background. Students work with a variety of media on landscape, figure, and still life subjects. Emphasis is directed to the development of visual control of form and space. (*Course Fee \$15*)

ART 134 Design (3 cr.)

Solving two and three dimensional design problems using different media. Problems with line, form, color, and spatial relationships are studied. (*Course Fee \$30*)

ART 221 Drawing II (3 cr.)

A study of the perceptual basis of line form, color, and texture. Students are engaged in studio problems involving these elements as related to two dimensional surfaces. (*Prerequisite: ART 121*)

ART 223 Painting I (3 cr.)

The course is designed as a beginning painting course; introducing color, picture organization, and color theory through a variety of subjects, including landscape, figure, and still life. *(Course Fee \$50)*

ART 311 History of Modern Art (3 cr.)

This course is a formal and contextual study of western art of the 19th and 20th centuries.

ART 323 Painting II (3 cr.)

A study of painting in terms of traditional and contemporary concepts with emphasis on developing various painting skills and techniques, while working toward a personal and original statement. Emphasis is given to the development of visual sensitivity to color and form. *(Prerequisite: ART 223) (Course Fee \$15)*

ART 421 Drawing III (3 cr.)

This course allows more independence to pursue and investigate personal concepts and visual vocabulary. *(Prerequisite: ART 221)*

ART 423 Painting III (3 cr.)

This course allows more independence to pursue and investigate personal concepts and visual vocabulary. *(Prerequisite: ART 323) (Course Fee \$15)*

ART 490 Senior Show and Portfolio Design (3 cr.)

Taken in the final semester, this course culminates in a senior show in the gallery. It affords time for advanced studio work for the show which the student will curate. The student will also prepare a professional portfolio. Available all semesters and taught as an independent study. *(Prerequisite: Senior status)*

BIO 100 Orientation to the Biological Sciences (1 cr.)

A one-credit orientation for any student interested in majoring in the biological sciences. The purpose of this course is to introduce students to : 1) the scope and interrelated nature of the biological sciences, 2) the diversity of professions available to

graduates of the biological sciences, and 3) some of the requirements students must meet for these professions. Speakers from a wide range of biological sciences will visit class to dialog with students.

BIO 105 Principles of Biology (4 cr.) 3-3

(3 hours of lecture and 3 hours of laboratory) This course is an introduction to biological principles for non-science majors. It does not satisfy the prerequisites for most advanced biology courses. The course material is presented within the context of human experience and covers topics such as cell biology, vertebrate systems, genetics, evolution, ecology, and the interaction of humans and the environment. *(Course Fee \$65)*

BIO 120 General Biology (4cr.) 3-3

A foundation course for science and preprofessional majors, this course includes an introduction to cellular structure and function, genetics, and principles of ecology and evolution, all based within a context of scientific inquiry. *(Prerequisites: 1 year of high school biology and 1 year of high school chemistry. Concurrent enrollment in CHM 131 recommended) (Course Fee \$65)*

BIO 125 Introduction to Environmental Science (4 cr.) 3-3

This course is an introductory study of the environmental sciences. Students will examine how human cultures have changed habitats in their pursuit of resources and how these changes have affected ecosystems and human cultures. Examples will include local, national, and global topics. The influence of economic and political aspects on environmental issues also will be explored. Lab exercises will illustrate concepts. *(Prerequisite: BIO 105 or 120 or PHY 151 or CHM 131) (Course Fee \$65)*

BIO 155 Basic Human Anatomy and Physiology (4 cr.) 3-3

The structure and function of the human body, including discussions of dysfunction, current issues, and practical applications. Designed for Wellness and Physical Education majors. Credit will not be given

for students majoring in Biology or Pre-professional health programs.
(*Prerequisite: BIO 105*) (*Course Fee \$65*)

BIO/WEL 207 Principles of Nutrition (3 cr.) 3-0

Introductory course designed to familiarize students with biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages; appropriate for pre-health professionals.

BIO 220 General Zoology (4 cr.) 3-3

A survey of the animal kingdom. Topics include animal structure and function, growth and development, taxonomy and phylogeny, ecology and distribution. Concepts learned in BIO 120 will be applied to this study of animals. (*Prerequisite: BIO 120*) (*Course Fee \$65*)

BIO 222 General Botany (4 cr.) 3-3

A survey of the plant kingdom. Topics include plant structure and function, growth and development, taxonomy and phylogeny, ecology and distribution. Concepts learned in BIO 120 will be applied to this study of plants. (*Prerequisite: BIO 120*) (*Course Fee \$65*)

BIO 330 Biochemistry (4 cr.) 3-3

An introduction to biological macromolecules and their components. Topics will include enzymatic catalysis, thermodynamics and kinetics, and the control and integration of metabolic and catabolic processes. At all points in the course particular emphasis will be placed on the structure and function of proteins, carbohydrates, lipids, and nucleic acids. (*Prerequisites: BIO 120 and CHM 242*) (*Course Fee \$65*)

BIO 332 Genetics (4 cr.) 3-3

A survey of the principles of Mendelian, molecular, population, and human genetics. Laboratories will provide an introduction to some of the major organisms used for studying genetics and will explore

both classical and molecular techniques.
(*Prerequisites: BIO 120 and CHM 132*)
(*Course Fee \$65*)

BIO 340 Microbiology (4 cr.) 3-4

The biology of microorganisms emphasizing morphology, physiology, and ecology of bacteria, fungi, and viruses, and their importance in medicine, the environment, agriculture, and industry. Laboratory emphasis on staining, observing, culturing, and identifying microorganisms. (*Prerequisite: BIO 120; CHM 132*) (*Course Fee \$65*)

BIO 350 Comparative Chordate Anatomy (4 cr.) 3-3

A rigorous study of the origin and evolution of chordates, comparing anatomy, functional morphology, and evolutionary morphology across taxa. Laboratories include comparative dissections of different chordates, ranging from primitive fish to mammals. (*Prerequisite: BIO 220*) (*Course Fee \$65*)

BIO 352 Vertebrate Physiology (4 cr.) 3-3

A rigorous study of the physiological systems and adaptive mechanisms of vertebrates to environmental variables. Topics include cellular, cardiovascular, neural and muscular, respiratory, renal, digestive, hormonal, and reproductive physiology, and pathophysiological conditions. Emphasis on mammalian physiology. (*Prerequisites: BIO 350 and CHM 132; CHM 242 recommended*) (*Course Fee \$65*)

BIO 370 Ecology (4 cr.) 3-3

The study of ecological systems, including energy flow and nutrient cycles; factors that limit the distribution and abundance of organisms; population and physiological ecology; and the impact of humans on the environment. The laboratory will include field trips (Saturdays possible), the application of statistics, and an introduction to Geographic Information Systems (GIS). (*Prerequisites: BIO 220, 222, CHM 132, and MTH 201*) (*Course Fee \$65*)

BIO 372 Evolutionary Biology (3 cr.) 3-0

Evolutionary theory forms the foundation for all modern biological thought. This course will examine the processes of evolution in detail (selection, genetic drift, genetic mutation on the molecular level, gene flow, speciation, and phylogeny), the methods by which biologists reconstruct the history of life on the planet, and directions of current research. (*Prerequisite: BIO 220, 222, or 332*)

BIO 440 Cell and Molecular Biology (4 cr.) 3-3

An introduction to the cell as a biological unit and various molecular aspects of DNA, RNA, and protein structure, function, and expression. Topics include ultrastructure of the cell, macromolecular organization and function of cell components, recombinant DNA and genetic engineering, and regulation of gene activity. The laboratories focus on modern methods and instrumentation in cell and molecular biology. (*Prerequisites: BIO 330, 332*) (*Course Fee \$65*)

BIO 442 Developmental Biology (4 cr.) 3-2

A study of the developmental processes that occur within the organelles, cells, tissues, organs, and organ systems of both plants and animals. Topics will include gametogenesis through organogenesis morphogenesis, and senescence. Laboratories will include observation and experimentation with animal and plant systems. (*Prerequisite: BIO 220, 222, and 332; BIO 440 recommended*) (*Course Fee \$65*)

BIO 470 Conservation Biology (4 cr.) 3-3

The biological basis of biodiversity and factors that affect it. Topics will include the history and development of resource conservation, introduction to population viability, landscape processes, restoration, and other current topics. Terrestrial systems will be emphasized. Students will complete a project in the geospatial analysis lab. Some Saturday trips. (*Prerequisite: BIO 370, 372*) (*Course Fee \$65*)

BIO 491 Biology Research I (1-2 cr.)

A preparatory course using a literature search and proposal preparation for a research project. Students meet periodically with a research advisor and submit a literature review and project proposal at the end of the semester. (*Prerequisite: completion of at least 36 credits in the Biology major*)

BIO 492 Biology Research II (1-2 cr.)

The completion phase for the research project proposed in BIO 491. At the end of the semester, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar. (*Prerequisite: BIO 491*)

BIO 493 Special Problems for Secondary Education Majors (3 cr.)

A capstone, investigative experience for Secondary Education majors pursuing a Science Endorsement. Students will apply their knowledge and skills in the biological sciences to design and complete a research-type project. A final paper is required. (*Prerequisite: Senior status*)

BIO 495 Biology Internship (1-4 cr.)

Supervised work experience in a biology lab or area related to career choice. At the end of the internship, students prepare a written report and an oral summary to be presented in BIO 499, Senior Seminar. (*Prerequisite: completion of at least 36 credits in the Biology major*)

BIO 499 Senior Seminar (1 cr.) 1-0

A capstone course required for graduation that is designed to provide an integration of concepts in biology with a discussion of the ethics of applied biology. Students submit a written paper and make an oral presentation based on the completed work for either BIO 492 (Research II) or BIO 495 (Internship). (*Prerequisite: Senior status as a Biology major*)

BUS 101 Principles of Accounting (4 cr.)

This comprehensive first course in accounting emphasizes the accounting principles essential for a sole proprietorship and develops the various

journals, ledgers, and financial statements necessary for business organizations.

BUS 102 Managerial Accounting (4 cr.)

Managerial Accounting emphasizes decision making for corporations. The course focuses on reading, analyzing, and interpreting financial statements for a corporation. Included is bond valuation, preparation of Cash Flow Statements, ratio analysis, and cost accounting principles for manufacturing firms.

(Prerequisite: BUS 101 or consent of instructor)

BUS 131 Introduction to Business (3 cr.)

This course provides a survey of American industrial environment. The emphasis given is on functions, processes, and organizational structure. The primary importance is the point of view of the manager or the administrator.

BUS 310 Principles of Management (4 cr.)

Study of management theory including: organizing, staffing, planning, controlling, line and staff relationships, authority and responsibility, centralization and decentralization, and emphasis on the role of the professional manager.

BUS 312 Financial Management (4 cr.)

Theory of acquisition, allocation, and management of funds within a firm. Focus on capital budgeting strategy, evaluation of corporate capital policies, cost of capital, dividend policy, valuation framework, and sources of long and short-term financing.

(Prerequisites: BUS 101 and 102)

BUS 313 Marketing Management (4 cr.)

This course is intended to prepare students to manage the marketing function of an organization. Case method is used to analyze marketing management situations in profit-seeking businesses and not-for-profit enterprises. Cases address market research, product management, pricing strategies, channels of distribution, promotion, and issues in the management of the sales and marketing organization. Each student prepares a marketing plan for a real-world firm or activity.

BUS 315 Production and Operations Management (4 cr.)

This course will survey the operations management functions in manufacturing and service industry firms. An analysis of basic production/operation systems will provide the principles necessary for managing the organization's productive processes.

BUS 321 Organizational Theory and Behavior (4 cr.)

This course presents an overview of managing human behavior within organizations. Topics that will be covered include individual behavior, social behavior, organizational process, organizational structure and environment, and organizational strategies. *(Prerequisite: BUS 310 or consent of instructor)*

BUS 330 Business Communications (3 cr.)

Development of critical communication skills used in business. Informational exchanges include talking, listening, writing, and soliciting feedback. Included are organizational as well as interpersonal forms of oral and written communications.

BUS 340 International Business (3 cr.)

Concepts and practices of doing business across national boundaries. Students explore opportunities and risks of producing for and buying in international markets. Topics include multinational enterprise, foreign exchange, trade barriers, cultural variety, industrial relations, less developed countries, global and regional cooperation, ethics, and selected contemporary issues.

BUS 344 Consumer Behavior (3 cr.)

This course will be an overview of the consumer decision process; analyzing the forces of economic demographics, cultural influences, social stratification, reference groups, and family influences of consumer behavior will be covered as well as high and low involvement decision processes.

BUS 395 Business Internship (8 cr.)

A semester of supervised internship in a domestic or international environment tailored to the student's career interests in either finance and banking, management, or marketing. This course will offer hands-on work experience.

BUS 410 Business Law (3 cr.)

A first course in law for the business practitioner. Topics include U.S. Constitution and the Uniform Commercial Code, crimes and torts, courts and procedures, contracts, sales, business organizations, agency, government regulation, and property. Major themes include legal research, the international legal environment, ethics, and corporate responsibility. The course concludes with a moot court, in which students play the roles of plaintiff, defendant, counsel, clerk of court, judge, and jury.

BUS 412 Human Resources Management (4 cr.)

This course will study the policies, methods, and techniques that professional human resource managers create and implement to increase the effectiveness of the organization. Emphasis will be on leadership and human relation skills. *(Prerequisite: BUS 310 or consent of instructor)*

BUS 413 Entrepreneurship and Small Business Management (3 cr.)

An advanced management course focusing on independent entrepreneurship, the start-up business, and the management of small businesses. Special emphasis is placed on market, financial, and cash flow analysis as key elements of formal business planning, and the family business. *(Prerequisites: BUS 310, 312, 313)*

BUS 415 Marketing Cases (3 cr.)

A continuation of the first semester marketing course (BUS 313), Marketing Cases is designed to address issues of market research, pricing strategies, channels of distribution, promotion, and strategies for changing markets within the context of

real-world cases. The course concludes with student groups critiquing the marketing plan for an existing good or service and presenting their research. *(Prerequisite: BUS 313)*

BUS 420 Money and Banking (3 cr.)

This course will cover the role of financial intermediation, the marketplace, the creation of money, and the macroeconomic impact of money supply controls and stabilization policies used by the central bank. Keynesian and classical monetarist approaches to monetary theory will be discussed. *(Prerequisite: ECO 251)*

BUS 422 Analysis of Financial Statements (4 cr.)

This course concentrates on using financial accounting information for decision making. Emphasis will be on analysis of the Income Statement, Balance Sheet, and Statement of Cash Flows. *(Prerequisites: BUS 101, 102)*

BUS 426 Insurance/Accounting Systems (4 cr.)

An introduction to the principles and practices of insurable risks of individuals and business. Analysis of insurance instruments used for minimizing income, property, casualty, health, life, disability, and liability risks. Understanding the principles of risk shifting, self insurance, and other risk management techniques will be included. *(Prerequisites: BUS 101, 102)*

BUS 433 Senior Seminar in Business (4 cr.)

An intensive study of selected topics in the strategic management of an enterprise. Students integrate their learning from previous course work to analyze comprehensive, complex, track-specific cases involving changes in technological, international, and demographic factors. Student teams develop strategic plans and receive feedback in a sophisticated simulation involving a real-world industry. *(Prerequisite: Senior status)*

BUS 2551 Intercultural Management (3 cr.)

Focuses on the issues, challenges, and opportunities presented by U.S. population diversity. This course helps students gain knowledge in the practical management

functions and behaviors necessary to develop global vision and management skills at both a strategic (macro) level and an interpersonal (micro) level. Emphasis is placed on workplace issues related to employee diversity in terms of gender, race/ethnicity, socioeconomic class, and cultural background.

BUS 3651 Leadership (3 cr.)

Reviews important issues relating to leadership. Provides the information necessary to assess leadership styles in both social and work situations, and to use this information when making business decisions within a team based environment. Topics include leadership communication styles, the power of leaders, situational leadership, creativity and leadership, teamwork, motivation, coaching skills, emotional intelligence, and the impact of leaders on organizational decision-making.

BUS 3826 Managerial Decision Making (3 cr.)

This course is designed to provide the student with a fundamental understanding of decision-making in organizations. This course begins with an overview of the foundations of managerial decision making including the process, rational decision making, and the various values associated with decision making. Then, the student will examine the interdisciplinary aspects of managerial decision-making including the psychological and sociological side to making managerial decision. Finally, the student will explore the foundations for making strategic decisions.

BUS 4126 Project Planning (3 cr.)

This course provides the tools to understand, design, and apply systematic project management organization and administration. In addition to learning how to satisfy customer needs, this course will assist students to learn how to apply budgeting concepts, manage production time, invest resources, and create performance specifications designed with defined requirements. The course introduces

the methodologies and technologies that can assist project managers coordinate a project from inception through completion.

BUS 4301 International Finance (3 cr.)

This course captures the newfound importance and excitement of international financial management, and highlights the new approaches in this field. It covers the theoretical foundations of international financial decisions, but also contains extensive applications of the theory to financial practice. Because the challenges of operating in an interdependent and competitive global marketplace are constantly changing, providing principles and analytical concepts is far more useful than providing institutional facts and specific advice. The main objective of this course is to help the student develop critical thinking skills regarding the theory and practice of international financial management.

BUS 4350 Collective Bargaining (3 cr.)

This course examines the historical and legal basis for labor relations and collective bargaining in the United States. Changes in the application of labor laws due to court decisions, NLRB rulings, and changes in the environment of union and management relations are covered throughout the course, and include the latest decisions and rulings, as well as analysis of what these changes might mean in the workplace.

BUS 4351 International Economics (3 cr.)

Study and analysis of contemporary topics in international economics involving international trade, international finance and open market macroeconomics, international trade blocks, labor migration, and capital flows including those resulting from operations of multinational firms.

BUS 4426 International Management (3 cr.)

Exposes students to the challenges that confront the managers of organizations and individuals in global settings. Special focus is on dealing with and benefiting from the diversity that exists across international

cultures, markets, economics, governments, and organizations. The course provides a general overview of the process and effect of internationalization in contemporary business, along with an introduction to theories, concepts, and skills relevant to managing effectively in today's global environment.

BUS 4446 International Legal Operations (3 cr.)

This course covers topics essential to understanding international business, from an examination of the role of international and comparative law, to the laws governing multinational enterprises; foreign investment; money and banking; and sales of goods, services, labor, intellectual property, transportation, financing, taxation, and dispute settlement. It describes the most important international organizations, from the Bank of International Settlements to the World Trade Organization, and it examines the important ethical issues of our times with readings and materials.

BUS 4501 International Human Resource Management (3 cr.)

This course examines four broad areas of international human resource management. They are: cross-cultural management; examining human behavior within organizations from an international perspective; comparing and analyzing HRM systems in various countries and regions of the world; and focusing on key aspects of HRM systems in multinational firms. Various positive and negative aspects of expatriates are emphasized.

BUS 4653 International Trade (3 cr.)

This course provides insight into the key factors that influence international trade, and the manner in which economic policy affects trade flows. This course investigates Classical and Mercantilist views of trade and demonstrates how these views evolved into modern theories of trade. The course places an emphasis on the general equilibrium approach to modeling, over the more convenient partial equilibrium approach,

to create a more accurate picture of how international trade affects the global welfare of people and events impacting the economy. Relationships between trade and growth, effects of labor and capital movements between countries, and the key factors that influence relative costs between countries are also examined.

BUS 4951 Business Policy and Strategy (3 cr.)

This course provides an overview of strategic management. A practical, integrative model of the strategic-management process is introduced. Basic activities and terms in strategic management are defined. The benefits of strategic management are presented. Important relationships between business ethics and strategic management are discussed. In addition, the readings initiate discussion of three themes that are present throughout the course: global considerations, electronic commerce, and the strategic implications of the natural environment.

CHM 121 Chemistry in Society (3 cr.)

Survey of the impact and importance of chemistry on our lives, including topics such as food, energy, pollution, genetics, and medicine. Note: This course does not meet the general chemistry requirement for pre-professional programs, and it does not meet the core lab science requirement.

CHM 131 General Chemistry I (4 cr.)

This is the first course of a two-semester sequence that is the prerequisite to all advanced chemistry courses. Topics include stoichiometry, chemical periodicity, atomic and molecular structure, changes of state, and thermochemistry, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (*Prerequisites: One year of high school chemistry and two years of high school algebra, all with at least a C, or their equivalents*) (Course Fee \$65)

CHM 132 General Chemistry II (4 cr.)

This course is the continuation of Chemistry 131 and completes a two-semester sequence in general chemistry. Topics include rates of chemical reactions, equilibrium,

thermodynamics, acid-base chemistry, descriptive chemistry, and electrochemistry, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (*Prerequisite: CHM 131 with at least a C or its equivalent*) (Course Fee \$65)

CHM 241 Organic Chemistry I (4 cr.)

This course is the first of a two-semester sequence of the chemistry of carbon compounds. Topics include structure and bonding, nomenclature, reactivity of different functional groups, and reaction mechanisms, with applications in other sciences and the world. Three lectures, one 3-hour laboratory. (*Prerequisite: CHM 132 with at least a C or its equivalent*) (Course Fee \$65)

CHM 242 Organic Chemistry II (4 cr.)

This course is the continuation of Chemistry 241 and completes a two-semester course in organic chemistry. Topics include applications of the principles from CHM 241 to solving problems in structure elucidation, stereochemistry, and synthesis as applied to other sciences and the world. Three lectures, one 3-hour laboratory. (*Prerequisite: CHM 241 with at least a C or its equivalent*) (Course Fee \$65)

CIS 101 Computer Applications I (2 cr.)

Introduction to computers and applications, especially for personal use. Hands-on experience with a word processor, presentation software, a spreadsheet, a database management system, and Web-based applications.

CIS 101A Business Intelligence (1 cr.)

A survey of information systems topics: The role of information systems in an organization, roles and characteristics of information systems professionals, information systems career paths, information system life-cycle, software acquisition and development, types of information systems, and workflow systems.

CIS 130 Programming Fundamentals (3 cr.)

An introduction to the concepts, logic, and methods of the computer programming and

graphical user interface (GUI) development in a windowing environment. Topics: variables, data types, calculations, decision and looping control features, functions and procedure, and arrays. Includes hands-on experience with application design, coding, and testing using the Visual Basic.NET programming environment. (*Prerequisite: high school algebra*)

CIS 233 Programming Fundamentals II (4 cr.)

Extension of programming concepts using a graphical user interface (GUI) development in a windowing environment. Topics: classes and objects, collections, data validation and exception handling, and database programming. Hands-on experience with problem solving and prototyping a computer user interface with personal computers using Visual Basic, spreadsheet, and database software. (*Prerequisites: CIS 101 and CIS 130*)

CIS 311 IS Theory and Practice (4 cr.)

Introduction to information systems concepts, system acquisition and development, information technology, and application software. Topics: System concepts, system components, organization structures, information as an organizational resource, specification, design, acquisition and evaluation of information systems, information and data base systems, software package solution, networks, and telecommunication systems. Hands-on experience with using the Internet as an information source and the development of Internet-based applications. (*Prerequisite: CIS 101*)

CIS 340 Analysis and Logical Design (4 cr.)

Students with information technology skills will learn to analyze and design information systems. This course emphasizes data and functional modeling from an organizational perspective, cost-benefit analysis, data modeling using the relational data model, flow of information through a system, and analysis of the user interface through

prototyping. Communication, interviewing, interpersonal, and project management skills are enhanced through interaction with system users, team projects, preparation of requirements and design documentation, and presentation of system proposals. Topics include: systems development life cycle, requirements analysis, enterprise modeling, cost benefit analysis, data dictionaries, detailed data modeling, entity-relationship diagrams, relational data model, normalization, logical design, data flow analysis, prototyping, and graphical user interfaces. (*Prerequisites: CIS 111 and CIS 132*)

CIS 442 E-Business Strategies, Architecture, and Design (4 cr.)

A comprehensive examination of e-business from a consumer, business, and government perspective. The course involves the study of e-business strategies: business-to-consumer, business-to-business, consumer-to-consumer, e-commerce infrastructure, designing and managing online storefronts, payment acceptance, security issues, and the legal and ethical challenges of e-business. Hands-on experience will be given with the web-based technologies used to support the e-business strategies. (*Prerequisite: CIS 331 or permission of instructor*)

COM 101 Graphic Core (2 cr.)

The course Graphic Core provides students with an introduction to the Adobe Creative Suite (the software used in the field of communications). Students will have hands-on experience learning and using Illustrator, Photoshop, and InDesign. This course also familiarizes students with the multimedia lab.

COM 102 Digital Technology (2 cr.)

Students will learn basic computer skills and explore the equipment associated with the field of visual communications. This introductory course will give students practical experience using digital equipment (such as a video camera, a digital camera with adjustable shutter speeds and apertures, etc.) and then educate them in production

processes, techniques, and software related to each tool.

COM 103 Mass Communications and Society (3 cr.)

A history and explanation of the relationship between mass communication and our popular culture, including technological, economic, and legal. Magazines, newspapers, movies, radio, television, and music are examined along with types of media control, advertising, public relations, and changing technologies.

COM 104 News Gathering and Reporting (3 cr.)

What news is, how it is gathered, and how it is reported forms the basis of this course which offers practice in news writing and editing. Student work is used to positively affect the quality of Waldorf's newspaper, The Lobbyist.

COM 201 Visual Theory (3 cr.)

This course attempts to provide students with the critical thinking skills necessary for viewing and producing visual media. The objective of the course is to provide students with a grounding in visual communication theory, sharpen their critical eye in viewing visual phenomena and to provide them with the skills to produce effective visuals.

COM 202 Television Production (3 cr.)

Acquaints students with the basic equipment, techniques, and procedures of video production and writing. Emphasis is hands-on production in Waldorf's all-digital video facilities. (*Students should also enroll in Television Practicum while taking this course.*) (*Course Fee \$40*)

COM 203 Radio (3 cr.)

