

2011

# Graduate Catalog, 2011-2012

Valparaiso University

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# UNIVERSITY CALENDAR FOR 2011-2012

## **FALL SEMESTER 2011**

*August 22, Monday, 6:00 p.m.* Instruction begins for MBA courses.

*August 23, Tuesday, 8:00 a.m.* Instruction begins for all other graduate courses.

*August 30, Tuesday, 5:00 p.m.* Deadline for late registration for fall semester.

*August 30, Tuesday, 5:00 p.m.* Deadline for adding regular courses.

*September 15, Thursday.* Last day to file application for the master's degrees to be conferred in December 2011.

*October 1-2, Saturday-Sunday.* Homecoming weekend.

*October 13-14, Thursday-Friday.* Fall Break. No classes.

*October 26, Wednesday, 5:00 p.m.* Deadline for withdrawing from regular courses with grade of W.

*October 29-30, Saturday-Sunday.* Family Weekend.

*November 18, Friday, 6:30 p.m.* Thanksgiving recess begins.

*November 28, Monday, 8:00 a.m.* Thanksgiving recess ends.

*December 9, Friday, 5:00 p.m.* Deadline to officially withdraw from the University for Fall Semester. Last day to file petitions to change registration.

*December 9, Friday, 10:00 p.m.* Instruction ends.

*December 10, Saturday.* Reading Day.

*December 11, Sunday.* December Commencement Ceremony.

*December 12, Monday, 8:00 a.m.* Final examinations begin.

*December 16, Friday, 5:30 p.m.* Final examinations end. Semester ends.

*December 19, Monday, Noon.* Deadline for reporting all grades.

## **SPRING SEMESTER 2012**

*January 10, Tuesday, 6:00 p.m.* Instruction begins for MBA courses.

*January 11, Wednesday, 8:00 a.m.* Instruction begins for all other graduate courses.

*January 16, Monday.* Observation of Martin Luther King's Birthday.

*January 18, Wednesday, 5:00 p.m.* Deadline for late registration for Spring Semester.

*January 18, Wednesday, 5:00 p.m.* Deadline for adding regular courses.

*February 15, Wednesday.* Deadline for filing application for graduation in May or August 2012.

*March 2, Friday, 6:30 p.m.* Spring recess begins.

*March 19, Monday, 8:00 a.m.* Spring recess ends.

*March 27, Tuesday, 5:00 p.m.* Deadline for withdrawing from regular courses with grade of W.

*April 6, Good Friday.* No classes.

*May 8, Tuesday.* Deadline to officially withdraw from the University for Spring Semester.

*May 8, Tuesday, 10:00 p.m.* Instruction ends.

*May 9, Wednesday.* Reading Day.

*May 10, Thursday, 8:00 a.m.* Final examinations begin.

*May 15, Tuesday, 5:30 p.m.* Final examinations end. Semester ends.

*May 16, Wednesday, Noon.* Deadline for grades for all candidates for all degrees.

*May 18, Friday, 5:00 p.m.* Deadline for reporting all other grades.

*May 20, Sunday.* 138<sup>th</sup> Annual Commencement.

## **SUMMER I SESSION 2012**

*Tuesday, May 22 - Friday, June 29.*

## **SUMMER II SESSION 2012**

*Monday, July 2 - Friday, August 10.*

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### **ANNOUNCEMENTS FOR 2011-2012 SESSIONS VALPARAISO UNIVERSITY GRADUATE CATALOG**

Valparaiso, IN 46383-9978 Phone: 219.464.5000

#### **The Graduate School**

Phone: 219.464.5313    Toll Free: 800.821.7685  
Fax: 219.464.5381    Email: Graduate.School@valpo.edu  
Web site: <http://www.valpo.edu/grad>

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# VALPARAISO UNIVERSITY

<b>Location</b>	Valparaiso, Indiana—Population 31,000 45 Miles Southeast of Chicago; 15 Miles South of Lake Michigan
<b>Campus Size</b>	320 Acres, 60 Buildings
<b>Control</b>	Independent
<b>Religious Affiliation</b>	Lutheran
<b>Major Academic Divisions</b>	College of Arts and Sciences College of Business Administration College of Engineering College of Nursing Christ College (Honors) The Graduate School School of Law

**The Graduate Catalog of Valparaiso University** describes the graduate programs of the University and provides information to guide students in the successful achievement of their academic goals. Nevertheless, the material is for information only and does not represent a contract between the student and the University. Students themselves are ultimately responsible for completion of the requirements for the degree as well as for the value received from University programs.

In years when the Graduate Catalog is not published, an Announcement Bulletin gives information on important changes in courses, programs, policies, calendar, and staff. The University reserves the right to discontinue an academic program if it is deemed no longer central to the University's mission.

**Mission Statement.** Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

**Statement on Equality of Opportunity.** Valparaiso University provides equality of opportunity to its applicants for admission, enrolled students, graduates, and employees. The University does not discriminate with respect to hiring, continuation of employment, promotion, and tenure, other employment practices, applications for admission, or career services and placement on the basis of race, color, gender, age, disability, national origin or ancestry, sexual orientation, or (as qualified herein) religion. An institution committed to its Lutheran tradition, the University reserves its right to promote the teaching of the church and to exercise preferences in admissions and employment-related practices in favor of Lutherans.

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# THE GRADUATE SCHOOL



**David L. Rowland, Ph.D., Associate Provost and Dean**

## Introduction

In offering graduate programs, the University seeks to fulfill an objective set by The Lutheran University Association when it acquired the campus in 1925: to make Valparaiso University a Christian center of advanced study. The University desires through these programs to broaden its educational service to its national constituency and regional community. There are elements of uniqueness in these programs, both in breadth and depth, which make them unusual in American higher education.

The program of graduate studies was initiated by Valparaiso University in the summer of 1963. Since then it has offered courses during the day and evening throughout the academic year and summer as a means of meeting the varying educational needs and objectives of persons within the professional community.

Graduate programs are under the general supervision of the Provost and the Faculty of the University. The policies of the Graduate School are determined by the Graduate Educational Policy Committee. Graduate programs and regulations are defined by the Graduate Educational Policy Committee and are administered by the Dean of the Graduate School.

## A Distinctive Institution

All American colleges and universities bear a family resemblance to one another as they come from a common set of ancestors in Europe and colonial America. Within that larger family, Valparaiso University belongs to a distinctive group. It is neither a large research university nor a small liberal arts college. At the same time that it promotes a basic liberal arts curriculum, it features strong colleges of Engineering, Nursing and Business Administration, a professional direction lacking in the conventional liberal arts college. Conversely, the University is not a cluster of professional colleges which merely pays lip service to the liberal arts. Education in the liberal arts is the foundation of every academic program, and the College of Arts and Sciences, the largest unit in the University, carries on many vital programs of its own.

This integration of liberal and professional orientations characterizes graduate education at Valparaiso University. Programs in the Graduate School emphasize an understanding of culture and values, yet are designed to prepare individuals for leadership roles in society and/or their profession. Optimal learning is achieved through small class sizes and strong individual guidance.

## The Setting of the University

The spacious campus of 320 acres contains more than seventy academic and residential buildings, many of them built within the past three decades. The campus is located in the city of Valparaiso, attractively situated in a semi-rural setting at the edge of the busy industrial district of Northwest Indiana. Fifteen miles to the north, on the shore of Lake Michigan, are the Indiana Dunes. The city of Chicago with its vast cultural resources, an hour's drive from the campus, can be reached by train or car. Many programs of the University use the region—rich in natural, urban and industrial opportunities—for field trips and investigative activities.

## An Unusual History

In its 152-year history, the University has passed through three distinct phases. Begun by Methodists in 1859 as an institution pioneering in coeducation, the Valparaiso Male and Female College was forced by the reverses of the Civil War to close its doors in 1871. It was revived in 1873 by an enterprising educator, Henry Baker Brown, as the Northern Indiana Normal School. "Mr. Brown's School," a flourishing private, proprietary institution, was renamed Valparaiso College in 1900 and rechartered as Valparaiso University in 1907. During the next twenty years, it won national recognition as a low-cost, no-frills institution of higher learning which served thousands of students who might not otherwise have been able to afford a good education. Many alumni from this period achieved distinction in their fields as governors, legislators, scientists, business leaders and other professionals. However, after World War I the University went into decline and bankruptcy; then, in 1925, The Lutheran University Association purchased it, beginning the modern phase of the University's history. The Association, an Indiana Corporation composed of men and women the majority of whom are affiliated with Lutheran congregations, is an independent organization actively promoting higher education in the Christian context.

## Profile of Students and Faculty

The heart of an academic institution is its students and faculty. Valparaiso University's student body is drawn from many regions of the nation, as well as from a number of foreign countries. Of the 4,000 students at Valparaiso University, nearly 25 percent are graduate and law students. Although most graduate students are drawn from the Great Lakes region, they are highly diverse in their interests, experiences, and goals.