Acquaints students with the basic equipment, techniques, and procedures of radio production and control room operation. Emphasis is hands-on production and On-Air performance in Waldorf's all-digital radio station, KZOW-FM 91.9. (*Students should also enroll in Radio Practicum while taking this course.*) (*Course Fee \$40*)

COM/POL 204 Introduction to Public Relations (3 cr.)

A general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and communications.

COM 211 Intermediate Journalism (3 cr.)

Continuation of News Gathering and Reporting. The course includes writing of feature stories and more in-depth news stories, such as investigative reporting and editorial writing. Students are given more time to write and more feedback from the instructor in developing stories. *(Prerequisite: COM 115 or consent of instructor)*

COM 227 Fundamentals of Typography (3 cr.)

Basic graphic design concepts will be used in conjunction with principles of typography to explore 2-D and 3-D design composition. Students will learn how to integrate typography with images and symbols and how to use type for communication. Theory and investigation of grid systems, structures, and the principles of visual organization will also be explored. *(Prerequisite: COM 101 or consent of instructor)*

COM 280, 281, 282, 283 Communication Practicum (.5 cr.)

Offers authentic production experience and leadership training in one or more of the campus media—radio, video, newspaper, magazine. Required of all mass communications majors.

COM 301 Publication Design (3 cr.)

Publication Design is the process of selecting type and images and arranging these elements into an aesthetically pleasing multi-page document. This course will challenge students to consider page flow and layout, while undertaking the task of learning the page layout software, InDesign.

COM 314 History of Graphic Design (3 cr.)

This course surveys the major historical eras and the graphic designers influential in each era. It will also explore how these developments and achievements have led to the current state of graphic design. Students will be introduced to the innovations and breakthroughs in technology that have shaped the field of graphic design from the earliest form of communication to the present.

COM 318 Editing (3 cr.)

Students learn that editing is part science, part art, and part diplomacy. Science means mastering language skills—spelling, grammar, punctuation, usage, and style—and using them to ensure that copy is clear, accurate, and consistent. Art means making the writing tight and effective through word choice and economy. Diplomacy means knowing when to change copy and when to leave well enough alone. Students learn how editors play the roles of gatekeeper and quality-control agent. Those not interested in editing as a career will learn valuable skills to improve their writing.

COM 319 Electronic Field Production (3 cr.)

A practical experience in the essential techniques of Electronic Field Production EFP/Single Camera Video SCV. An exploration of the client-producer relationship established through the Action Plan process. The class at large will be involved in a client based project. Students will also be required to acquire and produce a client based video project. *(Students should also enroll for TV Practicum while taking this course.)*

COM 322 Broadcast Journalism (3 cr.)

A practical experience in the essential techniques of writing and producing a weekly news broadcast. Each student will be responsible for producing a weekly story and fulfilling a role in the production crew. Emphasis – hands-on production in Waldorf's state of the art WALTV, Channel 3

FCTI, and Channel 99 Mediacom. (*Students should enroll for TV Practicum while taking this course.*) (*Prerequisite: COM 110 or consent of instructor*) (*Course Fee \$40*)

COM 370 Techniques of Literary Journalism (3 cr.)

This course will be a hybrid of textual study and writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction and literary journalism; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction/literary journalism. Students will also draft a significant number of essays and articles in response to the readings and revise them for a techniques workshop and a final portfolio. (*Prerequisites: CWR 201 or COM 211 or consent of instructor*)

COM 395 Communication Internship (4-12 cr.)

Internships are designed to give students practical experience in the field of their choice by placing them in a professional setting. Students are required to do two internships at separate locations. A minimum total of 100 hours of work is required for four credit hours. (*The communication internship will be evaluated with a letter grade, rather than being graded on a pass/fail basis.*)

COM 401 Web Design (4 cr.)

This course explores the basics of designing and developing functioning web pages. Students examine effective interface design, target marketing, along with client development, user experience, and usability. Throughout the duration of the course students will produce both a portfolio website for their personal use and have a practical experience with a client-based web project. (*Prerequisite: COM 201 or consent of instructor*) (*Course Fee \$40*)

COM/POL 422 Public Relations Skills (3 cr.)

Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning.

COM 432 Photojournalism (4 cr.)

The class objective is to learn to create meaningful pictures that are sound in composition and technique, and that tell a story. The students will learn to match pictures with words, and to use pictures to portray a chronology or a process, or to show relationships. The students will learn how photography departments work at newspapers and magazines. All photos will be edited electronically using digital scanners and Adobe Photoshop.

COM 434 Advanced Media (4 cr.)

An advanced project-oriented approach to either television, video, radio, or multimedia production. Emphasis is on practical application of production skill learned in previous courses. All projects must be client-based and require distribution. (*Prerequisite: junior standing and consent of instructor*)

COM 441 Mass Media Law (4 cr.)

Discusses the legal issues affecting the mass media, including First Amendment rights, libel, fair trial rights, privacy, and public access to information. Students study the U.S. Constitution, court cases, and legislative actions which are the foundations for media law.

COM 442 Media Literacy (4 cr.)

Senior level course that examines issues in communications. Topics will vary from year to year.

COM 452 Senior Capstone (4 cr.)

Gives students a chance to prepare a portfolio of work which can be used to gain entrance to graduate school or gainful employment. Students will be allowed to stress their area of interest—news writing,

radio, video, public relations, etc.—but will also be required to show a broad range of talent in the communications area.

COM 461 Web Design II (4 cr.)

This course will introduce students to user interface design: the process of analyzing, testing, and formulating conclusions in order to facilitate a user's experience online. Students will learn methods for testing, allowing them to find patterns where usability issues stand out, break down these issues, and recommend new solutions for improvement. *(Prerequisite: COM 401 or consent of instructor)*

COM 462 Radio II (3 cr.)

A practical experience in station programming, management, and on-air operations. Emphasis placed on hands-on operation of Waldorf's all-digital radio facilities, KZOW-FM 91.9. *(Students should also enroll in Radio Practicum while taking this course) (Prerequisite: COM 203 or consent of instructor) (Course Fee \$40)*

COM 470 Advanced Writing Workshop-Literary Journalism (3 cr.)

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length pieces and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. *(Prerequisite: COM 370 or consent of instructor)*

CRJ 330 Judicial Process (3 cr.)

This course examines the American judiciary in relationship to state and federal criminal justice systems, including court structure, jurisdiction, selection of judges, and judicial discretion. Emphasis is given to contemporary issues confronting the American courts.

CRJ 360 Criminal Law (3 cr.)

This course examines the nature and foundations of American criminal law including classification and analysis of principles of criminal law and crimes against persons and property, criminal responsibility and defenses, and constitutional concerns.

CRJ 370 Criminal Investigation (3 cr.)

This course presents a study of the development of the investigative procedures and techniques from early practices to modern-day forensic science capabilities with an emphasis on leadership, investigation, and case preparations.

CRJ 395 Constitutional Law for Criminal Justice (3 cr.)

This course examines the principles and practice of analysis of significant cases and trends in American constitutional law, with an emphasis in criminal justice, including search and seizure, arrest, and civil rights as well as the judiciary, first amendment, due process, and the judicial system.

CRJ 470 Criminal Justice Organization and Administration (3 cr.)

This course defines and analyzes justice system organizations including planning and management of human resources, research, environmental factors, centralized authority, and other issues.

CRJ 475 Terrorism Incident Management and Emergency Procedures (3 cr.)

This course examines the philosophies and tactics of terrorist groups, and includes discussion of emerging terrorism trends. A balanced treatment of technology, history, and research are incorporated into the course to provide current information, highlighting the roles of the private sector and U.S. Government in responding to and preventing terrorism. The course utilizes a systems approach to explore the various elements of private and public security and safety. Presented as an integrated and interrelated series of subsystems, this course will direct students to recognize the interrelationships between professional

disciplines working to prevent and respond to terrorist incidents. This course prepares students to understand terrorism methodology, respond to terrorist incidents, and manage the consequences of terrorist events through an examination of historical understandings to Twenty-First Century terrorist predictions, threats, and trends.

CWR 201 Introduction to Creative Writing (3 cr.)

This course will introduce the techniques and vocabulary of creative writing in three genres: fiction, creative nonfiction, and poetry. Along with craft texts, students will read a wide variety of contemporary literature and produce a number of creative pieces in response, as well as extensively revise one piece in each genre for inclusion in a final portfolio of work. (*Prerequisites: English 102/107/110 or consent of instructor*)

CWR 370 Techniques of Creative Nonfiction (3 cr.)

This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary creative nonfiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques inside the genre of creative nonfiction. Students will also draft a significant number of scenes and essays in response to the readings and revise them for a techniques workshop and a final portfolio. (*Prerequisite: Creative Writing 201 or consent of the instructor.*)

CWR 375 Techniques of Poetry (3 cr.)

This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary poetry; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as poets themselves, with the primary intent of

discovering new poetic possibilities and techniques. Students will also draft a significant number of poems in response to the readings and revise them for a techniques workshop and a final portfolio. (*Prerequisite: Creative Writing 201 or consent of the instructor.*)

CWR 380 Techniques of Fiction (3 cr.)

This course will be a hybrid of literary study and creative writing. Students will read, discuss, and write about a broad selection of contemporary short fiction; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques in the creation of fictions. Students will also draft a significant number of scenes and stories in response to the readings and revise them for a techniques workshop and a final portfolio. (*Prerequisite: Creative Writing 201 or consent of the instructor.*)

CWR 385 Playwriting (co-listed as THR 385) (3 cr.)

[See Current Waldorf College Catalog under Theatre for Description]

CWR 390 Special Topics in Creative Writing (3 cr.)

This course will be a hybrid of literary study and creative writing, with the genre and/or type of writing determined by the instructor. Students will read, discuss, and write about a broad selection of contemporary literature; however, all analysis will be primarily opportunistic, which is to say that students, with the guidance of craft texts, will read and discuss as writers themselves, with the intent of discovering new possibilities and techniques. Students will also draft a significant number of pieces in response to the readings and revise them for a techniques workshop and a final portfolio. Possible topics here include: novel writing, nature and travel writing, memoir writing, historical fiction, formal verse, spiritual poetry, and landscape and loss in creative nonfiction, among others. (*Prerequisite: Creative Writing 201 or consent of the instructor*)

CWR 470 Advanced Writing Workshop-Creative Nonfiction (3 cr.)

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length essays and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under discussion. *(Prerequisite: Creative Writing 370 or consent of the instructor)*

CWR 475 Advanced Writing Workshop-Poetry (3 cr.)

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least ten poems and present them in class for discussion. Using the advice and ideas they receive in workshop, students will revise each piece for inclusion in a final portfolio of work. Students will also respond to the work of their classmates with response letters that address the aims, strengths, and weaknesses of the essays under discussion. *(Prerequisite: Creative Writing 375 or consent of the instructor)*

CWR 480 Advanced Writing Workshop-Fiction (3 cr.)

This course will allow students to receive informed feedback on their own written work from an engaged and concerned audience. Over the course of the semester, students will write at least three full-length stories and present them in class for discussion. Utilizing the advice and ideas they receive in workshop, students will then revise each piece for inclusion in a final portfolio of work. Each week, students will also respond to the work of their classmates with letters that address the aims, strengths, and weaknesses of the essays under

discussion. *(Prerequisite: Creative Writing 380 or consent of the instructor)*

CWR 490: Literary Editing (1-2 cr.)

This course will introduce advanced writing students to the history, purposes, and workings of literary magazines; help students more deeply engage the world of contemporary literary magazines; and allow students hands-on experience editing the campus literary magazine. *(Prerequisite: Approval of instructor required)*

CWR495 Creative Writing Internship**CWR 499 Senior Thesis****DEV 102 Strategies of Success (1 cr.)**

Designed to enable students to be successful in any college environment, the course explores such diverse topics as time management, textbook reading and comprehension skills, resource utilization, note taking, classroom performance skills, and test-taking strategies.

DEV 103 On Course for Success (1 cr.)

Intended for college students who want to create success both in college and in life. The course explores topics including self-management, self-awareness, creative thinking skills, and lifelong learning skills.

ECO 251 Macroeconomics (3 cr.)

Introduction to macroeconomic principles. Emphasis on application of these principles to current problems. General topics include: policies for controlling inflation and unemployment, economic way of thinking, characteristics of market systems and competitive market behavior, money and banking, national income theory, and the fundamentals of economic growth. *(Prerequisite: Sophomore standing or consent of instructor)*

ECO 252 Microeconomics (3 cr.)

Introduction to microeconomics. Emphasis on applications of these principles to current problems. General topics include: demand and consumer behavior, the firm and market structures, international economic relations,

comparative economic systems, and current events with microeconomic content.

(Prerequisite: ECO 251)

EDU/PSY 144 Human Growth & Development (3 cr.)

The study of physical, social, emotional, and intellectual development from conception to end of life. The concepts, theories, and determinants in the various periods of development are studied. Emphasis is given to guiding during childhood and adolescence.

EDU 201 Introduction to Teaching (3 cr.)

A study of objectives of education; historical, philosophical, and sociological foundations of education; characteristics and trends of American school systems; legal and ethical responsibilities, qualities, and characteristics of successful teachers, and challenges facing them today.

EDU 202 Introduction to Teaching Clinical (0 cr.)

A clinical placement requiring a minimum of 20 hours of observation and participation in classrooms, including diverse students.

EDU 210 Human Relations for Teachers (2 cr.)

This course is designed to meet the human relations component as required by the Iowa State Department of Education for completion of a teaching endorsement. Topics reviewed in the class include racism, social class, gender, sexism, religion, exceptionality, and age and the implications for human relations and the developing dispositions of pre-service educators.

EDU 230 Educational Media and Computers (1 cr.)

Students will be provided with basic knowledge and skills necessary for teaching and learning in an information age. The main focus is to enhance the teaching/learning that occurs in technology/media-rich environments.

EDU 240 Educational Psychology (3 cr.)

Cognitive, affective, and psychomotor learning processes; including behavior modification, complex reasoning, concept learning, problem solving, creativity, attitude formation, and skill learning. Application of learning principles to education. Students also discover challenges related to lifestyle issues such as homelessness and mobile students. Ten hours of clinical experience required. *(Prerequisite: EDU/PSY 144 or EDU 103)*

EDU 253 Literature for Children (3 cr.)

A survey course that introduces students to several genres of literature for children. Students will read and review selections from each of the genres, focusing on literary analysis and literature-based teaching and learning. Three-hour clinical experience, if concurrently with EDU 240 Education Psychology, then lower level placement is required.

EDU 330 Language Development/Teaching Reading & Language Arts (4 cr.)

Introduces theories, teaching strategies, materials, and learning experiences for literacy. Focuses on the development of listening, reading, writing, and speaking skills. Various approaches used to teach reading are explained. Instructional methods for diverse learners and special needs students will be incorporated. *(Prerequisites: EDU 103, 144, 201, 253, 240, SPED 220)*

EDU 340 Teaching Math/Science in K-8th Grade (4 cr.)

Exploration of theories, teaching strategies, resources, assessment, and the use of technology in the context of creating learning experiences for math and science for K-8th Grade. Will create math and science learning experiences based on problem solving, discovery-inquiry approach, developmental implications, and current programs. Will demonstrate an integrated approach in teaching math and science. Instruction methods of diverse learners and special needs students will be incorporated.

Fifteen hours of clinical experience in an elementary/middle school classroom are required. (*Prerequisite: EDU 103, 144, 201, 230, 240, 440, SPED 220*)

EDU 350 Teaching Music/Art/Drama/ Movement in K-8th Grade (4 cr.)

This course will assist students in understanding, planning, and implementing the integration of drama, movement, music, and art into developmentally appropriate curriculums for children in educational settings. Fifteen hours of clinical experience in an elementary/middle school classroom are required. (*Prerequisites: EDU 103, 144, 201, 230, 240, SPED 220*) *Concurrent enrollment in EDU 440 required.*

EDU 355 Teaching Reading in Grades 5-12 (2 cr.)

Students will explore theories, teaching strategies, resources, assessment, and use of technology in the context of creating learning experiences for literacy-rich classrooms. Students will learn to teach reading, writing, and the language arts within literature-based learning experiences, as well as plan for diverse learners and students with special needs. Ten hours of clinical experience required.

EDU 360 Teaching Reading/Social Studies/Language Arts in K-8th Grade (4 cr.)

Exploration of theories, teaching strategies, resources, assessment, and the use of technology in the context of creating learning experiences for literacy. Will organize to teach reading, writing, and the language arts within literature-based learning experiences. Will create and demonstrate social studies learning experiences based on reading and writing to learn. Instructional methods for diverse learners and special needs students will be incorporated. Fifteen hours of clinical experience in an elementary/middle school classroom are required. (*Prerequisites: EDU 144, 103, 201, 230, 240, 330, 440, SPED 220*)

EDU 370 Secondary Teaching Methods (2 cr.)

This course provides students with an introduction to the methods and materials for teaching middle school and high school curricula. Students learn theories of instructional strategies and begin to develop their own teaching styles and philosophies. Students are required to enroll concurrently in EDU 371. (*Prerequisites: EDU 103, 201, 230, 240, 440*) *Concurrent enrollment in EDU 371 and 465 is required.*

EDU 371 Pre-Student Teaching Clinical Experience for Secondary (1 cr.)

Students are required to observe 20 hours in a secondary classroom and experiment with teaching materials and methods. *Students are required to enroll concurrently in EDU 370.*

EDU 375 Methods of Teaching Speech/Theater in the Secondary School (3 cr.)

Students learn methods and materials unique to 5-12 Speech/Theater teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. (*Prerequisites: EDU 370, 371 and 440*) *Concurrent enrollment in EDU 465 required.*

EDU 376 Clinical Experience in Teaching Speech/Theater (1 cr.)

Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom are required. *Concurrent enrollment in EDU 375 required.*

EDU 380 Methods of Teaching Social Studies in the Secondary School (3 cr.)

Students learn methods and materials unique to 5-12 Social Studies teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. (*Prerequisites: EDU 370, 371 and 440*) *Concurrent enrollment in EDU 381 required.*

EDU 381 Clinical Experience in Teaching Social Studies (1 cr.)

Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom are required. *Concurrent enrollment in EDU 380 required.*

EDU 382 Methods of Teaching Science in the Secondary School (3 cr.)

Students learn methods and materials unique to teaching science in the secondary school. Planning for teaching and learning experiences based on secondary student learning needs. (*Prerequisites: EDU 370, 371, and 440*) *Concurrent enrollment in EDU 383 required.*

EDU 383 Clinical Experience in Teaching Science (1 cr.)

Students gain instructional experience in a secondary science classroom setting. Twenty hours of clinical experience in a secondary science classroom are required. *Concurrent enrollment in EDU 382 required.*

EDU 385 Methods of Teaching English in the Secondary School (3 cr.)

Students learn methods and materials unique to 5-12 English teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. (*Prerequisites: EDU 370, 371 and 440*) *Concurrent enrollment in EDU 386 required.*

EDU 386 Clinical Experience in Teaching English (1 cr.)

Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom are required. *Concurrent enrollment in EDU 385 required.*

EDU 395 Content Area Reading (2 cr.)

This course is for prospective and current secondary teachers. Students learn how to incorporate strategies for reading to learn in their content area. Vocabulary, writing, comprehension, and study skills are applied to actual content area textbooks. Ten hours

of clinical experience required.

EDU 398 Methods of Teaching Secondary Mathematics (3 cr.)

Students will develop skills for lesson planning and crafting math curriculum for effective instruction and assessment of learning. Students learn methods and materials unique to 5-12 Mathematics teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus. (*Prerequisites: EDU 370, 371 and 440*) *Concurrent enrollment in EDU 399 required.*

EDU 399 Clinical Experience in Teaching Mathematics (1 cr.)

Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom are required. *Concurrent enrollment in EDU 398 required.*

EDU/REL 400 Ethics and Religious Diversity in Public and Private Education (3 cr.)

This course provides students with insight into the web of factors that influence development and learning and high-risk behaviors such as substance abuse. Students learn how to build a richer classroom environment that celebrates diversity of family, culture, economic status, and religious heritage. Students also develop and articulate a personal credo. (*Prerequisites: EDU 201, 230, 240; SPED 220; REL 103*)

EDU 406 Elementary Music Student Teaching (6 cr.)

Supervised teaching experience in an accredited elementary school and participation in the total program of the school; seven weeks of full days, plus student teaching seminars. Requires the completion of all coursework. (*Prerequisites: Senior status and approval of the Education Department*) (*Course Fee \$200*)

EDU 407 Grades K-3 Student Teaching (6 cr.)

Supervised teaching experience in an

accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 409 Grades 4-8 Student

Teaching (6 cr.)

Supervised teaching experience in an accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus a 3-day seminar prior and a 2-day seminar at completion. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 410 Student Teaching in 6-9 Social Studies (6 cr.)

Supervised teaching in an accredited 6-9 Social Studies classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 411 Multicultural Practicum (2 cr.)

One week teaching experience will be spent in a diverse setting, full time. There will be on campus classes/field trips prior to and after the practicum. *(Prerequisite: Approval by the Education faculty) (Course Fee \$50)*

EDU 412 Student Teaching in 6-9 Science (6 cr.)

Supervised student teaching in an accredited 6-9 Science classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 413 Extended Elementary Student Teaching (3 cr.)

This course is required for students seeking out-of-state licensure that requires 18 weeks of student teaching. This is supervised

teaching in an accredited elementary school. Four additional full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: EDU 407 and 409) (Course Fee \$200)*

EDU 414 Student Teaching in 9-12 Social Studies (6 cr.)

Supervised teaching in an accredited 9-12 Social Studies classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 415 Student Teaching in 6-9 English (6 cr.)

Supervised teaching in an accredited 6-9 English classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 416 Student Teaching in 9-12 Science (6 cr.)

Supervised student teaching in an accredited 9-12 Science classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 417 Student Teaching in 9-12 English (6 cr.)

Supervised teaching in an accredited 9-12 English classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 420 Student Teaching in 6-9 Speech/Theater (6 cr.)

Supervised teaching in an accredited 6-9 Speech/Theater classroom and participation

in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 421 Secondary Music Student Teaching (6 cr.)

Supervised teaching experience in an accredited secondary music program and participation in the full day of a secondary school; seven weeks of full days, plus Student Teaching Seminars. Requires the completion of all coursework. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 422 Foundations of Education Internship (4-9 cr.)

Students will complete a practical work experience in an education-related area. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 423 Student Teaching in 9-12 Speech/Theater (6 cr.)

Supervised teaching experience in an accredited 9-12 Speech/Theater classroom and participation in the full day of a secondary school. Seven full weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: Senior status and approval of the Education Department) (Course Fee \$200)*

EDU 430 Capstone (1 cr.)

Synthesis of learning experiences in education. The student will complete a professional philosophy of education, professional portfolio, and resume. Students will also make a formal presentation of their achievement portfolio to the Education Department Faculty. *(Prerequisite: Student Teaching or concurrently with Student Teaching) (Must be taken at Waldorf)*

EDU 440 Assessment and Goal Setting (3 cr.)

Students gain experience in creating classroom assessments, motivating students

and increasing student achievement. Practical experience is gained in interpreting standardized, criterion referenced, and formal/informal diagnostic instruments; as well as their ethical use. Ten hours of clinical experience required; clinical hours may be concurrent with SPED clinicals only. *(Prerequisites: EDU 201, 240; SPED 220 and one methods class prior or concurrent) (Must be taken at Waldorf)*

EDU 460 Behavior Management for Elementary (2 cr.)

Course content includes behavior of children, basic theories, and techniques of guidance applicable to typical and exceptional children. Students will learn the root causes for behavior; also the management and monitoring of students when misbehavior is occurring. Students will learn to foster student responsibility for behavior and set up classroom environments that are conducive to positive student interaction and learning. Ten hours of clinical experience are required. *(Prerequisite: EDU/PSY 144 and 240) Concurrent enrollment in EDU 340, 350 or 360 required.*

EDU 465 Behavior Management for Secondary (2 cr.)

The future educator gains an understanding of student behavior in the classroom by learning to identify root causes for behavior, manage misbehavior, and foster student responsibility for behavior. The future educator learns how to set up a classroom that encourages positive behavior and how to facilitate conflict resolution. Ten hours of clinical experience required. *(Prerequisites: EDU 144 and 240) Concurrent enrollment in a secondary methods course required.*

EDU 470 Student Teaching in 6-9 Mathematics (6 cr.)

Supervised teaching in an accredited 6-9 Mathematics classroom and participation in the full day of a secondary school. Seven weeks are required with attendance at Student Teaching Seminars. *(Prerequisites: EDU 370, 371, 440, 398 and 399.) (Course Fee \$200)*

EDU 471 Student Teaching in 9-12 Mathematics (6 cr.)

Supervised teaching in an accredited 9-12 Mathematics classroom and participation in the full day of secondary school. Seven weeks are required with attendance at Student Teaching Seminars. (*Prerequisites: Senior status and approval of the Education Department*) (Course Fee \$200)

EDU 480 Student Teaching in K-8 Physical Education (6 cr.)

A K-8 supervised teaching experience in an accredited elementary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. Approval for student teaching by the Teacher Education Committee; see Waldorf College Education Program Handbook. (*Prerequisites: Senior status and approval of the Education Department*) (Course Fee \$200)

EDU 481 Student Teaching in 5-12 Physical Education (6 cr.)

A secondary school supervised teaching experience in an accredited secondary school classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. Approval for student teaching by the Teacher Education Committee; see Waldorf College Education Program Handbook. (*Prerequisites: Senior status and approval of the Education Department*) (Course Fee \$200)

EDU 482 Student Teaching in 5-12 Health (2-4 cr.)

Supervised teaching experience in an accredited classroom and participation in the total program of the school; seven weeks of full days, plus student teaching seminars and other activities. (*Prerequisites: Senior status and approval of the Education Department*) (Course Fee \$200)

EDU 490 Inservice Topics in Education (1-3 cr.)