A rich diversity also characterizes the University faculty (242 full-time and 114 part-time professors), but they share important skills and attitudes as well. Educated at leading research universities, they are competent in their fields. They care about students, an attitude made visible by the frequent individual consultations they invite. Above all, they enjoy teaching and believe that their work enriches not only their students' but their own lives. At Valparaiso University there are no teaching assistants; senior faculty members and newcomers alike can be found teaching introductory and advanced courses. The University embodies in its faculty an ideal of the teacher-scholar, one who recognizes that teaching is based on continuing scholarship. Many members of the faculty have achieved significant reputations in their particular fields and are pursuing, with marked success, grants from government and private foundations to promote research and improve instruction. In addition to *The Cresset*, a monthly review of literature, the arts, and public affairs published by the University, faculty edit from the campus several other national learned journals.

University governance, too, reflects campus-wide involvement. Through the Graduate Student Advisory Council, composed of graduate students, administrators, and staff, students share in the development of Graduate School policy, including academic programs. Final responsibility for all academic programs, especially those which require certification, is vested in the faculty.

The modest size of the University and most importantly the strong personal commitment of the faculty enhance its teaching effectiveness. In a school like this, with its small classes and the immediate relationships they foster between faculty and students, educational life is more vital and more intense than would be at many larger research institutions. Valparaiso University consciously fosters this tradition in the selection of both its students and its faculty and in the development of its educational programs.

## Honor System

The student-initiated Honor System has a long history at Valparaiso University and is a distinguishing characteristic of the institution. It is in every way consistent with the highest principles of Christian ethics and morality. In sanctioning the Honor System, the University presumes that students are able and willing to accept the rights and responsibilities of honorable conduct both as a matter of personal integrity and as a commitment to the values to which the University community commits itself.

## Honor Code

Students' commitment to the Honor System is expressed by their writing and signing the Honor Code on all academic work submitted for evaluation. "I have neither given or received nor have I tolerated others' use of unauthorized aid." Refer to the section on Student Policies and Procedures for information about the administration of the Honor Code, page 96.

## Accreditation

Valparaiso University is accredited by the North Central Association of Colleges and Schools for the offering of bachelor's and master's degrees. The graduate programs for the preparation of teachers are approved by the Indiana State Department of Education. The Master of Education and Education Specialist degrees are accredited by The National Council for Accreditation of Teacher Education. The Master of Arts in Community Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Master of Science in Nursing is accredited by The Commission on Collegiate Nursing Education and the Indiana State Board for Nurses' Registration and Nursing Education. The MBA program is accredited by AACSB-The International Association of Management Education.

**Accredited-The Higher Learning Commission; Member-North Central**

**Association** (All Programs), 30 North LaSalle Street, Suite 2400, Chicago, IL, 60602-2504; Tel: 312-263-0456; [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org)

**The American Chemical Society**, 1155 Sixteenth St. NW, Washington, DC, 20036;  
Tel: 202-872-4600

**National Council for Accreditation of Teacher Education**, 2010 Massachusetts Ave. NW, Suite 500, Washington, DC, 20035-1023; Tel: 202-466-7496

**Indiana State Department of Education-Indiana Professional Standards Board**, 251 East Ohio Street, Suite 201, Indianapolis, IN, 46204-2798; Tel: 317-232-9010

**National Association of Schools of Music**, 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190; Tel: 703-437-0700

**The Council for Accreditation of Counseling and Related Educational Programs**, 1001 North Fairfax Street, Suite 510, Alexandria, VA, 22314; Tel: 703-535-5990

**The Council on Social Work Education**, 1600 Duke Street, Suite 300, Alexandria, VA, 22314-3421; Tel: 703-683-8080

**AACSB-The International Association of Management Education**, 600 Emerson Road, Suite 300, St. Louis, MO, 63141-6762; Tel: 314-872-8481

**The Accreditation Board for Engineering and Technology**, 345 East 47th Street, New York, NY, 10017-2397; Tel: 212-705-7685

**State of Indiana Health Professionals Bureau-Indiana State Board of Nursing**, 402 W. Washington St., Room 041, Indianapolis, IN, 46204; Tel: 317-232-2960

**State of Indiana Health Professionals Bureau-Mental Health Counselor Board**, 402 W. Washington St., Indianapolis, IN 46204; Tel: 317-232-2960

**Commission on Collegiate Nursing Education**, One DuPont Circle, NW, Suite 530, Washington, DC; Tel: 202-887-6791

**The Association of American Law Schools**, 1201 Connecticut Ave. NW, Suite 800, Washington, DC, 20036-2605; Tel: 202-296-8851; [aals@aals.org](mailto:aals@aals.org)