This course is for inservice teachers only. The purpose of the course is to

provide professional development for the improvement of teaching strategies and increase learning opportunities for K-12 students. Topics will be chosen based on the needs of area inservice teachers.

ENG 100 Introduction to College Writing (3 cr.)

This course is designed to help students bring their writing skills to a level desirable for college courses and English 101. Content development, writing style, sentence structures, grammar, organization of thought, and revision are central to the course. Student-teacher and peer conferencing is encouraged. Incoming freshmen with an ACT score of less than 19 on either the English or Reading portions of the ACT or with a SAT score of less than 470 on the Reading portion of the SAT should be placed in English 100. Exceptions can be made by the Registrar on a case by case basis.

ENG 101 First-Year Composition (3 cr.)

This course focuses on the composing process. Students will write several essays, one or more of which will include practice in research. Student-teacher and/or peer conferencing is encouraged, as is student use of the writing center.

ENG 102 Introduction to Literature (3 cr.)

Students will practice various critical approaches in their written responses to short stories, plays, poems, and often a novel. Journal responses to literature are also encouraged. (*Prerequisites: ENG 101/107*)

ENG 106 Honors Seminar I: Composition (3 cr.)

This honors level course in academic literacy focuses on college writing, critical thinking, and active reading. Students develop their abilities to analyze source texts, synthesize ideas, and advance arguments in writing. Reading-to-write is emphasized in a syllabus of classic and contemporary texts. (*Open to students accepted into the Honors College Program*)

ENG 107 Honors Seminar II: Literature and Composition (3 cr.)

This course focuses on the critical reading of literary texts from a variety of genres, times, and voices. Class discussion and writing projects provide opportunity for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. *(Open to students in the Honors College Program) (Prerequisites: ENG 101/106)*

ENG 110 Introduction to Literary Studies (3 cr.)

Fiction, drama, and poetry will be discussed in this intensive introduction to literature. Literary terminology, techniques for writing about literature, a brief literary history of British and American literature, and a basic introduction to literary theory will be covered. This course is required for all English, English Secondary Education, and Creative Writing majors and can be substituted for the English 102/107 general education core requirement. *(Prerequisites: ENG 101/106)*

ENG 204 Writing Center Tutor Training (2 cr.)

The course focuses on current theories of composition, teacher response, instructional techniques for writing conferences, and writing center theories and practices. *(Prerequisites: ENG 101/106 and consent of instructor)*

ENG 212 Global Literature (3 cr.)

This course focuses on writing about and discussing literature-in-translocation and international films from around the world: the Middle East, Continental Europe, Africa, Asia, and South America. *(Prerequisites: ENG 102/107/110 or consent of the instructor)*

ENG 305 English Grammar (3 cr.)

This course provides a thorough examination of English syntax and its underlying structures, specifically to gain understanding of the rules of the written form of American Standard English. Special attention will also be given to how the English language

is actively evolving and changing. Required for secondary education English majors. *(Prerequisite: ENG 101)*

ENG 310 Young Adult Literature (3 cr.)

This course will provide an opportunity for English certification majors to survey books in a variety of genres which are of interest to middle school and high school students with special attention to the developmental needs and abilities of students of this age, including gifted learners and reluctant readers. Required for secondary education English majors. *(Prerequisites: ENG 102/107/110)*

ENG 323 American Literature of the Frontier (3 cr.)

This course will examine the frontier as a place and idea in early American Literature. Students will read novels ranging from traditional frontier narratives such as James Fenimore Cooper's *Leatherstocking Tales* to captivity narratives such as Lydia Marie Child's *Hobomok*. This course will explore in what ways the experience, landscape, and myth of the frontier shaped American Literature and culture. *(Prerequisites: ENG 102/107/110)*

ENG 327 American Renaissance (3 cr.)

This course will explore the literature of the American Renaissance, a period of amazing artistic and intellectual growth. Students will read authors ranging from Emerson to Alcott, Melville to Dickinson, Hawthorne to Fuller. These authors were particularly interested in creating a literature that was distinctively American. Particular emphasis will be placed on the influence of transcendentalism on these authors and their works. *(Prerequisites: ENG 102/107/110)*

ENG 333 American Realism (3 cr.)

This course will examine the influence of capitalism, industrialism, and urban growth on nineteenth-century American literature. *(Prerequisites: ENG 102/107/110)*

ENG 337 American Literature from Modernism to Memoir (3 cr.)

This course will investigate the origins,

objectives, and methods of the Modern and Post modern movements in American Literature as well as explore the diversity of voices and genres contributing to the contemporary American scene. Special attention will be paid to cultural, political, and social issues as they influence and are influenced by this literature. (*Prerequisites: ENG 102/107/110*)

ENG 350 The Hero in Early British Literature (3 cr.)

The survey of early British literature ranges from *Beowulf*, one of the earliest old English texts, up to the eighteenth century. We will trace the development of the literary hero as well as focus upon literary history and genre development as we study such authors as Chaucer, Milton, Donne, and Swift. (*Prerequisites: ENG 102/107/110*)

ENG 355 Shakespeare (3 cr.)

Using literary criticism and close textual analysis, this course will examine several of Shakespeare's plays, representing the dramatic genres of comedy, history, tragedy, and romance. (*Prerequisites: ENG 102/107/110*)

ENG 360 Romantic Literature (3 cr.)

This course covers the Romantic era of British Literature, 1780-1830, a time of great social change stemming from industrialism, revolutionary ideas from France and elsewhere, innovations in art and music, and a new, more individualized poetic voice. In this context, we will examine journals, novels, poetry, and essays by such authors as Dorothy and William Wordsworth, Jane Austen, Percy and Mary Shelley, Samuel Taylor Coleridge, and Emily Brontë. (*Prerequisites: ENG 102/107/110*)

ENG 365 Victorian Literature (3 cr.)

From serialized novels by Hardy and Dickens to poetry by Tennyson and Brownings, this course will cover the 1830-1900 Victorian periods of British literature, as well as such influences as the rising middle class, improving education and working conditions, and expanded rights for women. (*Prerequisites: ENG 102/107/110*)

ENG 373 British Literature from Modern to Contemporary

Modern British Literature (early 20th century through WWII) to literature of the Contemporary period (WWII to the present) will be covered in this course, along with an examination of the aesthetic, philosophical, and cultural contexts of the era. (*Prerequisites: ENG 102/107/110*)

ENG 415 Special Topics in Literature and Language (3 cr.)

Topics will vary and are determined by the instructor. The class will examine an individual author, literary genre, or historical time period. (*Prerequisite: ENG 102/107/110*)

ENG/HIS 470 Vietnam Era (3 cr.)

This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of history and English. It also covers to a lesser degree the French colonial experience in Indo-China and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the US Vietnam veterans are used in the course.

ENG/HIS 471 From the Beats to the Beatles (3 cr.)

This interdisciplinary course will examine American counterculture, political activism, and postmodern literature after 1945.

ENG 495 Internship

ENG/THR 498 Shakespeare Thesis (3 cr.)

Thesis projects synthesizing literary, historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students

will present research/project at Inquirere colloquium.

ENG 499 Senior Thesis

ESL 110 Academic Writing and Grammar (3 cr.)

This course emphasizes the basic elements of English grammar including, but not limited to, sentence structure, verb forms and agreement, tenses, modifiers, articles, punctuation, and capitalization. Students will also learn basic academic writing, contexts, and writing forms including paragraphs, short essays, and an introduction to research writing in the American Education system. This course is required for non-native English speakers who score between 450 and 500 on the TOEFL and do not yet meet other Waldorf placement requirements. (*Graded Pass/Fail*)

ESL 111 Academic Reading and Vocabulary (3 cr.)

This course will focus on the development of vocabulary and reading skills of English Language Learners. Emphasis will be given to reading comprehension, understanding contextual cues, increasing academic vocabulary, taking notes from written texts, and practicing test-taking skills. This is required for non-native English speakers who score between 450 and 500 on the TOEFL and do not yet meet other Waldorf placement requirements. (*Graded Pass/Fail*)

ESL 112 Academic Listening and Speaking (3 cr.)

This course will focus on the oral communication skills that students will need in their academic courses. Students will improve intercultural communication competence and learn how to take notes on an academic lecture, ask and respond to questions in class, participate in group work, give oral presentations, and interact with instructors during office hours. This is required for non-native English speakers who score between 450 and 500 on the TOEFL and do not yet meet other Waldorf placement requirements. (*Graded Pass/Fail*)

ESL 113 Applied English for Academics (3 cr.)

This course builds on the courses offered during the fall semester. Emphasis will be given to the four skills of reading, writing, listening, and speaking and their applications at the academic level. Students will develop both linguistic and communication skills through integrated topics and projects that are common in American academic systems. This is required for non-native English speakers who score between 450 and 500 on the TOEFL and do not yet meet other Waldorf placement requirements (*Graded Pass/Fail*)

FOS 3640 Interactions of Hazardous Materials (3 cr.)

This course examines how hazardous materials escalate an incident or emergency event. It explains the basic fundamental concepts common to organic and inorganic chemistry and focuses on how some key elements, compounds, and mixtures are inherently dangerous.

FSC 3251 Introduction to Fire Protection (3 cr.)

This course provides a comprehensive overview of fire protection, career opportunities in fire protection and related fields, fire loss analysis, and an orientation to the philosophy and history of fire protection and fire services. Fire protection systems are introduced and a discussion and application to fire strategy and tactics are included.

FSC 3345 Introduction to Fire Prevention (3 cr.)

This course examines measures directed toward avoiding the inception of fire, among which are fire prevention education, fire safety inspection, fire code enforcement, investigation of fire to determine causes, and investigation of suspicious fires. The course outlines the basic principles that apply to the actual inspection procedures, whether conducted for control of structures, for control of occupancy, or for a combination of purposes.

FSC 3601 Fire Prevention Organization and Management (3 cr.)

This course addresses modern management and planning techniques that apply to organizing a fire department. Topics include community risk reduction, codes and standards, inspections, plans review, incident investigation, fire-prevention research, and the relationship of master planning to fire prevention.

FSC 4618 Incendiary Fire Analysis and Investigation (3 cr.)

This course examines the dynamics of ignition, flame spread, and room fire growth and explores all phases of fire and explosion investigation, financial management, and other fire department functions related to incendiary fire analysis and investigation.

FSC 4631 Management of Fire Incident Commands (3 cr.)

Provides a management oriented focus that progresses from pre-incident preparation to systematically managing the incident. The course helps the student to understand and apply the concepts involved in the development and deployment of an on-scene strategic or tactical plan.

FSC 4753 Terrorism Incident Management and Emergency Procedures (3 cr.)

Examines the philosophies and tactics of terrorist groups, and discusses emerging terrorism trends. This course prepares students to understand terrorism methodology, respond to terrorist incidents, and manage the consequences of terrorist events.

GEO 201 World Geography (3 cr.)

A general survey of world geography with an exploration of political, physical, and cultural geographic themes. Students will learn the countries of the world, basic geographical forms, climate, and how to use maps effectively. (*Directed study*)

GEO/POL 320 Modern Global Issues (3 cr.)

A broad study of the current global

issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding the geographical significance of those issues. (*Directed study*)

GER 101-102 Elementary German (4 cr.)

Through a multimedia approach drill is given in elementary grammar, idioms, and vocabulary essential for basic language skills. Cultural aspects of German speaking countries in a topical, contemporary program are introduced. (*Prerequisite for GER 102 is GER 101 or consent of instructor*)

GER 201-202 Intermediate German (3 cr.)

There will be continued emphasis on grammar, idioms, and vocabulary to increase the student's basic communicative competence. There will be selected short readings to gain insight into the culture of today's German speaking countries and into German literature of the past and present. (*Prerequisite: GER 101-102 or two years of high school German or consent of instructor*)

HIS 110 Ancient World (3 cr.)

A survey of global societies including Europe, Asia, Africa, and the Americas from prehistory to around AD 500. There will be a focus on the birth of civilization and its struggle for existence.

HIS 120 Medieval World (3 cr.)

A survey of global societies including Europe, Asia, Africa, and the Americas which existed in the thousand year period between the ancient and modern eras (c. AD 500 - 1500). Attention will be given to the massive and creative developments of this period.

HIS 161 Modern World (3 cr.)

A survey of global societies including Europe, Asia, Africa, and the Americas from the Renaissance through the first half of the 20th Century and the beginning of the Cold War (1500-1945). Particular focus will be given to issues of Imperialism, Nationalism, and Industrialism.

HIS 171 Contemporary World (3 cr.)

A survey of global history in the 20th and 21st centuries with emphases on the legacy of the world wars, the Cold War, and the rise of the post-colonial Third World. This course will study the impact of modernization and globalization of nationalist and extremist responses, including the issue of modern terrorism.

HIS 201 US History to 1898 (3 cr.)

A survey of social, political, economic, religious, and cultural institutions from Pre-Columbian America through the Gilded Age.

HIS 202 US History Since 1898 (3 cr.)

A survey of the social, political, cultural, and economic developments in the United States with special attention given to the emergence of the United States as a world power.

HIS 210 Methods of History (3 cr.)

An introduction to the field of history with an overview of historical theory and methods. Students will learn how to analyze primary and secondary sources, to incorporate historiography into their research and writing, and to utilize the Chicago Manual of Style. Assessment will be based on the research, writing, and presentation of a conference-style paper. This course is designed to enhance student effectiveness in subsequent upper-division history courses and thesis writing. Students are expected to take this course during their sophomore year.

HIS 300 History of the Northern Plains (3 cr.)

A regional study of the Northern Plains with primary coverage of Iowa, Minnesota, Nebraska, and the Dakotas and some coverage of surrounding states and cities such as Chicago. This course begins with the Plains Indians around 1800 and continues to the present. Techniques in regional and local history will be investigated.

HIS 310 Ancient Greece (3 cr.)

This course covers the political, social, economic, and cultural history of ancient

Greece from the Dark Ages through the Classical and Hellenistic eras until Roman conquest. (*Directed study will be offered through the department*)

HIS/REL 315 Early Church History (3 cr.)

This course covers the history of the early church from the ministry of Jesus Christ to the Council of Nicea in 325. It concentrates on the major figures, issues, and heresies of the early Christian movement.

HIS 320 Roman Republic and Empire (3 cr.)

This course covers Roman political, social, economic, and cultural history from the Roman Republic to the fall of the Roman Empire.

HIS 335 Medieval Europe (3 cr.)

A study of Medieval Europe from the fall of the Roman Empire to the eve of the Reformation. Emphases will be placed on the development of medieval culture, the rise of the Christian Church and nation-states, and the famines, plagues, and wars that challenged society. (*Directed study will be offered through the department*)

HIS/REL 336 Introduction to the Muslim World (3 cr.)

An introduction to the foundations of Islam: Muhammed, the Qur'an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today. Student research explores various forms of life and piety in selected locations of Asia, Africa, the Middle East, Europe, and North America. Attention is paid to the area of Christian-Muslim relations with the goal of fostering better understanding between the two communities.

HIS/REL 345 Reformation Era (3 cr.)

A survey of early Modern Europe from the Renaissance and Reformation through the Catholic Counter-Reformation and Baroque Period, the Religious Wars, and

the emergence of France as the continental superpower.

HIS 355 Modern Africa (3 cr.)

A study of African history since the early 19th century with a concentration on the impact of European imperialism and the rise of New Africa after independence. Emphases will include an examination of imperialism, nationalism, socialism, and ethnic rivalry.

HIS 360 Modern Latin America (3 cr.)

A study of Latin American history since independence, including an examination of the Caudillo era, the rise of Marxism, the challenge of democracy, and American intervention. *(Directed study)*

HIS 361 American Women's History (3 cr.)

A survey of American women's history from before European contact to the present, with a special emphasis on women's evolving experiences of work and family.

HIS 362 U.S. Foreign Policy (3 cr.)

This course traces the evolution of the U.S. foreign policy and its required government institutions from the Revolution to its present role as a world leader. Politics and diplomacy are combined with a focus on the social and economic issues that inevitably become intertwined.

HIS 363 African American History (3 cr.)

A survey of African American history from the trans-Atlantic slave trade to the present, with a special emphasis on the black struggle for freedom.

HIS 364 American Environmental History (3 cr.)

A survey of American environmental history from before European contact to the present, with a special emphasis on the relationship between economic development and environmental vitality.

HIS 405 Colonial and Revolutionary America (3 cr.)

A study of the origins and expansion of colonial America in the 17th-18th centuries,

as well as an examination of the American Revolution, early confederation, and constitutional conventions. *(Directed study)*

HIS 417 American Civil War (3 cr.)

Traces the main political, social, and military events in American history from the war with Mexico in 1846-1847 through the crises of the 1850s culminating in the Civil War from 1861-1865.

HIS/POL 418 Modern American Presidency (3 cr.)

A study of the chief executive of the United States from McKinley to the present, with a special emphasis on the evolution of the office due to the social factors and individuals who shaped it. Course will examine the impact of presidents on government structures through their domestic and foreign policies.

HIS 420 Contemporary America (3 cr.)

A study of American history since 1945, with emphases on the Cold War, the rise of technology and mass culture, and the crescendo and crises of the late 20th and early 21st centuries.

HIS 422 The Vikings (3 cr.)

A study of Scandinavian culture and society from the Carolingian era migrations through the rise of the Christian monarchies. Emphases will be placed on political, military, economic, social, and cultural themes as well as the impact that Viking Scandinavians had on Europe, North America, and the Near East. *(Directed study)*

HIS 427 Medieval England (3 cr.)

Traces the major political, social, and administrative changes from the Norman Conquest in 1066 to the Battle of Bosworth in 1485.

HIS 430 British Empire (3 cr.)

A study of the British Empire with a focus on the 19th and 20th centuries with regard to the expansion of empire, colonial government, nationalist responses, the impact of world wars, the collapse of empire, and the formation of commonwealth.

HIS 435 Modern Britain (3 cr.)

A study of modern Britain from 1815 to the present. There will be an examination of Britain's domestic transformation into a social welfare state, its cultural and intellectual achievements, its participation in world events, the climax and collapse of the British Empire, and Britain's post-imperial legacy.

HIS 440 Modern Germany (3 cr.)

A study of Modern Germany from 1871 to the present with an emphasis on the political, economic, social, cultural, intellectual, and military achievements as well as its challenges for itself and the world during the Second Reich, Weimar Republic, Third Reich, and Bundesrepublik.

HIS 460 World War I (3 cr.)

This course covers the main political, economic, and military causes and developments of the Great War, 1914-1918. A study of the political and diplomatic tensions as well as the imperial and nationalist rivalries at the turn of the century and continues through the war to the Peace of Versailles. American or European emphases will be dependent on the instructor.

HIS/POL 462 FDR: Depression and War (3 cr.)

A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great Depression, the New Deal, and WWII. Course will include an examination of the political, social, military, and economic changes that make this era a turning point in American history.

HIS 465 World War II (3 cr.)

This course covers the main political, economic, and military causes and developments of World War II, 1939-1945. It begins with the failure of Versailles and the rise of Fascism, and continues through the war to the atomic age and beginning of the Cold War.

HIS/ENG 470 Vietnam Era (3 cr.)

This class centers on the American involvement in Southeast Asia from 1965 to 1972 through the disciplines of History and English. It also covers to a lesser degree the French colonial experience in Indo-China and the history of the united Vietnam after reunification in 1975. As an interdisciplinary course, the focus is not only on the historical narrative but on the literature of the period as well from American, South Vietnamese, and North Vietnamese sources. Film, music, and direct recollections of the U.S. Vietnam veterans are used in the course.

HIS/ENG 471 From the Beats to the Beatles (3 cr.)

This interdisciplinary course will examine American counterculture, political activism, and postmodern literature after 1945.

HIS 475 Special Topics (3 cr.)

Topics will vary and are determined by the instructor. This may be offered as a team-taught interdisciplinary course in conjunction with another discipline.

HIS 495 Internship (6-9 cr.)**HIS 497 Senior Thesis (3 cr.)**

History seniors who do not complete an internship or student teaching are required to submit a senior thesis, which is supervised through the History Department faculty. The thesis will involve extensive primary and secondary research on an approved topic, which will result in a written work that is appropriate for presentation or publication. While the thesis may be researched and written over the span of the senior year, the student will not receive a grade for the thesis writing course until the thesis project is completed and approved by the department. (*Senior status*)

HIS 499 History Seminar (1 cr.)

Seminars will cover announced topics and can be taken as a stand-alone course or in conjunction with a lecture course of a similar topic. Seminars may be organized in either

a reading or research format with the former requiring a formal annotated bibliography and the latter requiring an advanced research paper. Historiography and theory will be emphasized in either format. History majors are required to complete three seminars for graduation. (*Prerequisite: HIS 101*)

Seminar Topics:

499A Research & Writing

499B War & Society

499C The Greatest Generation

499D America the Superpower

499E The Sixties

499F Hundred Years War

499G Power of the Papacy

499H History of Martin Luther

499I Exploring the Civil War

499J Nationalism & Ethnic Rivalry

499K Global Imperialism

499L Espionage & Conspiracy

499M Inside the Third Reich

499N Irish Nationalism

499P South Africa

499Q Thoreau

499R 2nd Wave Feminism

HON/ENG 106 Honors Freshman

Seminar I (3 cr.)

This honors level course in academic literacy focuses on college writing, critical thinking, and active reading. Students develop their abilities to analyze source texts, synthesize ideas, and advance arguments in writing. Reading-to-write is emphasized in a syllabus of classic and contemporary texts. (*Open to students accepted into the Honors College Program*)

HON/ENG 107 Honors Seminar II (3 cr.)

This course focuses on the critical reading of literary texts from a variety of genres, times, and voices. Class discussion and writing projects provide opportunity for analysis, synthesis, and interpretation of the texts as students develop increasing academic literacy. (*Open to students in the Honors College Program*) (*Prerequisite: ENG 101/106*)

HON 200 Honors Philosophy (3 cr.)

A team-taught seminar that explores the

process of disciplinary thinking. Each unit examines a person or an idea that has impacted how we consider what it means to be human. Emphasis is placed on critical thinking skills as evidenced in both oral and written contributions. (*Strongly advised for all Honors College students; required for potential Waldorf Scholars. Non-honors students may take the course with the permission of the Director of the Honors College.*)

HON 279 Honors Colloquium I (1 cr.)

A course designed to foster critical thinking, in-depth analysis, and communication skills through reading, discussion, and writing about a single topic. (*Prerequisite: Cumulative GPA 3.00 or permission of Honors College Director*) *Course may be repeated.*

HON 289 Honors Colloquium II (1 cr.)

A course designed to apply the critical thinking skills from the honors curriculum to service learning opportunities. The class will select a campus or community issue and interact with constituent groups to resolve the issue.

HON 399 Honors World Trip (1 cr.)

This course is designed to prepare students for an overseas travel experience. Students will study the history and culture of the destination as well as assist in the creation of the itinerary and making travel arrangements. Students will spend three weeks on campus and two weeks off campus.

HON 499 Honors Thesis (1 cr.)

The topic for the Honors thesis must be approved by the honors director and the thesis advisor. Students may choose to work in any discipline. The thesis will involve extensive research which will result in a written work that is appropriate for presentation at Inquirer, the college's undergraduate academic conference.

HUM 110 Freshman Seminar (1 cr.)

This team taught (Faculty and Student Services) first year course required of all new first year students explores the transition of the first year student to the new college

setting. Material covered is designed to equip new students with the knowledge and skills to help them have a successful academic and social first year at college. Understanding learning styles, reflecting on social decision making, exploring community/campus resources and a first year reading and discussion will all be part of this fun and interactive class.

HUM 120 Artistic Expression (3 cr.)

This course examines the functions and form of the fine and performing arts. Included in this course are requirements to attend gallery exhibits, concert events, and theatre productions.

HUM 301 Humanities I (3 cr.)

A chronological interdisciplinary survey of the human legacy from the various perspectives of art, literature, religion, history, philosophy, and science from prehistory through the ancient and Medieval eras. Students will also learn to formally write in their discipline.

HUM 302 Humanities II (3 cr.)

A chronological interdisciplinary survey of the human legacy from the various perspectives of art, literature, religion, history, philosophy, and science from the Renaissance and Reformation to the present. Students will also learn to formally write in their discipline.

HUM 495 Internship (6 cr.)

HUM 497 Thesis Writing (3 cr.)

Required for students choosing the Humanities Thesis option in the Humanities Major. Students will have the opportunity to create a formal and publishable work that may be used in their portfolios for entry into employment or graduate school. Must be a senior. Available every semester and taught as an independent study course.

MSA 001 Waldorf Choir (.5 cr.)

MSA 002 Sangkor (.5 cr.)

MSA 003 Waldorf Wind Symphony (.5 cr.)

MSA 004 Waldorf College Jazz Band (.5 cr.)

MSA 005 Schola Cantorum (.5 cr.)

Applied lessons can be taken at the non-major or the music major level. Lessons are designated with the MSA heading and the area of study by a one letter suffix as follow:

piano	P
organ	O
harpsichord	H
voice	V
woodwinds	W
brass	B
strings	S
percussion	D

MSA 113 Class Voice (1 cr.)

A class of beginning students in voice production as related to the art of singing. Introduction to vocal literature given with class performance required.

MSA 115 Piano Skills I (1 cr.)

MSA 116 Piano Skills II (1 cr.)

Designed for the beginning piano student who wishes to learn the introductory fundamentals of piano. Hand and body position, elementary use of chords, and harmonizations for simple songs, sight reading, and basic piano technique are emphasized.

MSA 171-172 designates lessons for non-majors and **MSA 181-184** for majors. Availability of applied study with a Waldorf College faculty member is limited. Music majors and minors are given first priority, then those fulfilling scholarship obligations, followed by those who are members of Waldorf performing ensembles. Registration for lessons requires payment of a fee as outlined in the Music Department Handbook. Once lessons have commenced, the fee is non-refundable.

MSA 171 (1 cr.) 172 (2 cr.)

Applied study at the non-major level, 171 will be a half hour lesson for one credit. 172 will be an hour lesson for 2 credits. Further details are found in the Music Department Handbook. Permission of the instructor required. (*Requires lesson fee*) (*Can be repeated for credit*)

MSA 181, 182 (1 cr.)

Applied study at the music major level, first year, first (181) and second (182) semester. Half hour lessons. Further details are found in the Music Department Handbook. (*Permission of the instructor required*) (*Requires lesson fee*)

MSA 183, 184 (2 cr.)

Applied study at the music major level, first year, first (183) and second (184) semester. Hour lessons. Further details are found in the Music Department Handbook. (*Permission of the instructor required*) (*Requires lesson fee*)

MSA 215 Piano Skills III (1 cr.)

Designed as a continuation of Piano Skills I/II for the student who wishes to continue learning the fundamentals of piano. Harmonizations, transposing, open-score reading, sight reading, and intermediate level technique and repertoire studies are emphasized.

MSA 216 Piano Skills IV (1 cr.)

Designed as a continuation of Piano Skills III and as a final step or preparation before taking the Piano Proficiency exam. Harmonizations, transposing, open-score reading, sight reading, and intermediate level technique and repertoire studies are emphasized.

MSA 225 Collaborative Piano (2 cr.)

Study of the art of collaborating on the piano with singers, choirs, and instrumentalists. Emphasis on sightreading, open-score reading, ensemble work, and piano techniques applicable to accompanying.

MSA 281, 282 (1 cr.)

Applied study at the music major level, second year, first (281) and second (282) semester. Half hour lessons. Further details are found in the Music Department Handbook. (*Permission of the instructor required*) (*Requires lesson fee*)

MSA 283, 284 (2 cr.)

Applied study at the music major level, second year, first (283) and second (284) semester. Hour lessons. Further details are found in the Music Department Handbook. (*Permission of the instructor required*) (*Requires lesson fee*)

MSA 313 Half Recital, Voice (1 cr.)**MSA 314 Half Recital, Piano (1 cr.)****MSA 315 Half Recital, Organ (1 cr.)****MSA 316 Half Recital, Instrumental (1 cr.)****MSA 381, 382 (1 cr.)**

Applied study at the music major level, third year, first (381) and second (382) semester. Half hour lessons. Further details are found in the Music Department Handbook. (*Permission of the instructor required*) (*Requires lesson fee*)

MSA 383, 384 (2 cr.)

Applied study at the music major level, third year, first (383) and second (384) semester. Hour lessons. Further details are found in the Music Department Handbook. Permission of the instructor required. Requires lessons fee.

MSA 413 Full Recital, Voice (2 cr.)**MSA 414 Full Recital, Piano (2 cr.)****MSA 415 Full Recital, Organ (2 cr.)****MSA 416 Full Recital, Instrumental (2 cr.)****MSA 481, 482 (1 cr.)**

Applied study at the music major level, fourth year, first (481) and second (482)

semester. Half hour lessons. Further details are found in the Music Department Handbook. Permission of the instructor required. Requires lessons fee.

MSA 483, 484 (2 cr.)

Applied study at the music major level, fourth year, first (483) and second (484) semester. Hour lessons. Further details are found in the Music Department Handbook. Permission of the instructor required. Requires lessons fee.

MTH 100 Basic College Mathematics (4 cr.)

Introduction to mathematics, whole numbers, fractions, decimals, percent, ratio and proportion, and applications of arithmetic. Algebra: operations on polynomials, factoring and fractions, equations and inequalities, graphing, exponents and radicals, quadratic equations, and concepts in geometry and applications. (*Prerequisite: Admission by placement exam or consent of the instructor/registrar*)

MTH 101 General Education Mathematics (4 cr.)

Designed primarily for the student who does not plan to specialize in mathematics or related science. This course emphasizes fundamental concepts and applications of mathematics along with formal techniques. Topics discussed will be number bases and real numbers, intermediate algebra, geometry and right triangle trigonometry, probability and statistics, and sets. (*Prerequisite: One year of elementary algebra*)

MTH 102 Liberal Arts Mathematics (4 cr.)

Designed primarily for students who have a sufficient background in Algebra. This course is suitable for inclusion in a program of study for elementary education math students. Survey of applications of mathematics to real-world problems. Topics are from graphtheory, management science, political science, statistics, and computer science. (*Prerequisite: Math ACT score of 20, Math SAT score of 530, passing score on math placement exam or MTH 101*)

MTH 103 College Algebra and Trigonometry (5 cr.)

For those who have a good background, but not a working knowledge, of algebra and trigonometry. Topics include: basic algebraic operations, inequalities, functions and their representation, polynomial functions, exponential and logarithmic functions, trigonometric functions and applications, algebra of vectors, and analytic geometry of the plane. (*Prerequisite: Three years of high school mathematics including Algebra I and Algebra II*)

MTH 110 Quantitative Methods (4 cr.)

Special attention given to applications in business and the social sciences. Topics include matrix algebra, linear programming, mathematics of finance, basic concepts of probability, and Markov Chains with applications. (*Prerequisite: Algebra I and Algebra II or MTH 101*)

MTH 201 Elementary Statistics (4 cr.)

An introduction to statistical methods, including: organization of data, graphical representation of data, measures of location and dispersion, elementary probability, theoretical frequency distribution, sampling, estimation, hypothesis testing, correlation, regression, and analysis of variance. This course is of particular interest to students majoring in business, education, social, and biological sciences. (*Prerequisites: Algebra I and Algebra II or MTH 101*)

MTH 203 Calculus I (4 cr.)

This course is for those who have a sufficient background in algebra and trigonometry. Topics include: functions, continuity and limits, derivatives of algebraic and trigonometric functions, applications of derivatives, and the definite integral and applications. (*Prerequisite: four years of high school mathematics or MTH 103*)

MTH 204 Calculus II (4 cr.)

Extension of concepts of limit, derivative, and integral to include log and exponential functions with applications. Techniques of integration, improper integrals, “L’Hospital’s”

rule, infinite series, numerical integration, and polar forms. (*Prerequisite: MTH 203*)

MTH 300 Discrete Mathematics (4 cr.)

An introduction to discrete structures. Material covered will include sets, propositions, proofs, functions and relations, equivalence relations, quantifiers, Boolean algebras, and graphs. (*Prerequisite: MTH 204 or taken concurrently*)

MTH 330 Linear Algebra (4 cr.)

An introduction to the theory and applications of linear algebra. Topics include vector spaces, matrices, linear transformations, determinants, eigenvalue and eigenvectors, and inner product spaces. (*Prerequisite: MTH 300*)

MTH 340 Classical and Modern Geometry (4 cr.)

Selected topics from logical systems and basic laws of reasoning, foundations of Euclidean geometry, finite geometries, geometric loci, transformations, inversion, and non-Euclidean geometry to include hyperbolic plane geometry, projective geometry, affine geometry, and computer geometry. (*Prerequisite: MTH 300*)

MUE 341 Methods of General Music in the Public Schools, K-12 (4 cr.)

A course designed for the music specialist who will be teaching and supervising in elementary, middle, and senior high school. Various school music methods are studied including Orff and Kodaly. Special emphasis is given to the National Standards developed by MENC. Grade level achievement and goals in the development of the child are examined. Teaching skills are developed in a laboratory teaching environment. The course will include assessment and testing. Membership in MENC is required. Includes 20 hours of field experience in a pre-student teaching clinical experience. (*Prerequisites: EDU 103, 201; MUS 201, 204 or consent of instructor*)

MUE 351 Methods of Musical Drama in the Schools (2 cr.)

This course is designed to introduce students

to the materials and techniques necessary for directing the performance of musicals in a secondary school setting. In addition to classroom lectures and discussions, students also observe rehearsals and performances of musicals in local area schools. Practical experience in musical drama production is provided through a separate two-hour credit course involving musicals sponsored by the Music Department. Offered only as needed.

MUE 360-362

The following three courses cover the study of teaching and performance techniques and methods in each of the three categories of band instruments. Includes selection and care of instruments, basic literature, and rudimentary performance on instruments in each of the categories.

MUE 360 Percussion Skills (1 cr.)

Covers the basic skills of snare drum, tympani, mallets, and auxiliary percussion.

MUE 361 Woodwind Skills (1 cr.)

Covers the basic skills of the single reed, double reed, and flute instruments. A unique component of the class is a unit on the recorder as an introduction to woodwind playing.

MUE 362 Brass Skills (1 cr.)

Covers the basic skills of trumpet, horn, euphonium, trombone, and tuba playing.

MUE 441 Methods of Performance Ensembles in the Schools (3 cr.)

A comprehensive course in leading public school choral and instrumental music programs, from late elementary (beginning band and chorus) through high school ensembles. Includes recruitment methods, book selection, scheduling, budgeting, rehearsal procedures and techniques, motivation and classroom management, with special emphasis on advocacy. MENC membership required. Includes 20 hours of field experience and a pre-student teaching clinical experience. (*Prerequisites: EDU 103, 201; MUS 202, 204, 215; piano proficiency; or consent of instructor*)

MUS 101 Theory I (3 cr.)

Emphasis is placed on work in rhythms, major and minor scales, church modes, other scales, intervals and triads; and the construction of four-part chords. Original work involves the writing of melodies and rhythmic studies. *(Concurrent registration with MUS 103 required)*

MUS 102 Theory II (3 cr.)

A continuation of MUS 101. Further work in chord construction and part-writing. Work includes the writing of original compositions, harmonization of figured bass lines, and the analysis of compositions. Non-harmonic tones, cadences, modulation, dominant seventh chords, and some musical forms are studied. *(Concurrent registration with MUS 104 required)*
(Prerequisite: MUS 101)

MUS 103 Aural Skills I (1 cr.)

This course involves exercises in dictation, rhythms, scales, modes, intervals, and sightsinging. *(Concurrent registration with MUS 101 required)*

MUS 104 Aural Skills II (1 cr.)

A continuation of MUS 103. Further work is done in rhythmic, melodic, and harmonic dictation and sightsinging. *(Concurrent registration with MUS 102 required)*
(Prerequisite: MUS 103)

MUS 111 Diction for Singers I (1 cr.)

Study of English and Italian diction through song literature. Students will develop a working facility of the International Phonetic Alphabet as applied to proper pronunciation of English and Italian.

MUS 201 Theory III (3 cr.)

A continuation of MUS 102. The various seventh chords, other chromatically altered chords, and some musical forms are studied by means of written exercises, analysis, and the writing of compositions. *(Concurrent registration with MUS 203 required)*
(Prerequisite: MUS 102)

MUS 202 Theory IV (3 cr.)

A continuation of MUS 201, this course includes the introductory study of counterpoint, musical forms, and twentieth century devices and styles. *(Concurrent registration with MUS 204 required)*
(Prerequisite: MUS 201)

MUS 203 Aural Skills III (1 cr.)

Continuation of MUS 104. Melodic and harmonic dictation, sightsinging, and study of the various seventh chords and chromatically altered chords make up the subject matter for this course. *(Concurrent registration with MUS 201 required)*
(Prerequisite: MUS 104)

MUS 204 Aural Skills IV (1 cr.)

Continuation of MUS 203. *(Concurrent registration with MUS 202 required)*
(Prerequisite: MUS 203)

MUS 211 Diction for Singers II (1 cr.)

Study of German diction through song literature. Students will develop a working facility of German pronunciation through continued study of the International Phonetic alphabet. *(Prerequisite: MUS 111)*

MUS 215 Conductor's Workshop I (3 cr.)

The introductory course in the conductor's workshop in which all of the conducting students form ensembles for the class members to conduct. The class introduces the study and practice of techniques of conducting, including conducting patterns, methods of interpretation, rehearsal techniques, and basic choral and instrumental tone building. *(Prerequisite: MUS 101 or consent of instructor)*

MUS 300 World Music (3 cr.)

Survey of music in non-western cultures, focusing on Asia, Africa, and Latin America, as well as consideration of the implication for missions and intercultural work posed by cultural-aesthetic sensitivity.

MUS 301 Music History I (3 cr.)

A musicological survey of western music from antiquity to 1600. Non-music-majors require permission of instructor. (*Prerequisites: MUS 101, 102*)

MUS 302 Music History II (3 cr.)

A musicological survey of western music from 1600 - 1827. Non-music-majors require permission of instructor. (*Prerequisites: MUS 101, 102*)

MUS 311 Diction 3 (1 cr.)

Study of French diction through song literature. Students will develop a working facility of French pronunciation through continued study of the International Phonetic Alphabet. (*Prerequisite: MUS 111*)

MUS 315 Conductor's Workshop II (Choral Conducting and Arranging) (2 cr.)

A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced choral conducting techniques. A choral arrangement is prepared by each student for performance by the class. (*Prerequisites: MUS 101, 102, 215*)

MUS 316 Conductor's Workshop III (Instrumental Conducting and Arranging) (2 cr.)

A continuation of MUS 215 Conductor's Workshop I, this course serves to develop advanced instrumental conducting techniques. An instrumental arrangement is prepared by each student for performance by the Waldorf Wind Symphony. (*Prerequisites: MUS 101, 102, 215*)

MUS 318 Music History III (3 cr.)

A musicological survey of western music from 1827 to present. Non-music-majors require permission of instructor. (*Prerequisites: MUS 101, 102*)

MUS/THR 325 American Musical Theatre (3 cr.)

A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

MUS/REL 330 Music and Worship and the Lutheran Tradition (3 cr.)

This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship, the Lutheran tradition, and the emergence of "contemporary worship."

MUS 331 Vocal Pedagogy (3 cr.)

This course is designed to prepare the future studio voice teacher and choral director for the teaching of healthy vocal techniques. Course content will include anatomy and physiology of the vocal mechanisms, beginning and intermediate instruction techniques, professional practice and organizations, and individual/group vocal instruction.

MUS 332 Piano Pedagogy (3 cr.)

This course is a survey of the art of teaching the piano. Course content will include a survey of beginning and intermediate piano methods, literature for the beginning/intermediate piano student, studio business practice, professional organizations, and group piano instruction pedagogy.

MUS 382 Seminar: Choral Literature (1 cr.)

Covers choral literature from the Western tradition, with an emphasis on literature appropriate for the middle and high school levels. Sequenced to coincide with Conductor's Workshop II.

MUS 384 Seminar: Instrumental Ensemble Literature (1 cr.)

Covers all band and orchestra literature appropriate for the middle and high school levels. Sequenced to coincide with Conductor's Workshop III.

MUS 420 Vocal Literature (2 cr.)

This course is a survey of art songs, oratorio, and operatic literature for the voice. Standard repertoire for all major vocal fachs will be examined through performance and listening.

MUS 421 Piano Literature (2 cr.)

This course will examine literature written for keyboard (piano) from the 16th century to the present. Emphasis will be placed on solo literature of the Baroque, Classic, Romantic, and Contemporary periods.

MUS 422 Instrumental Repertoire (2 cr.)

A survey of instructional, solo, and chamber repertoire for instrumentalists preparing for a senior recital.

MUS 430 Church Music Practicum & Internship (6-9 cr.)

A practical working experience will be provided within a church setting.

MUS 434 Arts Management Practicum & Internship (6-9 cr.)

A practical working experience in managing and/or working in an Arts related business.

Physical Education Activities (.5 cr.):

All activities are taught in a coeducational format unless otherwise indicated on registration schedules.

PED 102 Badminton**PED 103 Bowling****PED 104 Kenpo Karate 1****PED 105 Dance****PED 106 Aerobics****PED 107 Golf****PED 109 Running****PED 110 Tennis****PED 111 Weight Lifting****PED 112 Skiing****PED 113 Lap Swimming****PED 114 Kenpo Karate 2****PED 115 Basketball****PED 116 Flag Football****PED 117 Volleyball****PED 119 Recreational Activities****PED 120 Exploring Fitness (Special Needs Students Only)****Varsity Athletics (Men) (.5 cr.)****PED 001 Baseball****PED 002 Basketball****PED 003 Football****PED 004 Golf****PED 005 Wrestling****PED 010 Soccer****PED 013 Cross Country****PED 015 Bowling****PED 018 Hockey****Varsity Athletics (Women) (.5 cr.)****PED 006 Cheerleading****PED 007 Basketball****PED 008 Softball****PED 009 Volleyball****PED 011 Soccer****PED 012 Golf****PED 014 Cross Country****PED 016 Bowling****PED 017 Wrestling****PED 121 Officiating (1-3 cr.)**

Experience in officiating will be provided for local intramural and public school games. Students may qualify for certification as high school officials by passing required tests and paying a fee. One credit given for each sport: football, basketball, and soccer.

PED 170 First Aid/CPR/AED for Workplace, Schools and Community (1 cr.)

American Red Cross course providing training in CPR, AED use, and first aid procedures qualifying the student for American Red Cross certification. Certification effective for one year only.

Recertification, if needed, is responsibility of the student. (*Course Fee \$20*)

PED 210 Physical Education for the Elementary School (3 cr.)

This course will emphasize the development of quality programs in the elementary school which include the psychomotor, cognitive, and affective domains. Students will visit quality physical education programs. Movement education will be a major theme of the class. (*Prerequisite: PED 230*)

PED/WEL 221 Personal and Community Health (3 cr.)

A course which presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthful living.

PED/WEL 230 History and Principles of PE, Fitness, and Leisure Studies (3 cr.)

An overview of the history, philosophy, and principles of physical activity, exercise, and leisure studies.

PED 251 Theory, Psychology, and Ethics of Coaching (2 cr.)

An introduction to the psychological, ethical, and strategical aspects of coaching interscholastic sports. Special emphasis on the coaching theories and strategies of football, volleyball, and basketball. Two hours of lecture per week plus five additional hours of lab work (assisting, observing, practice, game settings) during the semester. (*Applies toward coaching authorization*)

PED 271 Coaching Anatomy (1 cr.)

The structure and function of the human body with special emphasis given to the muscular, skeletal, and nervous systems. Sophomore status preferred. (*BIO 105 or 120 helpful but not required*) (*Applies toward coaching authorization*)

PED 272 Treatment of Athletic Injuries (2 cr.)

Practical training in the care and prevention of athletic injuries. Laboratory component includes various taping techniques (ankle,

achilles, longitudinal arch, shin splits, knee, hamstring, quadriceps, shoulder, wrist, thumbs), elastic bandaging, ice, and ice massage. (*Course Fee \$65*) (*Applies toward coaching authorization*)

PED 301 Curriculum and Administration of P.E. in K-12 Schools (3 cr.)

Students will learn techniques and procedures for K-12 Physical Education program management to include standards-referenced K-12 curriculum development and implementation, policies, programs, budgeting, supervision, and problems unique to physical education and athletics. (*Prerequisites: PED 210, 230*)

PED/SPED 310 Adaptive Physical Education (2 cr.)

This course is a study of theories, principles, and methods for working with children with special needs in the physical education curriculum. The focus will be on background information on types of disabilities and activities that will address the individual needs of each student. A 10-hour clinical experience is required. (*Prerequisites: PSY 144; PED 271 or BIO 155; SPED 220*)

PED 343 Methods of Teaching Physical Education in Elementary Schools (3 cr.)

Students learn methods and materials unique to K-8 Physical Education teaching. Planning for teaching and learning experiences based on elementary student learning needs is the focus with individual and team performance in various activities required. Students will develop organizational skills and time management skills. (*Prerequisite: EDU 440*) *Concurrent enrollment in PED 344 required.*

PED 344 Clinical Experience in Teaching Physical Education in Elementary Schools (1 cr.)

Students gain instructional experience in an elementary classroom setting. Twenty hours of clinical experience in an elementary classroom is required. *Concurrent enrollment in PED 343 required.*

PED 345 Methods of Teaching Physical Education and Health in Secondary Schools (3 cr.)

Students learn methods and materials unique to 5-12 Physical Education and health teaching. Planning for teaching and learning experiences based on secondary student learning needs is the focus with individual and team performance in various activities required. Students will develop organizational skills and time management skills. (*Prerequisite: EDU 440*) *Concurrent enrollment in PED 346 required.*

PED 346 Clinical Experience in Teaching Physical Education and Health in Secondary Schools (1 cr.)

Students gain instructional experience in a secondary classroom setting. Twenty hours of clinical experience in a secondary classroom is required. *Concurrent enrollment in PED 345 required.*

PHL 111 Critical Inquiry (3 cr.)

An interdisciplinary course, required for all freshmen, that begins instruction in critical inquiry in all disciplines. Through reading and writing assignments and class discussion, students are introduced to college-level critical thinking. Topics in the course are diverse and are approached from the perspectives of several disciplines. Students encounter open-ended questions that require them to use and to develop their critical faculties.

PHL 271 Philosophical Ethics (3 cr.)

A study of the main philosophical or classical theories of morality. The course focuses on selected thinkers in the Western tradition and seeks to gain understanding of their ideas by means of primary and secondary sources.

PHL 272 Introduction to Philosophy (3 cr.)

A study of the issues and thinkers shaping philosophy, with the main attention devoted to the Western tradition. The course includes a survey of the main schools or types of philosophy.

PHL 300 The Study of Human Nature (3 cr.)

A critical study of the principal issues, topics, conditions, and representative thinkers that have informed the philosophical discussion concerning the nature of the human person.

PHY 151 Physical Science (4 cr.)

Introductory course in physical science for non-science majors. Course content includes: discussion of basic concepts in physics, chemistry, astronomy, and meteorology. Recommended for those students wishing to fulfill a four-hour laboratory science requirement for BA degree. Three lectures and two hours of laboratory work each week. (*Prerequisite: High school algebra or MTH 100*) (*Course Fee \$65*)

PHY 221 General Physics (4 cr.)

Course content includes: vectors, motion, forces, momentum, heat, and energy. Three lectures and two hours of laboratory each week. (*Prerequisite: Concurrently enrolled in mathematics course or two years of high school math*) (*Course Fee \$65*)

PHY 222 General Physics (4 cr.)

Course content includes: sound, light, optics, electricity, magnetism, and topics in modern physics. Three lectures and two hours of laboratory each week. (*Prerequisite: PHY 221*) (*Course Fee \$65*)

PHY 231 Classical Physics (5 cr.)

Course content includes: vectors, motion, forces, momentum, heat, and energy. Calculus techniques will be used. Five lectures and two hours of laboratory each week. Some of the lectures may be used for recitations. (*Prerequisites: MTH 203 and 204*) (*Course Fee \$65*)

PHY 232 Classical Physics (5 cr.)

Course content includes: sound, light, optics, electricity, magnetism, and topics in modern physics. Calculus techniques will be used. Five lectures and two hours of laboratory each week. Some of the lectures may be used for recitations. (*Prerequisites: PHY 231, MTH 203 and 204*) (*Course Fee \$65*)

POL 112 American Government (3 cr.)

Covers the nature of the American federal system as it is structured under the American Constitution including the national, state, and local governments. It also studies the political processes through which our governmental system functions.

POL/COM 204 Introduction to Public Relations (3 cr.)

A general overview of public relations as a four-step process. Process application as it relates to case studies in media relations, internal communications, community relations, public affairs, and crisis communications.

POL 210 Political Parties and Elections (3 cr.)

A foundational study of the major political parties of the United States and the electoral process at the local, state, and national levels. Coverage includes caucuses, primaries, conventions, platform building, lobbying, and campaigning, along with an investigation of the positions of current parties. Offered during election years.

POL/SPE 300 Argumentation and Debate (3 cr.)

This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal). The course also prepares the student to direct and manage or judge a high school debate team.

POL/GEO 320 Modern Global Issues (3 cr.)

A broad study of the current global issues of political, economic, cultural, and environmental significance that face the United States and the world. Special attention will be given to understanding the geographic significance of those issues. *(Directed study)*

POL 330 Comparative Government (3 cr.)

A comparative study of foreign governmental systems in parallel or contrast to the American form of government with regard to their political and legal institutions and philosophies.

POL/HIS 362 U.S. Foreign Policy

This course traces the evolution of the U.S. foreign policy and its required government institutions from the Revolution to its present role as a world leader. Politics and diplomacy are combined with a focus on the social and economic issues that inevitably become intertwined.

POL 410 American Law (3 cr.)

An advanced introduction to the American legal system with an in-depth exploration of the U.S. Constitution and the institutions and processes of the local, state, and federal courts. Emphases will be placed on major historical cases as well as major issues and cases facing the courts today. *(Directed study)*
(Prerequisite: POL 112)

POL/HIS 418 Modern American Presidency (3 cr.)

A study of the chief executive of the United States from McKinley to the present, with a special emphasis on the evolution of the office due to the social factors and individuals who shaped it. Course will examine the impact of presidents on government structures through their domestic and foreign policies.

POL/COM 422 Public Relation Skills (3 cr.)

Instruction in the basic skills needed for public relations programming including strategic and organizational planning, special events planning, and persuasive writing. Includes sample analysis, writing projects, and actual events planning.

POL/HIS 462 FDR: Depression and War (3 cr.)

A survey of the major events in American history during the era of Franklin D. Roosevelt. Emphasis will be on the Great

Depression, the New Deal, and WWII. Course will include an examination of the political, social, military, and economic changes that make this era a turning point in American history.

POL 475 Special Topics (3 cr.)

Topics will vary and are determined by the instructor. All political science special topics will include a component that examines American political structures, theory, or policies.

PSY 111 General Psychology (3 cr.)

This course is an introductory survey of the principles, theories, and methods of psychology as a basis for the understanding of human behavior and mental processes. Through lecture, video, and various in-class and writing assignments, students will be exposed to a variety of topics in the broad field of psychology, including history, research methods, biological foundations of behavior, sensation and perception, states of consciousness, learning, memory, cognition, development, personality, abnormal behavior, and social psychology.

PSY 144 Human Growth and Development (3 cr.)