**The American Bar Association**, 750 N. Lake Shore Drive, Chicago, IL, 60611;  
Tel: 312-988-5000; [info@abanet.org](mailto:info@abanet.org)

**Major Affiliations**

The American Association of Colleges of Nursing  
The American Council on Education  
The American Counseling Association  
The American School of Classical Studies at Athens  
The American Schools of Oriental Research  
The American Society for Engineering Education  
The Associated New American Colleges  
The Association of American Colleges and Universities  
The Association of Graduate Liberal Studies Programs  
The Center for Research Libraries  
The Council of Applied Masters Programs in Psychology  
The International Association for Management Education  
The Lutheran Education Association of North America



# General Facilities

## UNIVERSITY LIBRARY FACILITIES AND SERVICES

The Christopher Center for Library and Information Resources has an important place in student academic achievement. It is home to all University Library Services (except Law), the instructional and user support elements of Information Technology, the Academic Success Center, and the campus Writing Center. At 105,000 square feet, it provides a comfortable atmosphere for research, inquiry, discussion, and study. With more than 180 public computers, three fireplace lounges, a gourmet coffee café, dozens of group study spaces, and a beautiful 4<sup>th</sup> floor outdoor terrace, students will find the Christopher Center to be a modern, state-of-the-art campus facility to meet their research needs. It can hold a total of 600,000 library volumes, both on open bookshelves throughout the Center and in its robotic high-density storage and retrieval system.

Students turn to the Christopher Center to reach a level of independence in finding resources and in understanding the mechanics of information, utilizing computers for retrieval, and reading, interpreting, and writing citations. They learn information-seeking skills, including how to articulate their research needs. Most importantly, students learn how to evaluate information, find different viewpoints, and recognize the biases of any author through customized assistance. The library also provides course-specific assignment-based information literacy instruction in collaboration with each academic college.

Library services play an important role in scholarly communication by organizing print and electronic information for easy retrieval. An online public catalog of its holdings is searchable in a variety of ways. It is accessible throughout the world via the Library Services Home Page <library.valpo.edu>. The holdings in the catalog include books, periodicals, government publications, DVDs, and compact discs. The Christopher Center holds the Moellering Collection, which is

comprised of more than 340,000 volumes, adding approximately 8,000 new volumes each year. The library's collection in microforms includes more than 800,000 pieces.

The Library Services Home Page offers direct access to over 34,000 online journals and a rich menu of electronic databases, with links to full text of articles to provide ready access to scholarly information across the academic disciplines. Students may send the text of articles retrieved to their email boxes for later printing. When articles retrieved are found in one of more than 500 print periodicals subscribed to by the library, students may make photocopies on photocopy machines located on each floor of the Christopher Center. They may request interlibrary loan service for articles and books that are not held locally. An electronic interlibrary loan form is accessible from the home page to streamline the process. The average turnaround time for interlibrary loan requests is five working days. The library is a member of several consortia, including Academic Libraries of Indiana and the Center for Research Libraries, to give scholars access to more materials.

The Law Library at Wesemann Hall holds a collection of more than 185,000 bound volumes and 980,000 microforms, with 2,332 current periodical subscriptions. LEXIS and WESTLAW subscriptions add to the rich information resources available for use by Valparaiso University law students and scholars. The Christopher Center and the Law Library provide the resources and services that connect the University community to the information that each member needs. New services and resources are continuously evaluated for selection, acquisition, and organization to support the mission of the University.

## INFORMATION TECHNOLOGY (IT)

Valparaiso University's dynamic information environment provides support for excellent teaching and learning, quality research, effective decision-making, efficient

## Facilities

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administration, and open communication among the members of the University community.

Information Technology coordinates and manages servers; data networks (wired and wireless) including Internet access; communication resources including electronic mail, voice mail, telephone services, satellite television; general-access computing facilities; and general-purpose software related to the academic and administrative functions of the University.

### **Computer Network Access.**

Residence hall rooms, faculty and staff offices, all general purpose computer clusters, classrooms and laboratories, and many special-purpose computer labs are connected to the Valparaiso University network via wired or wireless access. This network provides access to the Internet, electronic mail, library resources, and a variety of software. For those living off campus or away from campus on internships or trips, most resources on the University network are accessible via other Internet domains, including commercial Internet Service Providers.