The study of physical, social, emotional, and intellectual development from conception to the end of life. The concepts, theories, and determinants in the various periods of development are studied. Emphasis is given to guiding during childhood and adolescence. Observations of human developmental behavior are required.

PSY/SOC 232 Close Relationships (3 cr.)

This course will explore a wide array of relationship topics, including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity. Throughout the course, research methods, gender roles, and the place of relationships as a science will be emphasized. Classes will be comprised of lecture, small and large group discussion, activities and demonstrations, videos, and guest lectures.

PSY 250 Psychology of Gender (3 cr.)

This course explores the psychological, social, and cultural understandings of being female or male in American Society. Emphasis will be placed on theories of gender development, gender differences and similarities, and the influence of gender on communication, power, relationships, family, work, and mental and physical health.

PSY 265 Health Psychology (3 cr.)

This course will provide students with an overview of the fields of health psychology, which involves how attitudes and behaviors interact with physical health. In addition to exploring research and theory about how human beliefs and behaviors influence and are influenced by physical health, students will be asked to apply this knowledge to develop a plan to promote and improve their own health and the health of others. *(Prerequisite: BIO 105 or 120)*

PSY 310 Principles of Learning (3 cr.)

This course provides an overview of different perspectives of learning and memory. Specifically, the neuronal basis of learning, classical and operant conditioning, social-cognitive, cognitive, and developmental view of learning as well as long-term memory will be emphasized. *(Prerequisite: PSY 111)*

PSY 311 Cognitive Psychology (3 cr.)

A study of thought processes, especially the relationship among learning, memory, and perception. Examines concepts and research regarding problem solving, language, and decision-making. *(Prerequisite: PSY 111)*

PSY 320 Theories of Personality (3 cr.)

An exploration of the psyche, including personality, motivation, and concept of self. Traces the history of the major theories of personality from psychoanalysis, to social learning and humanism. Also looks at how psychologists use assessment to help understand human behavior. *(Prerequisite: PSY 111)*

PSY 321 Social Psychology (3 cr.)

This course examines how an individual's mental life and behavior are shaped by

interactions with other people. Specific topics include interpersonal relationships, group influences, and attitudes towards others, such as prejudice.

(Prerequisite: PSY 111)

PSY 322 Abnormal Psychology (3 cr.)

Course content includes history and causes of abnormal behavior; characteristics and classification of major abnormalities; and intervention strategies.

(Prerequisite: PSY 111)

PSY 330 Physiological Psychology (3 cr.)

Explores the biological foundation of behavior, including divisions of the nervous system, structures and functions of the brain, the endocrine system, and genetic influences.

(Prerequisites: PSY 111, Biology 105 or 120)

PSY 331 Sensation/Perception (3 cr.)

This course examines how humans receive and process information through vision, hearing, touch, taste and smell. Laboratory and in-class exercises will demonstrate these principles. Also examines how culture and previous experience influence perception.

(Prerequisite: PSY 111, Biology 105 or 120)

PSY 344 Developmental Psychology (3 cr.)

This course discusses major psychological theories of human development throughout the life span. Human development at the pre-natal, infancy, adolescence, adulthood, and old age stages of life will be covered. Classic and current psychological studies in the area will be discussed.

(Prerequisites: BIO 105 or BIO 120)

PSY 360 Introductory Statistics and Research Methods (3 cr.)

An examination of statistical and research methodology used by social scientists. Topics covered include research design, hypothesis formulations and testing, and correlational and experimental research designs. Students will also learn statistical techniques such as correlations, regressions, t-tests, and analysis of variance. *(Prerequisites: MTH 201)*

PSY 361 Advanced Research Methods (4 cr.)

PSY 361 builds on much of what students learned in PSY 360. In this class the research process will be considered from start to finish. Students will get research experience by completing a research project over the course of the semester. Students will collaborate to design a study, collect and analyze the data, and write a research paper about their project. *(Prerequisites: PSY 360)*

PSY 400 Special Topics in Psychology (3 cr.)

This course will examine a specific topic in psychology. Historical and contemporary theories and research about the topic will be discussed in depth. The topics will vary and are determined by the instructor.

PSY 401 Senior Capstone Seminar (2 cr.)

This capstone course will allow students the opportunity to examine current psychology issues. The course will assist students in culminating their educational experience by completing an independent research project. For students pursuing graduate school, the project will be more traditional in nature, while students planning to enter the work force will complete a more applied project. *(Prerequisite: Senior psychology major or permission of instructor)*

PSY 422 Counseling Theories and Techniques (3 cr.)

This class is intended to prepare students who seek to enter a counseling-related career. The main theoretical perspectives of counseling will be addressed. In addition, an emphasis will be placed on maintaining confidentiality, avoiding dual relationships, and navigating power issues. A variety of instructional approaches, including student role plays, will be used to achieve the course goals. *(Prerequisite: PSY 322)*

PSY 495 Internship (6-9 cr.)

On-the-job learning in an applied setting such as a mental health center, psychiatric unit, residential treatment center, human resources office, or laboratory setting.

Supervised by on-site facilitator as well as faculty member. A minimum of 25 clock hours of supervised work is required for each hour of credit.

REL 103 Introduction to Biblical Literature, (OT & NT) (3 cr.)

An introductory study of the origins, history, and faith of the people of God as reflected in the experience of Israel (OT), and the Church (NT). Particular attention is paid to the historic Lutheran confessional approach to these documents, as well as identifying and using the hermeneutical tools presently employed in the worldwide ecumenical conversation about the scriptures.

REL 205 Contemporary Ethical Issues (3 cr.)

A study of the contemporary ethical issues beginning with humankind as decision-making people; the basis for decision; the theological human predicament; selected methods/systems used in dealing with this predicament; the Christian response; and how this conclusion relates to ethical issues and everyday life.

REL 206 World Religions (3 cr.)

A study of the principal world religions, including but not only limited to Christianity, Judaism, Buddhism, Hinduism, and Islam, the cultural contexts out of which these religious traditions flow, as well as contemporary expressions of these religious traditions.

REL/HIS 315 Early Church History (3 cr.)

This course covers the history of the early church from the ministry of Jesus Christ to the Council of Nicea in 325. It concentrates on the major figures, issues, and heresies of the early Christian Movement.

REL/MUS 330 Music and Worship and the Lutheran Tradition (3 cr.)

This course will examine the historic use of liturgy and music in Christian worship. Included will be a study of the evolving nature of worship, the Lutheran tradition and the emergence of “contemporary worship.”

REL/HIS 336 Introduction to the Muslim World (3 cr.)

An introduction to the foundations of Islam: Muhammed, the Qur’an, and the sources of Islamic faith. The course includes an overview of the spread of Islam from its early beginnings to the present. The course also examines Muslim beliefs and practices and the diversity of ways of being Muslim in the world today. Student research explores various forms of life and piety in selected locations of Asia, Africa, the Middle East, Europe, and North America. Attention is paid to the area of Christian-Muslim relations with the goal of fostering better understanding between the two communities.

REL/HIS 345 Reformation Era (3 cr.)

A survey of early modern Europe from the Renaissance and Reformation through the Catholic Counter-Reformation and Baroque Period, the Religious Wars, and the emergence of France as the continental super power.

REL/EDU 400 Ethics and Religious Diversity in Public and Private Education (3 cr.)

This course provides students with insight into the web of factors that influence development and learning. Students learn how to build a richer classroom environment that celebrates diversity of family, culture, economic status, and religious heritage. Students also develop and articulate a personal credo.

REL 435 Religion and Career Values (4 cr.)

An applied liberal arts course designed as a capstone experience which stimulates students to integrate the practical and applied knowledge within their respective fields and specialties into a meaningful and useful liberal arts context. (*Prerequisite: REL 103 and PHL 111*)

REL 450 Religion and the Arts (3 cr.)

An interdisciplinary seminar in Religion and the Arts, particularly as they function

prophetically to their contexts. Students will use interdisciplinary research methodologies to gain new perspectives on theology and one artistic medium. Among the 20th century artistic works to be studied are Karel Husa's *Music for Prague 1968*, George Rouault's portrayals of the crucifixion, wood-cuts by South African artist, John Muafongeho, and the Church of Notre Dame de Tout Grace, at Plateau d'Assy in France.

SMT 270 Sociology of Sport (3 cr.)

This course examines how sociology can be used to study sport in society, and is organized to facilitate the use of published literature. The course pays special attention to sports and sport-related behaviors as they occur in social and cultural contexts, and uses concepts, theories, and research as tools that enable students to examine sports as a part of culture. Students will gain an appreciation of sport as both a cultural and economic tool, and explain how sport has been used to bridge countries separated by political strife. The course also investigates the historical relationship of sport to society.

SMT 280 Sport Public Relations and Promotions (3 cr.)

The goal for this course is to examine and discuss the theoretical and practical implications of marketing in the sports industry. A framework will be presented to help explain and organize the strategic marketing process. The course will offer a growing appreciation on the globalization of sports and an understanding of the ethical issues emerging in sports and their impact on sport marketing decisions. A comprehensive coverage of the functions of sports marketing is presented.

SMT 390 Sport Fund Raising (3 cr.)

The goal for this course is to examine and discuss the theory and practice of fundraising in sports related fields. The focus of this course is to provide specific, helpful ideas and plans for conducting fundraising activities in sports business. A combination of fundraising theory and practical information are offered to help the student

organize and develop fundraising plans. This course will examine many ways to conduct any specific fundraising project. Becoming knowledgeable about specific and practical fundraising plans is crucial for the successful development of students interested in sports related business.

SMT 400 Sport Facilities (3 cr.)

This course provides a basic understanding of the planning and design process, as well as the features of many different areas and types of recreation and sport facilities. Topics include facilities design and development, common facility components, and playing fields and courts. Specific course topics include: history of the CFE and facility design standards; site selection and development phases; facilities planning for safety and risk management; and development of ancillary areas.

SMT 410 Sport Administration (3 cr.)

This course will examine the concepts relating to efficient management and leadership of the sport industry. Emphasis will be placed on principles and techniques of management relating to programs, facilities, special events, and personnel. Special course topics include: key personnel issues in sport management situations; ethics, law, and governance as they apply to sport management; and the role of the marketing process in sport administration.

SMT 420 Sport Financing (3 cr.)

This course will examine the concepts relating to efficient financial management in the sport industry. Emphasis will be placed on principles and techniques of management relating to economics, inventory, accounting and budgeting, and the importance of each for managers of sport.

SMT 430 Sport Legal Liability and Risk Management (3 cr.)

This course examines the legal implications of tort, liability law, and risk management in sport fields. The focus of this course is to provide specific law terminology, issues, cases, and decisions that have been

addressed by the American legal system. It provides an overview of the legal system, an introduction to conducting legal research, and an explanation of the role of arbitration as an alternative to litigation. In addition, it examines the role and important standards of practical risk management programs in sport fields. Becoming knowledgeable about specific and practical law and risk management is crucial for the successful development of students who want to be a manager in the fields of recreation and sport.

SOC 150 Introduction to Law Enforcement in America (3 cr.)

A look at the hiring of people to direct and control the behavior of citizens and the unique balance needed to maintain society. The evolution of law enforcement including its beginnings through today. (*Alternates academic years*)

SOC 221 Introduction to Sociology (3 cr.)

A study of the basic concepts and methods of sociology, of social laws and forces, and of the fundamental social institutions.

SOC 222 Social Problems (3 cr.)

An analytical study of selected social issues with emphasis on deviation from normative standards resulting in social disorganization. Issues to be covered include crime and delinquency, poverty, racism, sexism, prejudice, mental illness, and other social maladjustments. (*Prerequisite: SOC 221*)

SOC/PSY 232 Close Relationships (3 cr.)

This course will explore a wide array of relationship topics, including attraction, mate selection, theories of love, communication, conflict, jealousy, and infidelity. Throughout the course, research methods, gender roles, and the place of relationships as a science will be emphasized. Classes will be comprised of lecture, small and large group discussion, activities and demonstrations, videos, and guest lectures.

SOC 250 Inside the Criminal Mind (3 cr.)

The defining and investigating of criminal behavior; the theories and influences on people's lives, including an individual's

family, peers, environment, personal choices and society as a whole. (*Alternates academic years*)

SOC 270 Criminal Law and Evidence (3 cr.)

The philosophy and basis for law; the historical development of criminal law and procedure; the kinds and degrees of evidence and the rules governing the admissibility of evidence in court. (*Alternates academic years*)

SOC 277 Criminal Investigation (3 cr.)

Crime scene investigation techniques including the importance of information, interrogation, and instrumentation in the solution and preparation of criminal cases for trial. (*Alternates academic years*)

SPE 111 Essentials of Public Speaking (3 cr.)

Fundamentals of effective speaking, emphasizing techniques, and theories of organization and delivery and the practical application of these in various formal and informal speaking situations.

SPE/POL 300 Argumentation and Debate (3 cr.)

This course is designed to improve critical thinking and argumentation skills. The student will learn to construct, apply, and rebut arguments through the discipline of academic debate. The student will develop the ability to apply these skills in a variety of communication situations (business, legal, personal). The course also prepares the student to direct and manage or judge a high school debate team.

SPED 220 Exceptional Children and Adults (3 cr.)

An introduction to the education of disabled and gifted persons. The course seeks to develop proper understanding and attitudes toward exceptional persons while emphasizing the needs, curriculum, and special programs available for this population. Ten hours of clinical experience required. (*Prerequisites: EDU/PSY 144; ENG 101/106*)

SPED 300 Sign Language I (3 cr.)

Students will learn sign language and its use in schools, business, and the community. This course is appropriate for any student or individual interested in learning sign language.

SPED/PED 310 Adaptive Physical Education (2 cr.)

This course is a study of theories, principles and methods for working with children with special needs in the physical education curriculum. The focus will be on background information on types of handicaps and activities that will address the individual needs of each student. A 10 hour clinical experience is required. (*Prerequisites: PSY 144; PED 271 or BIO/WEL 155; SPED 220*)

SPED 320 Diverse Learners (2 cr.)

This course investigates educational needs of students with exceptionalities, including giftedness. Emphasis is placed on characteristics of diverse/special needs students and procedures for effective academic, behavioral, and social integration in a general education classroom. (*Prerequisites: EDU 144, SPED 220*)

SPED 321 Special Education Clinical Experience (1 cr.)

This course provides student involvement in direct observation and participation in placements for children with mild and moderate disabilities. A minimum of 20 hours in this clinical experience placement are required, plus seminar meetings. (*Prerequisite: SPED 220*)

SPED 335 Inclusive Reading Pre-Student Teaching (2 cr.)

Students will spend 50 hours in an elementary classroom. The clinical experience will focus on diagnosis of reading problems and preparation of remedial lessons, which address these problems. Students will be under the supervision of the elementary classroom teacher and the course instructor. (*Prerequisites: EDU 103, 144, 201, 230, 240, 253 or 310, 330, SPED 220*)

SPED 365 Methods and Materials in Special Education (3 cr.)

A study of and application of K-12 curriculum, methods, classroom organization, and management for children with mild to moderate disabilities. (*Prerequisites: SPED 220, 320*)

SPED 390 Diagnostic and Remedial Reading (4 cr.)

This course discusses the qualities of a good reader, why some students have difficulty achieving this, and the purposes of reading assessment. The course focuses on formal and informal types of assessment and discusses methods of remediation. Students will practice assessing reading and constructing remedial lessons for K-12 students. Supplementary reading programs will also be covered. (*Prerequisites: EDU 330 and 440*) Take concurrently with SPED 335.

SPED 392 Math Strategies (2 cr.)

This class discusses the teaching and learning of mathematics by underachieving students. It explores various factors that contribute to students who struggle with mathematics, and apply relevant and meaningful strategies for systematic intervention and remediation for struggling learners. A required 10 hour clinical experience focuses on diagnosis and remediation of struggling learners in mathematics with an emphasis on strategies and skills in math instruction.

SPED 408 K-8 Student Teaching— Students with Mild and Moderate Disabilities (4-8 cr.)

Students will teach seven weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Students will demonstrate competencies required of a special education teacher for students with mild and moderate disabilities. Eighty hours of clinical experience are a prerequisite. (*Prerequisite: Approval by Education Faculty*) (*Course Fee \$200*)

SPED 410 Special Education Clinical Experience II (3 cr.)

This clinical experience is for students who have a teaching license and are only seeking a Special Education Endorsement. Students will spend 60 hours serving in the role of special education teacher. *(Course Fee \$200)*

SPED 422 Grades 5-12 Student Teaching—Students With Mild and Moderate Disabilities (2-6 cr.)

Students will teach seven weeks in the public schools under the supervision of an experienced, qualified special education teacher serving students having mild and moderate disabilities. Students will demonstrate competencies required of a special education teacher for students with mild and moderate disabilities. Must accompany a secondary endorsement or with an elementary special education endorsement, four credits is required. Eighty hours of clinical experience are a prerequisite. *(Prerequisite: Approval by Education Faculty) (Course Fee \$200)*

SPED 441 Assessment in Special Education (2 cr.)

This course focuses on the collection of academic and behavioral data for functional and meaningful assessment and subsequent prescriptive teaching of K-12 special needs pupils. Students study achievement tests, standardized tests, informal assessments, and behavioral assessments. *(Prerequisites: SPED 220, 320)*

SPED 450 Child, Family, and Community Relations (3 cr.)

Prepares the future educator to effectively meet the needs of students by collaborating with their families and community. Brings together theory, research, and best practices related to family-professional partnerships for both general and special education. *(Prerequisites: SPED 220, 320)*

SPED 455 Transitional Collaboration (2 cr.)

This course explores sources of services, organizations, and networks for individuals

with mild and moderate disabilities, including career, vocational, and transitional support to post school settings with maximum opportunities for decision making and full participation in the community. *(Prerequisite: SPED 220)*

SPED 461 Behavior and Social Interaction in the Special Education Student (2 cr.)

This course will study behavior management theories, methods, and techniques for K-12 students with mild and moderate disabilities. It will also focus on maintaining attention in the student with a disability and improving social interaction in a variety of settings. *(Prerequisites: SPED 220, 320)*

SPN 101-102 Elementary Spanish (4 cr.)

Fundamentals of the Spanish language, with emphasis on oral and written communication. Cultural aspects of Spanish-speaking countries included. *(Prerequisite for SPN 102 is successful completion of SPN 101 or permission of the course instructor)*

SPN 201-202 Intermediate Spanish (3 cr.)

Continuation of SPN 101-102 with practice in reading and writing. *(Prerequisite for 201: SPN 101-102 or permission of the course instructor. Prerequisite for SPN 202 is successful completion of SPN 201 or permission of the course instructor.)*

SPN 203-204 Intermediate Spanish Conversation (3 cr.)

A concentration in free oral expression on cultural and selected topics, vocabulary acquisition, selected literary works, and general Hispanic geography and history. Continued review work on grammar and syntax. *(Prerequisite: SPN 201-202 or consent of the instructor)*

THR 001/2/3 Practicum: Acting/ Design Technical/Administrative (.25 cr.)

Participation in the cast, crew, and/or staff for a Department of Theatre production.

THR 131 Introduction to the Theatre (3 cr.)

Provides a perspective of theatrical form and

function through history to the present. Aims to develop a critical ability based on background knowledge which will increase the understanding and appreciation of the theatre and related arts. Specific emphasis will be placed upon theatrical literary survey, dramatic analysis techniques, and developing oral interpretation skills.

THR 132 Acting I (3 cr.)

A study of acting theories and practices with emphasis given to the development of monologues, workshop experiences, exercises, and scenes.

THR 141 Design and Technologies I: Scenes and Properties (3 cr.)

A practical and theoretical introduction to the scenic aspects of theatre/stage production. Experience in developing fundamental skills in stagecraft (tools, hardware and equipment usage, stage safety, and production process) script analysis, scene painting, properties, procurement, and management will be gained. Course may be repeated once by theatre majors as an elective outside the designated theatre requirements or as a requirement for the technical core.

THR 142 Design and Technologies II: Lighting, Sound, and Media (3 cr.)

A practical and theoretical introduction to the lighting and sound aspects of theatre production. Experience in developing fundamental skills in stage lighting and sound effects/enhancement, as well as basic knowledge of electricity and electronics will be gained. Course may be repeated once by theatre majors as an elective outside the designated theatre requirements or as a requirement for the technical core.

THR 143 Design and Technologies III: Costume and Makeup (3 cr.)

A practical and theoretical introduction to the costume aspects of theatre production. Experience in developing fundamental skills in costume construction including stitching/sewing; dying, painting, and gluing; and makeup/hair, as well as maintenance, tools, machinery, and shop safety will be

gained. Course may be repeated once by theatre majors as an elective outside of the designated theatre requirements or as a requirement for the technical core.

THR 145 Design and Technologies IV (3 cr.)

This course explores theories and techniques in management, organization and operation of box office, house, and stage management; introduction to theatre management models; ticket sales; company organization; ensemble; and promptbooks. Students will undertake operation for the Waldorf College Theatre season.

THR 200 Creative Dramatics (3 cr.)

A participatory study of creative dramatics—an improvisational, process-oriented form of theatre. Experiences include individual and group work, movement, and creative play-making. Theoretical and exploratory study includes the development of strategies for utilizing creative dramatics in various settings including language arts education. (*3-year rotation; Required for Education Major-Theatre Concentration*)

THR 232 Acting II (3 cr.)

Intermediate and disciplined work in the theories and techniques of stage acting. Emphasis is on script and character analysis; performance preparation; makeup techniques; and introductory approaches to various periods and styles. (*Prerequisite: THR 132*)

THR 300 Directing I (3 cr.)

An exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies, collaborative relationships in production, and the theories and production histories of established directors. Activities will include preparation of scenes and projects for presentation. (*Prerequisites: THR 131, 132, and 141/142 or consent of instructor*)

THR 301 Directing II (3 cr.)

An advanced and disciplined work on exploration of the directing process with a dual emphasis on theory and practice. Topics include text analysis of dramatic action, elements of staging, rehearsal strategies, collaborative relationships in production, and the theories and production histories of established directors. Activities will include preparation of scenes and projects for presentation. *(Prerequisites: THR 132, 300 or consent of instructor)*

THR 315 Classical Theatre (3 cr.)

An exploration of dramatic forms and styles, production practices, and theatre performance in its respective society. Periods include Ancient Greek and Roman, traditional Asian, and may extend into Medieval-Renaissance European. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. *(Prerequisite: THR 131 or ENG 102/107)*

THR 320 Elizabethan & Restoration Theatre (3 cr.)

An exploration of dramatic forms and styles, production practices, and theatre performance in Elizabethan, Jacobean, and Restoration England. Work in the course will include script analysis, historical reading and research, and performance/audience experience through live and/or video productions. *(Prerequisite: THR 131 or ENG 102/107)*

THR/MUS 325 American Musical Theatre (3 cr.)

A study of American Musical Theatre from its beginnings to the present with a concentration on several significant works.

THR 330 Twentieth Century Theatre (3 cr.)

An exploration of dramatic forms and styles, production practices, and theatre performance in this respective society. Emphasis will be on the rise of realism and post-modernism in Europe and America. Work in the course will include script

analysis, historical reading and research, and performance/audience experience through live and/or video productions. *(Prerequisite: THR 131 or ENG 102/107)*

THR 332 Acting III: Styles (3 cr.)

Advanced and disciplined work in acting styles including Shakespeare. Emphasis on verse, text, and performance; audition technique; advanced character development and scene work; resume and portfolio. *(Instructor approval required)*

THR 333 Musical Theatre Performance (3 cr.)

An advanced and disciplined work in modern musical acting styles. Emphasis is placed on text, delivery, movement and performance; audition techniques and scene development.

THR 340 Theatre Special Topics (3 cr.)

This seminar course will cover an announced special topic. This course's offerings will be used to supplement and cover materials and subjects not specifically addressed within the theatre curriculum. In particular, this course's offerings will address emerging trends and developments in the ever changing world of theatre with attention paid to ethnic, gender-oriented, and political subject matter. Theatre majors are required to take two different offerings of this course. Students must be of sophomore standing or above.

THR/ENG 385 Playwriting (3 cr.)

An introductory and exploratory study concerning the elements and process of playwriting. This course will place emphasis upon developing and understanding play structure, dramatic analysis, and the creative process. Activities in this course will focus upon creating and revising original play scripts.

THR 400 Theatre Company (3 cr.)

Students experience total immersion in the formation of a production company and the day-to-day workings of a functioning theatre company leading to, and including public performance. All aspects of production and

management are explored and students fulfill a primary position in the company, as well as secondary positions and necessary functions. Students are required to keep a daily activity log, a response journal, participate in peer review, and public faculty evaluation.

(Prerequisite: Junior status in theatre or by approval; can be repeated)

THR 415 Theatre Travels (3 cr.)

Immersion in a significant theatre center of the world; course involves in-depth study in culture, architecture, history, art, society, and performance; survey of museums, cultural sites; theatre performances and journaling. Course may be repeated once by theatre majors as an elective outside of the designated theatre requirements.

THR 450 Theatre Capstone (3 cr.)

Senior capstone/thesis taken in the 7th or 8th semester. Advanced approach and documentation of a project undertaken in an area of acting, directing, design, dramaturgy, or management relative to a production of the department. Expectations include extensive preliminary study, journal-writing, review and assessment. This course will also serve as the cumulation of the previous annual major evaluations and will include a final comprehensive examination over material covered in the major. Work on the capstone should result in a significant component of a student's portfolio and/or audition repertoire. Thesis project may replace capstone requirements as determined by advisor. *(Prerequisite: Senior status as determined by advisor)*

THR 495 Theatre Internship (6-9 cr.)

Theatre internships are designed to give students practical experience in their focus area by placing them in a professional setting. The internship credit may be divided into two 3-credit hour blocks, or can be completed as a single 6-9 credit block depending upon the scale, experience and complexity of the opportunity (to be determined by the Director of Theatre).

THR/ENG 498 Shakespeare Thesis (3 cr.)

Thesis projects synthesizing literary,

historical, biographical, and theatrical elements of plays of Shakespeare and/or early modern dramatists. An advisor from the English or Theatre departments must be assigned as an advisor for this thesis project. Further guidelines for the thesis are available from the Theatre Department. Students will present research/project at Inquirer colloquium.

WEL 101 Concepts of Wellness (1 cr.)

Introductory wellness course based on a seven-component model of wellness: physical, emotional, social, intellectual, environmental, occupational, and spiritual well-being. There is an emphasis on self-evaluation, self-improvement, and integration.

WEL 202 Theory of Strength and Conditioning (2 cr.)

This course will examine the advanced study of resistance training and anaerobic conditioning. Specifically, programs studied will have an emphasis on hypertrophy, strength and power. Topics may include bioenergetics, biomechanics, and adaptations to anaerobic training. *(Prerequisite: BIO 155)*

WEL 205 Practicum I: Strength and Conditioning (1 cr.)

This course is designed for students to observe strength and conditioning principles put into practice by a strength and conditioning specialist. Students will also participate in a discussion group related to applications and concepts in strength and conditioning. (20 practicum hours required) *(Prerequisite: WEL 202)*

WEL 206 Practicum II: Strength and Conditioning (1 cr.)

This course is designed for students to put principles of strength and conditioning into practice. The student will be expected to practice, demonstrate, refine and apply competencies gained in Practicum I. Discussions related to applications and concepts in strength and conditioning will be emphasized. (20 practicum hours required) *(Prerequisite: WEL 205)*

WEL/BIO 207 Principles of Nutrition (3 cr.)

Introductory course designed to familiarize students with biochemical processes of digestion, absorption, and metabolism, as well as the contributions of various nutrients to the health of individuals at various ages; appropriate for pre-health professionals.

WEL 212 Stress Management (2 cr.)

This course is designed to introduce students to the causes, effects, and potential solutions to stress and stress-related problems. In addition to class discussion, stress management activities will be incorporated into each class period including: deep breathing, progressive muscular relaxation, massage, visualization, guided imagery, meditation, yoga, NIA, Tai Chi, self-hypnosis, autogenics, and pet therapy.

WEL/PED 221 Personal and Community Health (3 cr.)

A course which presents principles and practices of personal health and seeks to develop attitudes and habits necessary for healthful living.

WEL/PED 230 History and Principles of PE, Fitness and Leisure Studies (3 cr.)

An overview of the history, philosophy, and principles of physical activity, exercise, and leisure studies.

WEL 250 Substance Abuse: A Holistic Approach to Prevention and Intervention (3 cr.)

This course provides an introduction to the topic of substance abuse prevention and intervention. The focus is on looking at substance abuse from a holistic perspective (social, psychological, and physical). Special emphasis will be placed on the role that the student can play in the prevention of substance abuse through community education and treatment of substance abuse through teaching healthy living skills.

WEL 310 Health Promotion and Education (3 cr.)

Students will learn how to research, access, and create health education materials; various

aspects of marketing and motivational techniques will be studied in the context of a variety of wellness settings.

WEL 320 Nutrition for Sport and Fitness (3 cr.)

An advanced look at nutrition as it relates to the special needs of athletes and fitness participants. Includes exploration of current issues including weight loss, weight gain, current diet trends, performance enhancement, ergogenic aids, sport-specific eating plans, and botanical medicine. *(Prerequisite: WEL/BIO 207)*

WEL 350 Concepts of Exercise Physiology (3 cr.)

A look at advanced physiological concepts as they relate to exercise; topics will include, but are not limited to, energy, metabolism, oxygen consumption, adaptation to exercise, response to exercise, and exercise prescription. *(Prerequisites: BIO 155 and WEL 390)*

WEL 360 Fitness Measurement and Exercise Prescription (4 cr.)

Students will learn how to administer basic fitness tests including body composition, sub-maximal exercise tests, anaerobic power tests, flexibility, and manual muscle testing. *(Prerequisites: Concurrent enrollment in WEL 350, BIO 155, WEL 390)*

WEL 380 Wellness Program Development and Administration (4 cr.)

Team-based approach to developing actual wellness programs in a variety of settings, including college campuses, local businesses, hospitals, and community health centers. *(Prerequisite: WEL 310)*

WEL 390 Kinesiology (3 cr.)

The study of human movement in the context of exercise; will include basic anatomy, biomechanics, and spatial analysis. *(Prerequisite: BIO 155)*

WEL 401 Strength and Conditioning I (4 cr.)

Exercise Technique and Testing for Resistance Training and Conditioning;

This course examines the concepts and applications of the scientific principles of strength and conditioning as it applies to exercise technique, testing and evaluation for resistance training and anaerobic conditioning. Various anaerobic exercises such as olympic lifts, plyometrics, speed, agility, and quickness drills will be incorporated. Concepts and applications will be based upon the highly physically active and athletic team(s). (*Prerequisites: PED III, WEL 390*)

WEL 402 Strength and Conditioning II (3 cr.)

Program Design in Strength and Conditioning: Advanced knowledge in resistance training program design and implementation emphasizing the physiological and biomechanical aspects of resistance training. This course will focus primarily on the application of scientific methods involved in prescribing exercise/conditioning programs for various athletic populations. This course will incorporate the concepts of periodization, energy production, nutrition, and body composition to assist students in the design of a scientifically based exercise prescription and program design. (*Prerequisite: WEL 401*)

WEL 405 Fitness Program Administration (4 cr.)

Development of specific fitness programs for real-life clients with a variety of goals including general health improvement, disease prevention, weight loss, weight gain, and sports participation. Includes aerobic and resistance training, as well as stress

management. (*Prerequisites: WEL 350, 360, 390 and BIO 155*)

WEL 410 Experiential Wellness (3 cr.)

Students will experience the seven components of wellness on multiple levels with two major goals: 1) explore their own personal wellness, and 2) create a community wellness program to be presented in several community settings. (*Must be taken senior year*)

WEL 420 Wellness Programming with Special Populations (3 cr.)

A variety of wellness programming topics will be presented in the context of special populations including: children, older adults, persons with disabilities, minority groups, sexual minorities, and those diagnosed with diseases such as heart disease, asthma, diabetes. (*Must be taken in senior year*)

WEL 430 Senior Seminar (2 cr.)

Application of practical wellness information to a variety of populations. Students will utilize many different types of resources to present and discuss current and controversial wellness topics and wellness career options and opportunities. (*Must be taken in final semester*)

WEL 495 Internship (4 cr.)

Students will participate in at least one internship experience in which they will perform voluntary or paid wellness services in the setting of their choice (college campus, corporate wellness, community service agency, hospital, fitness center, etc.)

VII. Student Life and Resources

“Friendliness” and “welcoming” are the words most often used to describe the Waldorf College community, whether the speaker is a prospective student, a current student, staff member, or an alumnus/alumna who has returned for a 50-year class reunion.

The uncommon sense of community at Waldorf and its friendliness is a product of its human scale. The lack of pretense among its people can be attributed in part to the agrarian and small community backgrounds of many students, shared values and faith commitments, the lack of exclusive social groupings (there are no fraternities or sororities), and a distinctive residence life program.

Waldorf is also an active campus, providing abundant opportunities for students to serve others and to develop their life skills as well as contribute to the sense of camaraderie we enjoy as a living and learning community.

Campus Community

Waldorf College aspires to be a community in which individuals live in support and respect of one another. Persons who choose to enroll at Waldorf are expected to actively support the physical, emotional, intellectual, and spiritual well-being of others.

Each member of the campus community also has the opportunity and responsibility to help shape and contribute to the common good and the vitality of campus and spiritual life, and promote the welfare of the College and the College community.

At Waldorf we reject the trend in society to accept any kind of behavior as long as it does not affect one personally. However, we also seek to minimize the use of rules and regulations, apart from the democratically legislated laws governing the larger community of which we are a part and the Christian standards to which the institution is dedicated.

Academic and Social Expectations

As members of a diverse community, students are expected to respect the need for honor and integrity. Christian values—such as compassion, justice, and respect for each individual as a child of God—are emphasized. This responsibility extends to honesty in academic settings.

In both academic and social areas, the College’s expectations reflect the community’s aspirations for life at Waldorf. As an outgrowth of the values professed by the College, these expectations are reflected in guidelines for community living.

In addition to guidelines prohibiting vandalism, theft, plagiarism, harassment, and any form of violence, and physical or emotional abuse, the Student Handbook, the Student Code of Conduct, and Housing Contract outline other expectations such as visitation hours and the campus alcohol policy. Students are expected to be familiar with these documents and their contents.

When a violation of these guidelines occurs, judicial action may be taken by the Campus Hearing Board or a student life staff member. A committee of faculty and students serves as the Campus Hearing Board.

Students and their guests are always expected to adhere to city, state, and federal laws.

Residence Life

Each residence hall at Waldorf is a living community designed to enhance the residential experience. The residence life program aims to contribute to the sense of identity among its members as students organize themselves within the halls, undertake activities and projects, and go about their daily living in relationship with one another.

Specifically, the residence hall program provides a format through which members develop “living agreements” governing life within the floor unit and the hall as a whole, undertake service projects on campus or in the community, sponsor social activities for the campus, and develop a special relationship with a faculty/staff member.

Residency Requirement

Campus housing is available for all full-time students. Students are required to live in college housing and have a board plan unless they meet at least one of the following criteria:

- student has lived on campus for at least six full semesters (summer terms not included)
- student will be 21 years old prior to the first day of classes for the semester he/she wish to live off-campus
- student is married or living with and supporting (a) child(ren)
- student is living with parents or legal guardian and commuting from their permanent home within a 35 mile radius of the College
- student is a veteran of the military
- student transferred to Waldorf College with at least 30 credits
- any student found to be dishonest about the above criteria will be assessed the room charges (100%) for each semester

Students wishing to live off-campus or be excused from the board plan must submit a written request to the Director of Residence Life at least 30 days prior to the first day of classes for the semester they wish to be excused. Students may apply to be excused from College housing and board plan simultaneously or may apply to be excused from only College housing or board plans independently. Applications may be completed online.

Limited housing is available to students taking classes during the summer, but students are not required to live in College housing when enrolled for summer classes.

College housing is limited to full-time students only. Part-time students are neither required nor allowed to reside in College housing except by special arrangement with the Director of Residence Life.

Residence halls are closed and meal plans are unavailable during college breaks so students may be asked to find other accommodations or may be reassigned to other halls during the break periods.

Housing assignments are made by the Director of Residence Life. Any questions regarding housing should be directed to the Residence Life office. Students may be reassigned at any time as enrollment changes.

Student rooms are furnished with beds, mattresses, dressers or chests, desks, and chairs. Students provide their own pillows, beddings, blankets, personal needs, and room decorations. Basic cable/internet services are also provided.

Residence hall policies may be found in the Student Handbook online on the Student Life's web page.

Student Resources

Freshman Seminar and Orientation

Freshman Seminar, summer orientation, and Waldorf Orientation Weekend (WOW) are scheduled for the purpose of aiding the entering student in adjusting and transitioning to college and is required of all first-time, full-time freshmen. The First Year Seminar introduces students to all of the academic and social aspects of college. The program also focuses on the college's mission, resources and policies, the purpose of higher education, and components of living in a college community, all in an atmosphere of learning, fun, and meeting others.

First Year Experience

Waldorf is proud of its' efforts to assist first year students to transition and adjust to life in college communities. Waldorf has a First Year Experience (FYE) hall – Johnson Hall for the men and London Hall for the women. The First Year Experience Coordinator is also the FYE Hall Director. There are many social and educational activities and events specially designed for our first year students in the First Year Residence Hall.

Advising and Counseling

Academic Advising

Academic advising at Waldorf begins in the admission process, through the services of a skilled, experienced admission staff. Entering students are then registered by the Registrar in order to assure high quality advising services in the initial semester of study.

Upon enrollment, each student is assigned to a faculty advisor and is encouraged to make use of this relationship in seeking counsel on academic matters. However, students are ultimately responsible for monitoring their academic progress and making certain their program will meet requirements for graduation.

Career Planning

The Career Planning Center at Waldorf College, located in the lower level of Salvesson Hall, provides current students and alumni with comprehensive career services, including career

exploration and guidance, internship/job search assistance, and assistance with the graduate school application process. Career exploration is essential for all freshmen and sophomores. The Career Planning Center assists students in analyzing their interests and skills, in addition to researching job descriptions and job outlook projections, to enable students to confidently choose their academic majors and to identify their individual career paths. After choosing their career paths, juniors and seniors utilize the services of the Career Planning Center to obtain internships and jobs. The Career Planning Center connects Waldorf students with employers by assisting students with resume and cover letter writing, conducting job searches, networking at career fairs, and performing mock interviews. For students who are considering graduate school, the Career Planning Center assists them in identifying and applying to graduate programs and provides preparation tips for graduate school entrance exams. For more information, stop by the Career Planning Center or visit us at www.waldorf.edu.

Personal Counseling

The psychological counseling services at Waldorf are available to give students assistance with a wide range of concerns which may interfere with a student's emotional well-being, academic success, or relationships with others. Free, confidential counseling is provided by a licensed counselor to assist in resolving the concerns of any student. Individual and group counseling are available by appointment. In addition, counselors are available for consultation to student groups, as well as to faculty, staff, parents, or friends who have a concern about a student. Counseling Services is located on the main floor of the Campus Center.

Luise V. Hanson Library

The library's academic role has been redefined to reflect student-centered learning, striving to provide a partnership between students, faculty, and library staff in supplying students with the skills necessary for a rapidly changing world and a journey of lifelong learning. Librarian's roles have changed as well. Librarians function as guides, pointing out possibilities, suggesting directions, and piquing interest as students determine for themselves where their research and study will lead them. Librarians now participate as part of a learning team in offering students not only content, but methods of learning, connecting students to information, and showing them how learning can be facilitated by new technologies as well as traditional resources.

Academic Achievement Center

The Academic Achievement Center for Excellence (AACE) provides academic services to all Waldorf College students. These services include tutorial services, educational training and seminars, learning style assessments, academic advising, study rooms, computer network access printer access, and a professional, responsive staff to assist with student academic achievement at Waldorf College while helping create lifelong learners to benefit the world.

Academic Computer Services

Students may bring their personal laptop to use at Waldorf College to receive a \$100 per semester reduction in your comprehensive fees (i.e., \$330 per semester rather than \$430). However, please know that the Waldorf IT Department will not provide technical support or repair service for issues directly related to your personally owned laptop.

Please refer to the information below for the minimum specifications for a computer that a student brings to campus.

Minimum Specifications:

- Laptop No Older Than 3 Years
- Windows or Mac OS X Operating System
- 2 GB RAM
- 80 GB Free Disk Space; LAN Connection
- WiFi Connection for Wireless Network
- DVD-Rom/CD-RW Drive for Multimedia

If you do not plan to bring your personal computer, Waldorf will provide one for your academic studies through our Laptop Loan Program. You will be issued a laptop after completing the registration process, at which time you'll also receive information concerning specifications and the college's usage policy. Laptops must be returned at the end of each semester. You are encouraged to provide insurance coverage at your own expense if you will be bringing your own personal laptop.

Also, recent improvements to Waldorf network capabilities (including extensive network and bandwidth upgrades) also make it possible for you to bring your favorite gaming systems – Wii, Xbox, PlayStation.

If you have any questions, please call the Waldorf IT Department at 1.800.292.1903, ext. 8150.

Health Service

A registered nurse, employed by the College, directs the Health Service. The College Nurse supervises health conditions and administers first aid. The services of the nurse are available to all full-time students, free of charge.

A physical examination, done within one year of admission to college, proof of immunizations, insurance form, and medical history are required. All required health forms can be found on the Waldorf website under Student Services – Health Services. For students participating in athletics at Waldorf College, you will need to have a physical examination done every year prior to your particular athletic sport and complete the required athletic forms. All health forms should be submitted prior to attendance at class and prior to the first day of practice for athletes.

A mantoux skin test for tuberculosis done within one year prior to attendance at class is also required. If a health form is incomplete and remains incomplete by the end of first semester, the student may not be able to register for 2nd semester classes.

The American College Health Association recommends that students consider a meningitis vaccine to reduce the risk for potentially fatal bacterial meningitis.

The college reserves the right to have students take special examinations or tests if it is deemed necessary by health authorities or the administration.

Competent health care professionals are located in Forest City and surrounding areas. Their services are readily available to students. If a student's health condition requires hospitalization or if the services of medical specialists are recommended, the Forest City physicians refer their patients to out of town service providers who are approximately 30 miles away.

As part of student fees, accident insurance coverage is provided for students while they are participating in college-sponsored and campus life activities. This coverage pays secondary to any family or individual coverage the student may already have.

All required health forms can be found on the Waldorf website under current students, student services, health services.

Supplemental Accident Insurance

As part of full-time student fees, a supplemental Accident Insurance Plan for the nine-month academic year is provided. This supplemental plan pays only after the student's personal health insurance has paid and only under certain conditions.

Waldorf College's student athletes are also enrolled in a Supplemental Athletic Accident Insurance Plan from the first day of pre-season camp to the last day of athletic competition. This plan also only pays after the student's personal health insurance has paid and only under certain conditions.

More detailed information on either plan is available from the Business Office.

Student Health Insurance

Waldorf College requires all daytime students with 12 or more credit hours to carry primary health insurance. Waldorf College offers a health insurance plan with coverage from August 1, 2011 through July 31, 2012 for an annual cost of \$628. This will be automatically billed to all students who qualify if they have not waived off with proof of insurance by September 9, 2011.

Students with coverage, through a family employee health plan or a private insurer who do not wish to purchase the health plan offered by Waldorf College, are required to waive off the plan offered before September 9, 2011. The on-line waiver can be located at www.bollinger-colleges.com/waldorf. A brochure of the plan offered by Waldorf College may be viewed at www.waldorf.edu/insurance.

Before waiving coverage, please consider that students, who currently have primary health insurance under an HMO or PPO, may not have adequate providers in the Forest City area. Waldorf College's secondary accident insurance piggy backs onto the student's primary health insurance and if coverage is denied, the secondary accident insurance may not be able to cover expenses. Please check with the student's primary insurance company for coverage information before waiving off Waldorf College's plan.

International Student Insurance

International students are required to carry medical health insurance coverage. Waldorf College has obtained an insurance policy that meets this requirement. If the student has comparable or superior health insurance from the home country, a waiver can be signed releasing the student from buying this international insurance. If a student does not have comparable or superior health insurance from the home country, the student will be billed \$788 for the annual premium. The coverage is from August 1, 2011 through July 31, 2012 for the international insurance.

Policy information can be obtained at the Business Office or at www.waldorf.edu/insurance. Contact the Student Insurance Coordinator at 641-585-8144 if you have questions.

Food Service

The College's Food Service is operated by Aramark, an independent contractor. All students who live on campus are required to purchase a board plan. Commuter students may also purchase board plans. Board plans include the Purple and Gold Plans. Parents can purchase additional meals or add declining balance dollars to the plans at any time by contacting the Business Office.

The Food Service operates in three locations: the Campus Center Dining Hall, Warrior Crossing off the Atrium, and Gatsby's Grill in the Campus Center.

Students may make arrangements with the Director of the Food Service for special dietary needs, sack lunches, picnics, or dinners. A student Food Service committee assists management in assuring that student preferences are known and acted upon insofar as possible in the operation of the Food Service.

The Campus Center Dining Hall (Top Floor, Campus Center) offers a full line of meal choices. More made-to-order items are available with a focus on healthier food options. During certain times of the year, and during breaks, the college dining services are closed.

Gatsby's (Ground Floor, Campus Center) now features weekend hours for more flexibility, along with more food choices.

Bookstore

Waldorf operates a Bookstore which is located on the south side of the Atrium. The store handles textbooks, study aids, and supplies for all courses offered by the College, as well as a wide selection of Waldorf-imprinted clothing and gift items.

Buying your textbooks from the Bookstore has great advantages. If you decide to drop a class within the first two weeks, you will get a full refund on that textbook. The Bookstore also makes sure the book you are getting is the exact book the professor requires you to have for that class. Make things a little less hectic in the Fall, by reserving your textbooks at www.waldorfbookstore.com, but don't forget to check out the clothing and gift item selection on-line also. For your convenience and personal needs, the Bookstore also offers stamps, cards, school supplies, and UPS picks up and ships out daily.

Student Activities

Participation in Co-Curricular Activities

Students are encouraged to participate in co-curricular activities. Major extra-class, or co-curricular activities are defined in the Student Handbook. The rules of the National Association of Intercollegiate Athletics, of which the College is a member, governs eligibility in intercollegiate athletics.

Student Government

Opportunities for leadership development and meaningful involvement in shaping campus life are available through Waldorf's Student Senate, of which all students are automatically

members. The Student Senate, the chief student governing body, is comprised of the executive officers and senators who are elected by the student body.

The purposes of the Student Senate include providing the means for effective student participation in community governance, developing and interpreting student opinion on issues of interest to students, providing effective student participation in planning and administering student affairs, promoting the welfare of the student body, campus improvements, campus programming, and acting in advisory capacities to the college administration, committees, and other instruments of college governance.

In addition to the Student Senate, students participate in college governance through service on college committees. There are also four representatives of the Senate selected to serve as advisory members of the College's Board of Regents.

Other leadership opportunities are available through our student organizations and academic programs.

Religious Life and Campus Ministry

The Religious Life and Campus Ministry programs at Waldorf College are designed to walk with students, faculty, and staff on the spiritual journey - providing opportunities to both grow in faith and actively wrestle with the deep questions of faith and life.

The Core Values of Campus Ministry are:

Mission and Friendship - We believe that every person has a God-given purpose in and through this life. Through friendship, we seek to help one another discover that mission and purpose.

Community and Hospitality - We believe that God has designed humanity to live in relationship with one another. Through the welcome of Jesus Christ, we seek to build caring, trusting relationships with one another.

Service and Mercy - We believe that our human identity and purpose is realized in and through a commitment to spend ourselves in service to the whole creation. To grow in what this means, we are committed to a growth in living lives of mercy.

Tradition and Innovation - "The wisdom of past ages without a vision of the future is irrelevant, but a vision of the future ignorant of the lessons of the past is irresponsible." The practices of those who have come before us in the faith are deep roots that support us as we grow together towards God's future. We value the traditions handed on to us that are of the gospel. We hold them as treasure entrusted to us for future generations. We will use them creatively to illuminate the path we are walking and towards the reign of God.

Beauty and Wisdom - Campus ministry encourages a dialogue of faith and reason, and supports ecumenical and interfaith activities, conversations, and projects. We believe that we are called to a rigorous pursuit of truth and wisdom, through intentionally utilizing the gifts of God.

Truth and Becoming - Because God's truth became flesh in Jesus, we seek to be an authentic community in the presence of truth. We do not possess truth, nor do we seek to correct the truths of others; rather, we seek to live faithfully in light of the truth of God in Christ Jesus. We also seek to be attentive to the emergence of God's reign in our world and in our personal and communal becoming.

"this life is therefore, not righteousness, but growth in righteousness, not health, but healing, not being, but becoming, not rest, but exercise. we are not yet what we shall be, but we are growing toward it, the process is not yet finished but it is going on, this is not the end, but it is the road. all does not yet gleam in glory, but all is being purified." (Martin Luther, defense of his articles 1521)

Campus Worship

Worship is offered in a variety of ways at a variety of times. Worship is ecumenical, utilizing a variety of styles that reflect the diversity of faith expressions within the campus community. Students are encouraged to assist with chapel leadership. Senior students are invited to provide a homily for chapel.

Student Campus Ministry Teams

Students are encouraged to participate in the Religious Life and Campus Ministry of the College wherever they are comfortable. Because the posture of Campus Ministry is "permission giving," students are invited to develop programs and ministries based upon their own gifts, passions, and ideas.

Student led ministries include:

FCA (Fellowship of Christian Athletes) Advised by coaches, FCA meets once a week for study, support, prayer, and fun.

ACTS (Active Catholics to Serve) Advised by faculty members of the Roman Catholic tradition and the local priest, ACTS meets weekly for mass, fellowship, and service. Catholic Mass is celebrated on Tuesday at 7:00 p.m. in the recital hall.

Exit to Hope

Led by students, *Exit to Hope* meets Tuesdays at 9:00 p.m. for contemporary worship, Bible study, prayer, and support. Students from this group also lead lock-ins for area youth groups.

Drama Outreach

In collaboration with the Theatre Department, students develop drama ministries for on-campus events and for area churches.

Mission and Service

Students involved in service coordinate and promote local, regional, national, and international faith-based mission and service projects. This May includes a spring break mission trip.

Prayer

Students coordinate a prayer ministry for the campus community.

Spiritual Growth

Students lead Bible studies and other spiritual growth activities in peer groups.

Sunday Morning Worship

Students are encouraged to worship in the congregation of their choice on weekends.

Music Activities

Waldorf has a long and distinguished tradition in music, which is an outgrowth of the musical emphasis in the College's heritage. While many student participants intend to pursue careers in music through continued study, a large majority of music participants use this co-curricular activity as a source of personal growth and as an expression of their vocational interests.

Waldorf Choir

The Waldorf Choir is a select, mixed choir which studies and performs music of many styles and traditions. Founded in 1916, the choir has upheld the Waldorf heritage of great choral singing. The Waldorf Choir has a touring tradition which has led to performances throughout the United States, Canada, Scandinavia, and other parts of Europe. Mini-tours and an extended spring tour are conducted each year. Admission is by audition, and all freshman members are required to take private voice lessons or voice class one of their freshman semesters. All sophomores are strongly encouraged to continue with voice class or private lessons.

Schola Cantorum

The Schola Cantorum choir, which means "singing school" in Latin, represents the entire student body of Waldorf. Made up of both music majors and non-majors, Schola Cantorum presents a wide variety of music ranging from Renaissance polyphony to world music, to jazz. Schola Cantorum presents its own concerts, performs in the annual Christmas at Waldorf concert, and sings at community events throughout the year.

Sangkor

Sangkor is the women's chorale at Waldorf College. Sangkor studies and performs music from a variety of choral idioms from "Bach to Broadway" with a little of everything before, in between, and after. Concert appearances and outings are a part of its activities.

Waldorf Wind Symphony

The Wind Symphony, in an effort to broaden the musical horizons of the student musician and to achieve the highest possible standard of musicianship, strives to perform the finest music out of the modern band repertoire. Each spring the Wind Symphony makes a concert tour. Members who make the tour pay a small fee which covers part of the transportation cost.

Waldorf Jazz Band

The 18-piece Jazz Band explores a variety of contemporary and traditional jazz styles. Open to members of the Wind Symphony, the Jazz Band performs at Coffee House events on campus.

Ambassador Ensemble

Members of the Waldorf Wind Symphony form brass and woodwind quintets and quartets which provide music on and off campus for chapel services and various celebrations. Membership is by audition.

Speaker Series

Our Speaker Series events are held each semester and are designed to foster a sense of

community through development of enlightened concern about national and global issues. A variety of scholars and public figures are brought to campus.

Community Artist Series

The Waldorf Community Artist Series offers several cultural activities each semester. These events feature the work of performing and visual artists and are intended to expose students to the wide variety of human expression. Students are strongly urged to attend these cultural opportunities.

Theatre Activities

Waldorf's theatre activities are considered an integral part of the liberal arts program, and all students are welcome to audition for roles or participate in technical aspects of campus productions. The productions enrich and compliment the theatre courses which are offered for those who desire formal study in theatre and its related fields.

Typically, four Mainstage productions are presented each academic year. Productions have included classical and modern comedies and tragedies, musicals, and experimental plays.

The Harold and Charlotte Smith Theatre seats 180 in a uniquely intimate setting. The scenery, light, and costume shops, as well as the ticket office and design lab provide excellent areas for production and support activities.

The theatre department frequently provides lighting and/or technical support for campus events.

Athletic Activities

Through intramural and intercollegiate programs, as well as recreational resources available to students, Waldorf provides abundant opportunities for students to pursue sporting interests.

Intercollegiate Athletics

Waldorf College began its ninth year of membership in the Midwest Collegiate Conference of the National Association of Intercollegiate Athletics in the fall of 2011.

Waldorf College sponsors the sports of football, soccer, wrestling, basketball, baseball, cross country, bowling, hockey, and golf for men, and basketball, cheerleading, soccer, volleyball, softball, cross country, bowling, golf, and wrestling for women. The aim of this activity area is to provide a complete and balanced sports program meeting the needs and interests of the students. The College makes every effort to maintain a program that enables students to hone their skills, develop lifelong recreational interests and leadership skills, and contribute to the quality of student life.

The NAIA "Champions of Character" initiative creates an environment in which every NAIA student-athlete and coach is committed to the true spirit of competition through respect, integrity, responsibility, servant leadership, and sportsmanship.

Waldorf students have distinguished themselves on both the playing field and in the

classroom over the years. They demonstrate that competitive athletics and academic pursuits can blend harmoniously.

Intramural Athletics

The purpose of the intramural program is to provide any student with an interest in a sports or recreation an opportunity to further develop interest and skill through friendly competition and participation. The intramural program also gives students an opportunity to participate in a wide variety of sports, recreational activities, and games. A year-round program of intramural sports gives all students an opportunity to take part in athletic games, tournaments, and one time events.

Cheerleading

Cheerleading is considered a sport at Waldorf, even though no intercollegiate competition exists. The purpose of this program is to provide the opportunity to enable cheerleaders to reach individual and team skill goals as athletes, and to learn lessons useful for life. In addition, the program is intended to promote college spirit.

Educational and Social Organizations

Alpha Chi

Alpha Chi is a coeducational society whose purpose is to promote excellence and exemplary character among college and university students and to honor those who achieve such distinction. Its name derives from the initial letters of the Greek words ΑΛΗΘΕΙΑ, meaning TRUTH and ΧΑΡΑΚΤΗΡ, meaning CHARACTER.

As a general honor society, Alpha Chi admits membership to students from all academic disciplines. Only students in the top 10 percent of the junior and senior classes may be invited to membership in Alpha Chi.

Membership in Alpha Chi recognizes previous accomplishments and provides opportunity for continued growth and service. As a phrase from the society's constitution suggests, Alpha Chi seeks to find ways to assist students in "making scholarship effective for good."

Among the major general honor societies, Alpha Chi is distinctive in its commitment to involve undergraduate members in the full range of cooperation of the society. Although faculty sponsors are important for the continuity of the organization, student members are the focus of Alpha Chi's programs and play major roles in Alpha Chi's leadership from the local to the national level.

At the local chapter level, all offices are filled by students, supported by a faculty sponsor who is appointed by the president of the institution or other chief executive officer. Chapters not only induct new members but also promote scholarship through sponsoring at least one scholarly or academic activity each year for their college.

Alpha Psi Omega

Waldorf College Theatre is home to the Alpha Epsilon Omega cast of Alpha Psi Omega National Theatre Honor Society (APO). APO is a society for highly involved students of theatre (both majors and non-majors) that serves the theatre program by sponsoring events

and fundraisers, assisting in workshops and career development programs for the department, and in working to develop future theatre trips to Minneapolis, Chicago, New York, and London.

Mu Phi Epsilon

Mu Phi Epsilon Professional Music Fraternity is a co-educational international fraternity in the professional field. Mu Phi Epsilon was founded in Cincinnati, Ohio on November 13, 1903, by Winthrop Sterling and Elizabeth Mathias Fuqua. The purpose of Mu Phi Epsilon is the advancement of music throughout the world, the promotion of musicianship and scholarship, loyalty to Alma Mater, and the development of the true bond of friendship. Our Mission is to foster the ideas of service to school and community, develop an awareness that artistic gifts are to be shared, promote high scholarship, musicianship, and friendship through service, and provide opportunities for strong artistic and personal abilities. There are currently 144 collegiate chapters with charters with 82 active chapters and 74 active alumni chapters. The fraternity awards a number of scholarships and grants and promotes music among professional musicians, students and the community. The Zeta Lambda Chapter of Mu Phi Epsilon was started at Waldorf College on April 13, 2011.

Waldorf History Club

Waldorf Historia is the college history club that is open for history majors and minors, as well as other members of the campus community who have a strong interest in history. The club hosts many social and academic activities on campus and helps sponsor trips to museums, archives, parks, libraries, and other conferences every year. The club is advised by the History Department.

Biology Club

The purpose of the Biology Club is to provide social and educational programming for those interested in flora, fauna, and all things biology.

Wellness Club

The purpose of the Wellness Club is to provide students with opportunities to expand their knowledge of the discipline of health promotion and wellness.

Film Club

The purpose of the Film Club is to provide frequent opportunities for students to see important films and to discuss them openly and intelligently with peers and professors.

Global Culture Club

The purpose of the Global Culture Club is to foster greater awareness and understanding within the College community of the cultures and societies of various countries throughout the world, as well as providing fellowship and encouragement among students of diverse cultures. The club sponsors a variety of activities such as a Global Fest, Culture Show, and educational trips. The international students also offer programs to the public of an international nature. Membership of American students is encouraged.

Waldorf College Education Club

The purpose of the Waldorf College Education Club is to promote interest in the teaching

profession, and foster greater awareness and understanding of the teaching profession. The club hosts many social and academic activities on campus and sponsors trips to educational conferences. The club is advised by the Education Department faculty.

Political Organizations

Political organizations are formed by students wishing to promote student participation in politics.

Presidents' Roundtables

Presidents' Roundtables provide an opportunity for presidents/leaders and members of each club or organization to meet and discuss leadership topics, get feedback about club issues, and announce upcoming events. Meetings are held twice a semester.

ACTS

The purpose of Active Catholics to Serve (ACTS) is to get Catholic students, and any other students who so desire, involved in Catholic traditions that will guide them on their journey of becoming educated as a “whole person in the spirit of Jesus Christ, enabling the individual to experience fulfillment through a life of service.”

MAPS

Mostly Alive Poets Society (MAPS) provides a platform for poets and those who like poetry to share and discuss their work.

Amnesty International Club

Amnesty International, winner of the 1977 Nobel Peace Prize, works for human rights throughout the world. Members support the Universal Declaration of Human Rights and communicate with government authorities to release prisoners of conscience detained because of their beliefs, race, sex, ethnic origin, language, or religion.

GSA

The Gay/Straight Alliance (GSA) brings together gay and straight students to raise awareness about issues concerning homosexuality on campus and in the community. Iowa Pride Network Award for Best GSA in the State (2 years).

Social Warrior Activities Team (S.W.A.T.)

The Student Activities Office works to provide social, educational, cultural, and recreational events for the campus and Forest City community. Social Warrior Activities Team (S.W.A.T.) is composed of the following student committees responsible for programming entertainment: comic relief, concerts, dances, late night athletics, late night programming, novelty, and special events. Student Activities also organizes homecoming and Family/Little Sibs Weekend. The following programs are also sponsored by the Student Activities Office:

Paintball Club

The purpose of the Paintball Club is to provide an outlet for students who are passionate about paintball.

“Taste of Forest City” Involvement Fair is hosted each fall with the purpose of showcasing campus organizations, clubs, and athletic teams. Area businesses are also represented, giving highlights of what Forest City has to offer.

Educational and Wellness Programs: Topics include healthy relationships; nutrition, health, and fitness; AIDS Awareness; domestic violence; basic car maintenance; self-defense course; and conflict management. Student Activities works with the Career Services Office to provide additional programs that target our upperclassmen including interviewing skills, resume writing, a finance series, etiquette, and leadership workshops.

Warrior Cup: A week-long event held during homecoming sponsored by Senate and Student Activities. Organizations compete against other organizations to win the Warrior Cup and a monetary award. Competitions include Oreo stacking, tug-of-war, banner contests, etc.

BASH: An annual music festival that is collaboratively organized by KZOW, the Communications Department, Student Activities, SWAT, and Student Senate.

Winterfest: A Student Senate-sponsored competition held amongst campus organizations.

Other student organizations include: Biology Club, Dance Team, Rugby, Film Club, FCA, the Guild, and Residence Hall Association.

Campus Media

Lobbyist

The Lobbyist is the student newspaper, which is published online several times each semester. The program is intended to provide both a voice for the student body within the campus community and to serve as a professional opportunity for journalism students.

The Torch

The Torch is the student magazine. Students manage, write, and design the magazine. It is published twice a semester and covers the various events and activities occurring on campus.

KZOW-Radio

KZOW, 91.9 FM, airs a variety of music and student-produced shows 24 hours a day. "Active Radio" provides all students an opportunity to produce audio programming and promotions in an "on-air" professional setting.

WAL-TV

As a practicum experience, students participate in satellite downlinks and live-to-tape broadcast recordings of theatrical plays, professional presentations, and scripted productions for special college projects.

Student Handbook

The Student Handbook, with information for students, is published by the Office of Student Life and posted on the college web site prior to the beginning of classes each fall.

Waldorf College Magazine

The Waldorf College Magazine is published by the College and available to alumni, parents, pastors, and other friends of the College.

Campus Announcements

This is a blog sent to all members of the Waldorf community.

The Crusader

The Crusader is a magazine for the arts supported once a year by the College Honors Society, Alpha Chi. The Crusader contains art, fiction, poetry, and essays from students, staff, and faculty.

Summer/Winter Newsletter

A summer/winter newsletter is sent out each July and January to all students and parents with updates, important dates, and important information regarding the start of school.

Campus and Community

Waldorf College was founded in 1903 as a result of “The Great Hotel War of Forest City.” This fierce, competitive battle between the two first-class hotels, built simultaneously, left the beautiful Waldorf Hotel vacant after only four months of operation. This provided the opportunity for The Rev. C. S. Salvesson to muster the necessary resources to found a Christian college.

Thus, Waldorf College came to be located on a prominent corner in the center of the city of Forest City, and the 50-plus acre campus has grown up around this original, and still beautiful, building now called Salvesson Hall.

Campus

The Waldorf campus has nearly tripled in size in the past three decades, with the addition of six major buildings in that period. Waldorf’s buildings include:

Salvesson Hall (1903) is a four-floor building which serves as Waldorf’s “old main.” Salvesson houses the main administrative offices and the extensive computer facilities of the College.

Thorson Hall (1911) was the second building on campus. It has served a variety of purposes since its dedication. Its complete remodeling into a state-of-the-art “high technology classroom building” was completed in January, 1990. This building houses the Business Center; Humanities Center; Harold and Charlotte Smith Theatre; video control center; telecommunications laboratory; and the student publications offices. Thorson is named after Thorwald Thorson, a member of Waldorf’s first faculty and later a distinguished architect.

Odvin Hagen Music Center (1976) is named after the long-time beloved choral director. It houses the Department of Music and includes the 129-seat Recital Hall, the Edyth Quist Piano Classroom; the Oscar Lyders Theory Room (Lyders was the founder of the Waldorf Choir); a band rehearsal room; several classrooms and teaching studios; nine practice rooms; a student lounge; and other facilities for the department. The building is connected to the Campus Center by an underground pedestrian tunnel.

Nilssen-Boe Science Hall (1962) is a science classroom and laboratory facility serving the departments of biology, chemistry, physics, and mathematics. The building is named after two former presidents of the College, Morton O. Nilssen (1943-1950) and Lars W. Boe (1904-1915).

John K. and Luise Hanson Fieldhouse (1987) is a complete physical education facility, including a large gymnasium (seating 1,200), wrestling room, weight room, several locker rooms, and offices for the department. The Fieldhouse adjoins the Forest City YMCA, which allows Waldorf students, who all receive a membership, easy access to the additional recreational facilities of the Y, including a pool, racquetball courts, cardio-strength training room, and indoor jogging/walking track. An addition containing a new weight room/wellness center, wrestling practice/multi-purpose room, and lobby expansion was completed in 1997.

Hanson Fieldhouse is named after one of the most prominent alumni of Waldorf, John K. Hanson '32 and his wife, Luise, a long-time member of the Board of Regents.

Adjacent to the Hanson Fieldhouse are the football stadium, baseball and softball fields, soccer field, and practice areas.

Denny Jerome Athletic Center (2010) is named after the long-time athletic director and women's basketball coach at Waldorf, Denny Jerome. Jerome '70 has been employed at the college since 1972 and has served as athletic director, women's basketball coach, admissions counselor, residential dorm director, and assistant football coach.

The DJAC houses the offices for football, men's and women's soccer, baseball, softball, men's and women's golf, men's and women's cross country, and men's and women's bowling. Second floor includes classrooms and offices while the first floor is currently undergoing renovations to include locker rooms, weight room, training room, indoor hitting facility, laundry room, and storage.

Luise V. Hanson Library (2005) is the center of scholarly research, study, and learning, bringing together technological and traditional access to information. Open and dedicated in the fall of 2005, this \$4.5 million building honors Luise V. Hanson, an 18 year member of the Board of Regents and strong supporter of the College. The library provides a variety of comfortable seating and study space options on two floors, a book capacity of over 90,000, and five group study rooms. The library is wireless, has two classrooms and a seminar room, and also has the College writing center, the College archives, and the faculty research center.

Campus Center (1967) is a three-story building housing food services, including the Velma Severson Dining Room, the Gjellefald Dining Room (named for Olaf and Alta Gjellefald, long-time benefactors of the College), and a private dining area on the upper level. The main level includes the art gallery and game/TV room and campus lounge in addition to student life, residence life, student activities, intramurals, parking, health service offices, the College information desk, and the Ann Marie Mitchell meeting room. The lower level features Gatsby's Grill, a short order cafe, recreation area featuring a dance floor and large screen television viewing area, and also the student mail center.

Tillie Rasmusson Hall (1955) is a three-story co-educational traditional residence hall for 60 students. It is named after the food service director of the College from 1915 to 1968.

Gladys Ormseth Hall (1966) is a four-story co-educational traditional residence hall for 96 students. It is named after the Waldorf teacher and bookstore manager from 1922-1965.

Jacob Tanner Hall (1964) is a three-story co-educational traditional residence hall for 144 students. It is named after The Rev. Dr. Jacob Tanner, who served as a highly-popular theology professor from 1944 to 1963, during the years when he was age 79 to 97.

Johnson-London Hall (1968) is a four-story, two-wing co-educational traditional residence hall for freshman students. It is named for O. J. Johnson, a professor in mathematics, physics and science, dean of men, and dean of the college; and Hans London, a cabinetmaker, electrician, and grounds person for the Waldorf maintenance staff from 1933-1967.

Breen Hall (1998) is a three-story co-educational suite style residence hall for 102 students. It is named after Clarence Breen, an alumnus, and his brother, Elroy Breen, generous supporters of the College.

Timberland at the Village Apartment Complex (2006) is a co-educational apartment complex managed by Waldorf College located near the athletic fields. Each apartment

includes four single bedrooms, two full bathrooms, a fully furnished kitchen, laundry, living and dining area, air conditioning, and parking. This off-campus independent facility is reserved for upper class students.

The Theme Houses (6) are college owned houses that are used to provide a unique opportunity that is designed to bring students together who share a common area of interest and to provide a richer living and learning environment; thereby creating their own residential experience in a non-traditional residential setting.

The Atrium (1991) provides a link between three major facilities: Salveson Hall, Thorson Hall, and Nilssen-Boe Hall of Science. It also contains an elevator offering handicapped accessibility to all floors and includes the Academic Achievement Center (AAACE), access to the theatre scene and costume shops, and the Atrium Conference Room. Also located in the Atrium is Warrior Crossing, Waldorf's Grab and Go full service convenience food stop in the heart of campus daily life, offering Java City Coffee beverages, sandwiches, soups, salads, and comfort snack foods, while working in conjunction with student meal plans. The skylighted two-story central plaza offers attractive and functional space for numerous social and cultural events as well as popular between-class student lounging areas.

The Community

Forest City is a vibrant, small community of 4,150 residents, located midway between Des Moines and Minneapolis, 30 miles west of Mason City (population 30,000), and 20 miles west of Clear Lake. In one of the world's richest agricultural regions, the area features beautiful rolling hills, towering oaks, and Pilot Knob State Park.

Forest City is home to Winnebago Industries, a Fortune 500 company and a leading manufacturer of recreational vehicles. Forest City features a 3M distribution center and Krysilis, a residential treatment center for the developmentally disabled.

VIII. Governance

BOARD OF TRUSTEES

Rev. Buford LipscombChairman
 Dr. David WeberVice Chairman
 Mr. Robert Mayes, Jr. Secretary

Mrs. Chantell CooleyOrange Beach, AL
 Mr. Richard CorcoranSioux Falls, SD
 Dr. Michael Hillyard St. Johns, FL
 Dr. Randy Juhl Glenshaw, PA
 Mrs. Minnie MayesOrange Beach, AL
 Mr. Casey Miller..... Des Moines, IA
 Dr. James Pate..... Tupelo, MS
 Mr. John ThompsonAlexandria, VA

REGENTS EMERITI (LIFETIME)

Mrs. Eldoris Bunnell..... Belmond
 Rev. Allen Hermeier..... Decorah
 Mrs. Ruth Holtan Forest City
 Mr. Daniel Kunau Preston
 Dr. Kenneth Larson Ames
 Mr. Harold Smith..... Fort Dodge
 Mr. Conrad Sorensen..... Milford
 Dr. A.L. Sponberg Tucson, AZ
 Mr. Eugene Sukup Sheffield

ALUMNI ASSOCIATION

Amy Bahr '03, BA
 Urbandale, IA President
 Duane Jolivette '81
 Newton, IA..... Vice President
 Amy Stouffer '99, BA
 Council Bluffs, IA.....Secretary

IX. Administration

Office of the President

Joseph Manjone, President
Robert Alsop, President Elect
Cindy Carter, Assistant to the President

Office of Academic Affairs

Scott Searcy, Interim Vice President for
 Academic Affairs and Dean of the College

Suzanne Falck-Yi, Director of Honors College
Jennifer Edwards, Administrative Assistant
Twylah Kragel, Registrar

Becky Stumme, Assistant Registrar
Scott Searcy, Dean of Assessment and
 Accreditation

Laura Friesenborg, Director of Online
 Compliance

Beth Thompson, Assistant Dean for
 Online Learning

Teresa Davis, Faculty and Curriculum
 Coordinator for Online Learning

Intercollegiate Athletics

Michael Scarano, Athletic Director

Chad Gassman, Assistant Athletic Director,
 Baseball Coach

Kristi Osheim, Manager of Athletic Opera-
 tions

Ryan Flickinger, Director of Athletic
 Recruiting

Molly Kappos, Sports Information Director
Carolyn Sunde, Athletic Assistant

Tony Reynolds, Strength and Conditioning
 Coach

Heidi Laube, Athletic Trainer

Denny Jerome, Women's Basketball Coach

Paul Meyer, Volleyball Coach

Greg Youngblood, Football Coach

Mark Clouse, Men's and Women's Golf
 Coach

Tyler Brandt, Wrestling Coach

Dustin Baynes, Women's Wrestling Coach

Teresa Hanna, Cheerleading Coach

Nigel Jenkins, Men's Basketball Coach

Chad Brown, Interim Men's Soccer Coach

Casey Kujawa, Women's Soccer Coach

Denny Gilbertson, Softball Coach

Matt Boyles, Men's and Women's
 Cross Country Coach

Marilyn Schachel, Men's and Women's
 Bowling Coach

Brett Shelanski, Hockey Coach

Academic Support Services

Academic Achievement Center

Mason Babcock, Director of Learning Disabilities Program and Academic Achievement Center

Christine Atwell, Assistant Director of Academic Support Program

Joy Brandt, Assistant Director of Academic Achievement Programs

Sabrina Parcher, Academic Achievement Center Coordinator

Library

Amy Hill, Library Director

Cindy Fitzgerald, Library Assistant

Jodi Barkema, Assistant Cataloger

Lisa Kreps, User Services Librarian

Theresa Reiter, Library Assistant

The Writing Center

LeAnn Nash, Program Director

Fine Arts

Chris Ward, Music Office Coordinator

Adam Luebke, Director of Waldorf Choir

Kristi Carlson, Director of the Art Gallery

Robert AuFrance, Director of Fine Arts Administration, Director of Theatre

Brent Dodson, Director of Waldorf Wind Symphony and the College Artist Series

Career Planning Center

Mary Reisetter, Director of Career Planning

Robert Kraft-Abrahamson, Administrative Assistant

Education Department

Vicki Zobel, Education Department Administrative Assistant

Office of Admissions and Financial Aid

Carl Childs, Director of Admissions

Scott Pitcher, Assistant Director of Admissions

Danielle Appel, Admissions Counselor

Samantha Boje, Admissions Counselor

Jessica Cable, Admissions Counselor

Mary Dickman, Admissions Counselor

Jill Minkel, Admissions Counselor

Karla Renshaw, Admissions Counselor

Matt Polsdofer, Admissions Counselor

Tony Wical, Admissions Counselor

Kathy Zender, Admissions Counselor

Duane Polsdofer, Director of Financial Aid

Mark Gilbertson, Financial Aid Counselor

DeAnn Krutsinger, Assistant Director of Financial Aid

Carolyn Sunde, Financial Aid Associate

Cathy Stensland, Administrative Assistant

Vanessa Jones, Admissions Office Manager

Sindia Kasper, Admissions Office Assistant/Switchboard Operator

Office of Business Affairs

Mason Harms, Vice President for Business Affairs

Linda Harms, Accounts Manager

Bev Retland, Student Loans and Insurance Coordinator

Debbe Nelson, Accounts Payable Manager

Dawn Ramaker, Benefits Coordinator

Office of Operations

Rick Cooper, Vice President for Operations

Jason Eck, Executive Assistant to Vice President for Operations

Monica Scarano, Continuing Education and Events Planning Coordinator

Office of Advancement

Nancy Olson, Director of Institutional Relations

Rita Gilbertson, Director of Alumni Relations

Janet Berhow, Gift Processing Manager

Institutional Technologies

Ken Styron, Chief Information Officer

Tammy Larson, Manager of Institutional Technologies

Julie Eischen, Technology Support Specialist

Blake Eno, Technical Support Representative

Eric Guth, Technical Support Representative

Bookstore

Karla Schaefer, Bookstore Manager

Terri Van Hove, Bookstore Assistant

Andrea Bakker, Bookstore Assistant

Buildings and Grounds

Alan Eggebraaten, Director of Buildings and Grounds

Justin Benjegerdes

David DeBoe

Jane Luecht-DeBoe

Lydia Gray

Bryan Juenger

Kris Juenger

Gary Kadlecik

Diane Korte

Sherman Meyering

Darlene Miles

John Miller

Duane Moe

Dave Mull

Lynn Osterkamp

Ryan Ristau

Tim Severson

John Staley

Justin Thompson

Mike Tjaden

Phuoc Van Truong

Food Service

Brian Keely, Director, Aramark

Office of Marketing and Communications

Barbara Barrows, Director of Marketing

Riya V. Anandwala, Communications Specialist

Matt Knutson, Graphic Designer

Office of Student Life

Jason Ramaker, Dean of Students

Jim Amelsberg, Director of Counseling

Momo Wolapaye, Director of Residence Life

Mary Mathiasen, Director of Student Health Services

Amy Woods, Director of Student Activities/ New Student Orientation/CIC

Kelly Youngblood, Campus Ministry Coordinator

Brett Geelan, Director of Intramurals and Recreation

Anna Moglestad, Administrative Coordinator of Student Life

Kathryn Mullaly, Area Coordinator of London-Johnson Hall, First Year Experience Coordinator

Mary Dickman, Area Coordinator of Ormseth/Rasmussen Halls, Vending Services Coordinator

Mamisoa Ranaivoson, Area Coordinator/ Campus Ministry

Student Senate Officers

Jeremy Padilla, President

Ashley Lutrick, Vice President/Treasurer

Nadean Krueger, Secretary

X. Faculty

*NATALIE HILLMAN ALSOP

Assistant Professor of Psychology
B.A., Concordia College; M.A., Ph.D.,
Southern Illinois University; Waldorf
2001.

ROBERT A. ALSOP

President Elect
B.A., Concordia College; M.A., Ph.D.,
Southern Illinois University;
Waldorf 1998.

ROBERT AUFRANCE

*Director of Fine Arts Administration,
Associate Professor of Theatre*
B.A., University of Findlay; M.A. Kent
State University; Ph.D., University of
Missouri; Waldorf 2002.

MASON BABCOCK

*Director of Academic Achievement Center,
Instructor of Developmental Studies*
B.S., Iowa State University; M.A. Drake
University; Waldorf 2007.

PAUL BARTELT

Professor of Biology
B.S., Iowa State University; M.A., Uni-
versity of South Dakota; Ph.D., Idaho
State University; Waldorf 1981.

DAVID BEHLING

Assistant Professor of English
B.A., University of Arizona; M.A., Min-
nesota State University; M.A., Wartburg
Seminary; Waldorf 1998.

JEFFREY BIESSMAN

Assistant Professor of Education
B.S., University of Wisconsin-Whitewat-
ter; M.S.E., University of Wisconsin-Plat-
teville; Ph.D., University of Wisconsin-
Madison; Waldorf 2007.

MITCHELL BERGER

Assistant Professor of Chemistry
B.S., City College of New York; M.S.,
Ph.D., University of Rochester; Waldorf
2010.

*JAMES BRAUN

Instructor of Math
B.A., M.A., University of Northern Iowa;
Waldorf 2006.

CHAD BROWN

Assistant Professor of Sport Management
B.A., MidAmerica Nazarene College;
M.A., Minnesota State University—
Mankato; Waldorf 1991, 2000.

*JOHN CARLSON

*Associate Professor of English, International
Study Coordinator*
B.A., St. Olaf College; M.A., Purdue
University; M.R.E., Grand Rapids Baptist
Seminary; Waldorf 1982.

*KRISTI CARLSON

Associate Professor of Art
B.A., St. Olaf College; M.A., Purdue
University; Vermont College; M.F.A.,
Vermont College; Waldorf 1987, 1995.

GARY COOMBS

Assistant Professor of Cell Molecular Biology
B.S., Brigham Young University; Ph.D.,
University of Texas Southwestern Medical
Center; Waldorf 2010..

*BRADLEY CRESWELL

Associate Professor of Choral Music
B.M., Western Michigan University;
M.M., University of Michigan; D.M.A.,
Michigan State University; Waldorf 1998

DAVID DAMM

Professor of Communications
A.A., Waldorf College; B.A., M.A.,
University of Iowa; Waldorf 1988.

JOEL DE BOER

Instructor of Religion
B.A., Kuyper College; M.S. Grand Can-
yon University; M.Div. Calvin Theologi-
cal Seminary; Waldorf 2010.

BRENT DODSON

Assistant Professor of Music
B.M., M.M., Julliard School of Music;
D.M.A., University of Southern
California; Waldorf 2009.

MARY EGGBRAATEN

Instructor of English
B.A., South Dakota State University;
Waldorf 2009.

ROBERT ELSBURY*Instructor of Mathematics*

A.A., NIACC; B.A., University of Northern Iowa; M.S. Drake University; Waldorf 2005.

CASSIE ENO*Assistant Professor of Psychology*

B.A., Simpson College; M.A., Ph.D., University of Alabama; Waldorf 2010.

SUZANNE FALCK-YI*Associate Professor of English*

B.A., Eureka College; M.A., Northern Illinois University; Ph.D., University of Illinois at Urbana—Champaign; Waldorf 1995.

MICHAEL J. FARNDALE*Associate Professor of Physics and Mathematics*

B.A., M.A., Oxford University, England; Waldorf 1982.

NANCY FARNDALEInstructor of Music Lessons, Composer in Residence*

B.A., St. Olaf College; Waldorf 1982.

JULIENNE FRIDAY*Professor of Sociology and Psychology*

A.A., Waldorf College; B.A., Augustana College; Mankato State University; M.A., University of Northern Iowa; Wartburg Theological Seminary; Princeton Theological Seminary; Waldorf 1975.

KENNETH L. HANSENAssociate Professor of Speech and English*

South Dakota State University; B.A., Southern State College; Black Hills State University; M.Ed., South Dakota State University; University of Northern Iowa; Waldorf 1970.

KENT HANSEN*Assistant Professor of Wellness*

B.A., Concordia College-Moorhead; M.S., University of Montana-Missoula; Ph. D., University of Wisconsin-Madison; Waldorf 2011.

JOY HEEBINK*Associate Professor of Religion*

B.A., St. Olaf College; M.Div., Luther Theological Seminary; Ph.D., The Union Institute and University; Waldorf 1993.

AMY HILL*Library Director*

B.S., Iowa State University; MSLS, University of Kentucky; Waldorf 2007

REBECCA S. HILL*Associate Professor of Education*

A.A., Waldorf College; B.S., M.S., Mankato State University; Waldorf 1991.

DAWN JOHNSON*Professor of Business*

A.A., Waldorf College; B.A., Concordia College; M.S., Mankato State University; M.B.A., St. Thomas University; Waldorf 1984.

MARK JOHNSON*Instructor of Computer Information Systems*

B.A., M.A., University of California—San Diego; Waldorf 2000.

TWYLAH KRAGEL*Registrar*

B.A., Augsburg College; Mankato State University; Waldorf 1982.

LISA KREPS*User Services Librarian*

B.A., DePaul University; M.L.S., University of Maryland, College Park; Waldorf 2010.

KERRY KROGHInstructor of Biology*

B.A., Wesleyan University, M.S., University of Iowa; Waldorf 1997.

KRISTI LEONARD*Associate Professor of Wellness*

B.A., Central College; M.A., University of Iowa; M.A., University of Northern Iowa; Waldorf 2005.

ADAM LUEBKE*Assistant Professor of Music*

B.M., St. Olaf College; M.M., Westminster Choir College of Ryder University; Ph.D., Florida State University; Waldorf 2011.

MARY MATHIASENInstructor of Wellness*

B.A., Luther College; Waldorf 1996.

KIM MEYER*Assistant Professor of Education*

BA, MA Lenoir-Rhyne College

PAUL MEYER*Assistant Professor of Physical Education*

A.A., Waldorf College; B.S. Minnesota State University-Mankato; St. Mary's University; Waldorf 2008

DEEPAJ MUKHERJEE*Assistant Professor of Business and Economics*

B.S., M.S., University of Calcutta; Ph.D., University of Memphis; Waldorf 2010.

LEANN NASH*Assistant Professor of English*

B.A., University of Texas-Arlington; M.A., Texas A&M University-Texarkana; Ph.D., Texas A&M University-Commerce; Waldorf 210.

MARK NEWCOM*Associate Professor of Communications*

B.A., University of Northern Iowa; M.A., Southwestern Baptist Theological Seminary; Waldorf 1993.

TIFFANY OLSON*Assistant Professor of Communications*

B.A., Waldorf College; M.F.A., Iowa State University; Waldorf 2005.

JASON RAMAKER*Dean of Students*

B.S., University of Wisconsin-River Falls; M.Ed., Northern Arizona University; Waldorf 2006.

MELISSA REYNOLDS*Assistant Professor of Wellness*

B.A., Central College; M.S., Ph.D., Indiana State University; Waldorf 2007.

JOHN ROBINSON*Professor of Business*

B.A., M.S., Mankato State University; Iowa State University; M.B.A., St. Thomas University; Waldorf 1980.

CYNTHIA RYDER*Professor of Sport Management*

B.S., Wheaton College; M.S.P.E. University of North Carolina-Greensboro; Ed.D., University of Georgia; Waldorf 2010.

JAMES SCARRY*Assistant Professor of History*

B.S., M.A., Kent State University; Ph.D., Miami University; Waldorf 2009.

ANDREA SEARCYInstructor of Biology*

B.S., Idaho State University; Waldorf 2002

SCOTT S. SEARCY*Interim Vice President for Academic Affairs and Dean of the College,**Professor of Mathematics*

B.S., M.S., New Mexico Highlands University; Ph.D., Idaho State University; Waldorf 2000.

JOHN SHOOK*Assistant Professor of Criminal Justice*

B.S., Pennsylvania State University; M.P.A., Ohio State University; Waldorf 2011.

BLAKE SLONECKER*Assistant Professor of History*

B.A., Gonzaga University; M.A., Ph.D., University of North Carolina; Waldorf 2009.

STEVE SMITH*Assistant Professor of Religion*

B.A., University of Minnesota—Duluth; M.Div., Luther Theological Seminary; Waldorf 1996.

CALEB STROMAN*Assistant Professor of Theatre*

B.A., Texas A&M University; M.F.A., University of Kansas; Waldorf 2010.

KRISTIN TAYLOR*Associate Professor of Music*

B.M., M.M., University of Missouri - Kansas City Conservatory of Music; D.M.A., University of Cincinnati - CCM; Waldorf 2005.

PAUL THIEM

Assistant Professor of Psychology
B.A., University of California-Berkeley;
Ph.D., University of California-Santa
Cruz; Waldorf 2011

MARCIA TRYGSTAD

Associate Professor of Education
B.S., University of Minnesota; M.S.,
Mankato State University; Ed.S., Drake
University; Waldorf 1980.

GLEN WEGGE

Associate Professor of Music
B.M., Western Connecticut State
University; M.M., Ithaca College; Ph.D.,
Indiana University; Waldorf 2006.

JOE WILKINS

*Assistant Professor of English and
Creative Writing*
B.S., Gonzaga University; M.F.A.,
University of Idaho; Waldorf 2007.

SHEILA WILLMS

Assistant Professor of Education
B.A., Northwestern College; M.S.E.,
Drake University; Early Childhood
Endorsement, University of Northern
Iowa; Waldorf 2001.

* Part -Time

Emeriti**ROBERT ABKES, M.R.E.**

Professor Emeritus, Music and Religion

NEIL BOYD, M.S.

Professor Emeritus, Physical Education

CAROLL CARSON, M.A.

Professor Emeritus, Mathematics

RONALD EIDE, M.A.

Professor Emeritus, Chemistry

CHARLES GAVIN, Th.D.

Professor Emeritus, Religion

JAMES HAMRE, Ph.D.

Professor Emeritus, Religion and Philosophy

WAYNE JOHNS, M.ED.

Professor Emeritus, Mathematics

FRANK KOVACH, M.B.A.

Professor Emeritus, Business

ADRIAN JOHNSON, LL.D.

Professor Emeritus, Music

DAVID RASMUSSEN, M.A.

*Professor and Assistant Dean Emeritus, Indus-
trial Education*

TIMOTHY SCHMIDT, D.M.A.

Professor Emeritus, Music

ROBERT SHERMAN, M.A.

Professor Emeritus, History

Presidents of Waldorf College

C. S. Salveson (1903-1904)

L. W. Boe (1904-1915)

Martin Hegland (1915-1919)

O. O. Bjertness (Acting President 1919-1920)

C. B. Helgen (1920-1929)

C. M. Granskou (1929-1932)

J. L. Rendahl (1932-1943)

M. O. Nilssen (1943-1950)

A. L. Halvorson (Acting President 1950-1951)

Sidney A. Rand (1951-1956)

Sigvald D. Fauske (1956-1970)

Gerrish Severson (Acting President 1970-1971)

Paul D. Mork (1971-1978)

Morris Wee (Acting President 1978-1979,
1985-1986)

Arndt F. Braaten (1979-1985)

William E. Hamm (1986-1999)

Thomas L. Jolivette (1999-2004)

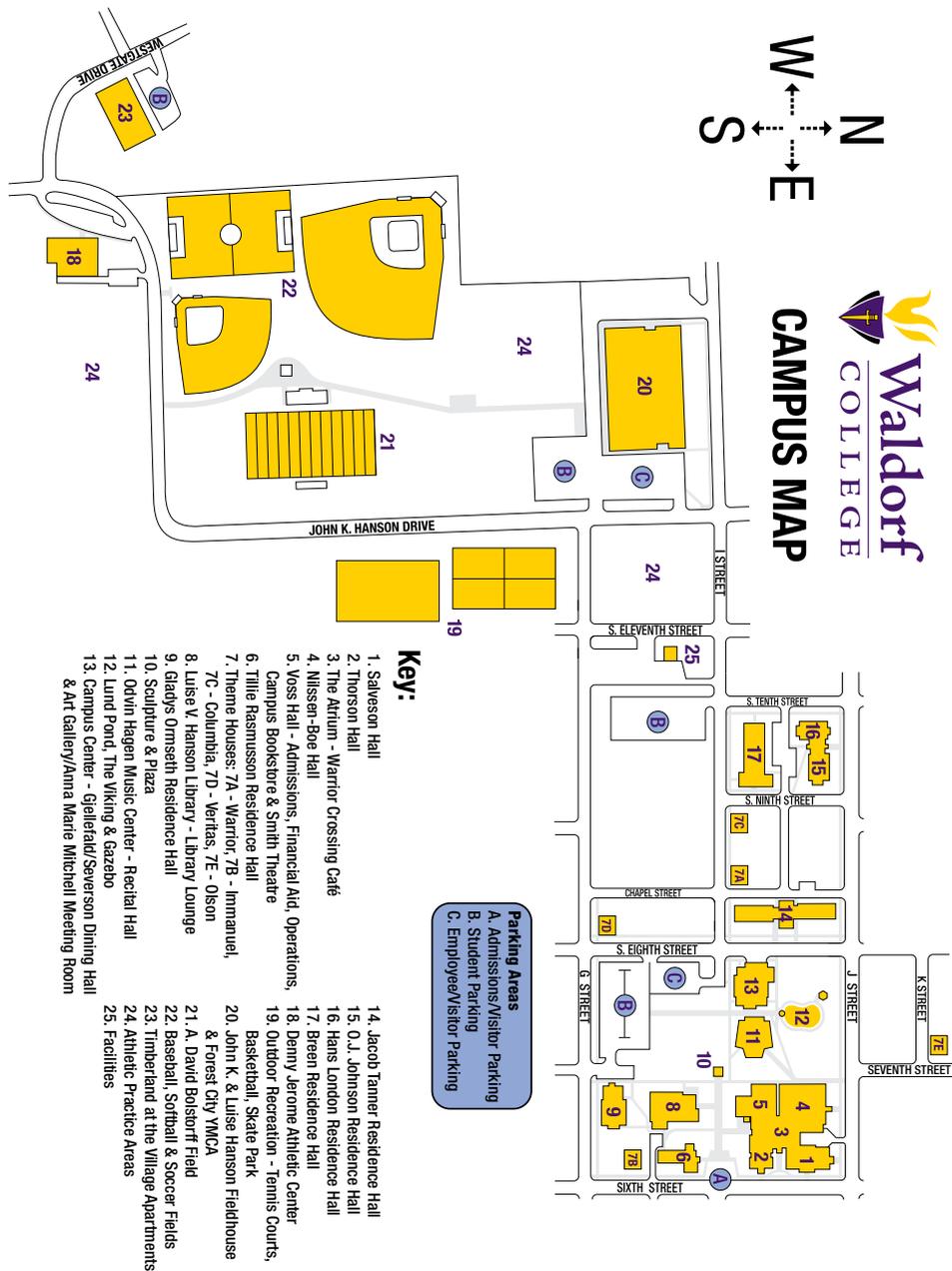
Robert L. Vogel (Acting President 2004-2005)

Richard A. Hanson (2005-2010)

Joseph Manjone (2010-2011)

Robert Alsop (President Elect 2011-Present)

Map



2011-2012 Academic Calendar

FALL SEMESTER

August 25-26, Thursday-Friday	Faculty Workshop
August 26, Friday	Freshmen Arrive
August 26, Friday	Opening Convocation
August 26-28, Friday-Sunday	Freshmen Orientation
August 28, Sunday	Returning Students Arrive
August 29, Monday	Classes Begin
September 3-5, Saturday-Monday	Labor Day Break
September 9, Friday	Last Day to Drop/Add Classes
October 11, Tuesday	Founders' Day
October 15-18, Saturday-Tuesday	Mid-Semester Break
October 17, Monday	Mid-Semester Grades Due
October 19, Wednesday	Classes Resume
November 1, Tuesday	Last Day to Withdraw From a Class
November 23-27, Wednesday-Sunday	Thanksgiving Break
December 9, Friday	Last Day of Classes
December 12-15, Monday-Thursday	Final Exams
December 15, Thursday	Semester Ends for Students
December 20, Tuesday	Grades Due

SPRING SEMESTER

January 9, Monday	Classes Begin
January 20, Friday	Last Day to Drop/Add Classes
February 24-26, Friday-Sunday	Mid-Semester Break
February 27, Monday	Mid-Semester Grades Due
February 27, Monday	Classes Resume
March 9, Friday	Last Day to Withdraw From a Class
March 10-18, Saturday-Sunday*	Spring Break
March 19, Monday	Classes Resume
April 6-9, Friday-Monday	Easter Break
April 23, Monday	Last Day of Classes
April 24-27, Tuesday-Friday	Final Exams
April 27, Friday	Semester Ends for Students
April 28, Saturday	Commencement
May 3, Thursday	Grades Due

SUMMER SEMESTER

May 7, Monday	Classes Begin
May 26-28, Saturday-Monday	Memorial Day Break
July 4, Wednesday	4th of July Break
July 20, Friday	Last Day of Classes
July 20, Friday	Semester Ends for Students
July 26, Thursday	Grades Due

A five week Summer School Session will begin Monday, May 7 and end Friday, June 8.

*Residence Halls will be closed during these breaks so resident students will need to make alternate arrangements or pay extra to stay in halls.

2012-2013 Academic Calendar

FALL SEMESTER

August 23-24, Thursday-Friday	Faculty Workshop
August 24, Friday	Freshmen Arrive
August 24, Friday	Opening Convocation
August 24-26, Friday-Sunday	Freshmen Orientation
August 26, Sunday	Returning Students Arrive
August 27, Monday	Classes Begin
September 1-3, Saturday-Monday	Labor Day Break
September 7, Friday	Last Day to Drop/Add Classes
October 11, Thursday	Founders' Day
October 13-16, Saturday-Tuesday	Mid-Semester Break
October 15, Monday	Mid-Semester Grades Due
October 17, Wednesday	Classes Resume
October 30, Tuesday	Last Day to Withdraw From a Class
November 21-25, Wednesday-Sunday*	Thanksgiving Break
December 7, Friday	Last Day of Classes
December 10-13, Monday-Thursday	Final Exams
December 13, Friday*	Semester Ends for Students
December 18, Tuesday	Grades Due

SPRING SEMESTER

January 7, Monday	Classes Begin
January 18, Friday	Last Day to Drop/Add Classes
February 22-24, Friday-Sunday	Mid-Semester Break
February 25, Monday	Mid-Semester Grades Due
February 25, Monday	Classes Resume
March 8, Friday	Last Day to Withdraw From a Class
March 9-17, Saturday-Sunday*	Spring Break
March 18, Monday	Classes Resume
March 29-April 1, Friday-Monday	Easter Break
April 22, Monday	Last Day of Classes
April 23-26, Tuesday-Friday	Final Exams
April 26, Friday*	Semester Ends for Students
April 27, Saturday	Commencement
May 2, Thursday	Grades Due

SUMMER SEMESTER

May 6, Monday	Classes Begin
May 25-27, Saturday-Monday	Memorial Day Break
July 4-7, Thursday-Sunday	4th of July Break
July 19, Friday	Last Day of Classes
July 19, Friday	Semester Ends for Students
July 24, Wednesday	Grades Due

A five week Summer School Session will begin Monday, May 6 and end Friday, June 7.

*Residence Halls will be closed during these breaks so resident students will need to make alternate arrangements or pay extra to stay in halls.

Index

A

Academic Accommodations 7
Academic Achievement Center 27, 144,
157, 161
Academic Advising 31, 143
Academic and Social Expectations 141
Academic Assistance Programs 27
Academic Calendar, 2011-2012 166, 167
Academic Computer Services 144
Academic Credit for College Equivalent
Learning 30
Academic Information 22
Academic Load 32
Academic Policies 31
Academic Scholarships 20
Academic Support Program 27
Accreditation and Memberships 6
Administration 158
Admissions 6
Admission Services and Campus Visits 11
Admissions Requirements 6
Advanced Placement Program 30
Advising and Counseling 143
American Government 5-12 56
American History 5-12 56
American History & Government
Endorsement 66
American & World History
Endorsement 65
Application for Admission 7
Applying for Financial Aid 19
Art 39
Associate in Arts Degree 8, 24, 36
Athletic Activities 151

B

Bachelor of Arts Degree 24
Bachelor of Science Degree 24
B.A. In Foundations of Education 52
Biology 39
Biology 5-12 55

Biology and Chemistry Concentration 56
Biology Education 41
Business 41
Business Core 42
Business Office Services 16

C

Campus and Community 155
Campus Community 140
Campus Media 154
Campus Security Report 37
Career Planning 143
Charges 12
Chemistry 43
Classification of Students 32
College-Funded Gift Aid 20
College-Level Examination Program
(CLEP) 30
Commencement Participation 35
Confirmation of Admission 8
Core Curriculum 38
Course Descriptions 89
Creative Writing 48

D

DANTES Subject Standardized Tests
(DSST) 30
Dean's List 33
Degree Programs 22
Degree Requirements 24
Directed Study 28
Disclosure 7
Dollars for Scholars Matching Funds 20

E

Economics 50
Education 50
Educational and Social Organizations 151
Elementary Education K-6 53
English 59
English 5-12 55
English as a Second Language 27, 61
English Education 61

F

Faculty 161
Federal Government-Funded Gift Aid 20
Federal Pell Grants 20
Federal Perkins Loans (Perkins) 21
Federal Supplementary Educational
Opportunity Grants (SEOG) 20
Fees 13
First Year Experience 142
Food Service 146
Foreign Language Waiver 30
Foreign Student Grants 20
Former Students 9
Foundations of Education 61
Freshman Seminar and Orientation 142
Freshmen 7
Full-Time students 33, 34

G

Geography 63
German 63
Governance 158
Grading 28, 29, 32
Graduation With Honors 33
Grants 20

H

Health 5-12 57
Health Concentration 58
Health Professions 87
Health Service 144
History 63
Honors 68
Honors College 11
Humanities 68

I

Independent Study 28
Instructional Strategist I: Mild & Moderate
5-12 56
Interdisciplinary 68
International Student Insurance 146
Internships 29

K

K-8 Elementary Math 54
K-8 Grade Music 54
K-12 Music Education 58
K-12 Physical Education 57

L

Learning Disabilities Program 27
Legal Professions 88
Living Options 12
Loan Programs 21
Luise V. Hanson Library 143

M

Majors and Minors 25
Management 43
Management Information Systems 43
Mandatory Primary Health Insurance
Coverage Policy 15
Marketing 43
Mathematics 69
Mathematics 5-12 56
Meal Plan Options 13
Mission 4
Music 71
Music Activities 149
Music Core for All Performance Emphasis,
Church Music Emphasis and Music
Education 72
Music Education 73
Music Major 71

N

Nondiscrimination Policy 37
Notice of Program Accessibility 37
Notification of Admission Decision 8

O

Organizational Leadership 74
Other Charges 14
Other Fees 14
Other Living Options 13

P

Part-Time Student 11, 32
Part-Time Students 11
Pass/Fail Grading 33
Payment options 16
Personal Counseling 143
Petitions for Waivers 36
Philosophy 75
Physical Education, Health,
and Recreation 75
Political Science 76
Pre-Chiropractic Guidelines 87
Pre-Dentistry Guidelines 87
Pre-Law Guidelines 89
Pre-Medicine Guidelines 88
Pre-Pharmacy Guidelines 88
Pre-Physical Therapy Guidelines 88
Pre-Physician Assistant Guidelines 88
Pre-Professional Programs Guidelines 87
Pre-Professional Track 84
Pre-Veterinary Medicine Guidelines 88
Psychology 76

R

Reading 5-12 57
Reading K-8 53
Recommended High School
Program of Study 7
Refund Policy 16
Registration 31
Religion 77
Religious Life and Campus Ministry 147
Residence Hall Options 13
Residence Life 141
Residency Requirement 141
Residential 12
Residential Living 12
Return of Federal Title IV Financial Aid
Funds Policy 17
Return of Institutional Funds Policy 18
Return of State of Iowa Funds Policy 19
Rights and Responsibilities 19

S

Satisfactory Academic Progress 34
Secondary Education 55
Social Science 56
Social Science Endorsement 67
Social Sciences 5-12 56
Sociology 78
Spanish 78
Special Ability Awards in Athletics, Music,
Communication and Drama 20
Special Education Concentration 54
Special Education Strategist I 53
Special Programs 26
Special Programs for Advanced
Students 29
Speech 78
Speech Communication/Theatre 5-12 55
Sport Management 78
State of Iowa-Funded Gift Aid 21
Student Activities 147
Student Arrival/Report Date 31
Student Consumer Information 22
Student Government 147
Student Health Insurance 145
Student Life and Resources 140
Student Resources 142
Student Responsibility and Academic
Advising 31
Supplemental Accident Insurance 145

T

Terms of Payment 15
Theatre 79
Theatre Activities 150
Theatre Arts 80
Theatre/Speech Education 81
The Honors College 26
Transcripts 7, 36
Transfer of Credit to Waldorf 36
Transfer Students 8
Tuition and Financing 12
Tuition Rates 12

V

Veterans Programs 30

W

Waldorf Online Courses 32

Waldorf Scholars 26

Wellness 82

William D. Ford Federal Direct Stafford
Loans 21

Withdrawal From the College 36

Work Programs 21

World History 5-12 56

World History & Government
Endorsement 66