### **Computer Access for Students.**

All residence halls have a computer site open around the clock for residents with multiple workstations and network printer access. All residence hall rooms have a wire and wireless access in most locations, allowing those who bring their own computers to connect to the campus network. The computer lab in the Harre Union is available 24 hours per day. Students must use their OneCard (ID Card) to gain entry after normal hours. Many computer facilities in the Christopher Center for Library and Information Resources are available for general use. Other general purpose and departmental computer labs are available in various locations across campus.

The Christopher Center has a variety of electronic sources of information, including online public access catalog, databases, and references to useful web sites. Patrons may view their circulation records online and renew books electronically. Computer clusters provide network access for the full range of academic activities.

On the first floor of the Christopher Center, students, faculty and staff can create digital video, edit photos, practice advanced web design techniques or audio

manipulation and editing in the Advanced Media Lab.

Adaptive Technology workstations are available in several locations including the Christopher Center, Gellersen Hall, Urschel Hall, and the Harre Union, for the visually- or aurally-impaired members of the University community. With few exceptions, students may use Valparaiso University computing resources without direct charge.

General applications supported include electronic mail, web browsers, anti-virus, word processing, spreadsheet, database, desktop publishing, an online course management system, statistical analysis software and presentation graphics. Many departments have discipline-specific applications on the network or in departmental computing labs.

**Assistance with Resources.** The IT Help Desk, located on the first floor of the Christopher Center, is managed by professional staff and student consultants who will answer technology-related questions and route service requests to technical staff. IT offers free technology training sessions on specific applications, web resources, email, and basic computer skills throughout the year.

### **The Valparaiso University Network.**

IT manages servers which provide email, web pages, administrative data, shared files space, some library functions, general productivity software, programs for over 135 discipline-specific applications and many other functions.

**Planning.** An ongoing strategic planning process, involving students, faculty, and staff, helps apprise the University of technological developments and ensures consideration of budget requests for technology.

**OneCard ID.** Each student is issued a University OneCard photo ID. This card will be an important tool as well as serve as the identification card. The OneCard is used for checking out books from the library, charging books purchased from the Book Center to the student account, making purchases from campus vending machines, copiers and laundry facilities as well as at Dining Services locations on campus. The OneCard may be used for purchases at local merchants. The OneCard is also used to gain entry to campus sporting and recreational events as well as residence halls, academic buildings and the Union doors.

**BRAUER MUSEUM OF ART**

The principal gallery and the collections of approximately 1,600 works of art are located in the Valparaiso University Center for the Arts. The core collection—the Sloan Collection of American Paintings—and a fund for its maintenance, expansion, and educational use were gifts to the University from Spencer and Percy H. Sloan in memory of their parents, Junius R. and Sara L. Spencer Sloan. Works from these collections are on continual display in the Center for the Arts and elsewhere on campus, making a significant contribution to cultural life. In addition, the Galleries maintain a schedule of visiting exhibitions and related programs representing various aspects of the world of art.

**THE BOOK CENTER**

The Book Center, located in the Harre Union, stocks all required textbooks. In addition, the Book Center sells a variety of supplies, flash drives, CDs, gift items, and clothing. Evening hours are usually posted at the beginning of each semester.

Textbooks are available one to two weeks prior to the beginning of a term and are posted by department and course on their web site <[www.valpo.edu/bookcenter](http://www.valpo.edu/bookcenter)>.

Textbooks are usually available both in new and used condition. Students who do not wish to keep textbooks after a course has been completed may resell books to the Book Center at any time during store hours. The Book Center has extended hours during the last week of the examination period.

**THE HARRE UNION**

The Harre Union provides a comprehensive program of social, cultural, recreational, spiritual and educational activities that complement the mission of the University. The Harre Union includes the following services: Welcome Desk, University Book Store, Games and Recreation Area, Student Mail Services, Dining Services, 24 hour computer lab/ lounge, Career Center, the Office of Multicultural Programs, ATM machine and lockers. The Games and Recreation Area has billiards, table tennis, and foosball. There are a number of leagues and tournaments for students. All services are for graduate and undergraduate students.

**MEAL PLAN AND DINING SERVICES**

Dining Services is located primarily in the Harre Union. Founder's Table offers a wide variety of menu choices, serving breakfast, lunch and dinner. Campus Café includes Perks—a full service coffee bar, Freshens—a frozen yogurt smoothie shop, grilled sandwiches and pizza, plus a huge selection of grab and go items for sale. These services are available throughout the day and evening. Grinders' is another coffee shop located in the Christopher Center and available mid day and evening hours.

All menu items are priced individually. Students, faculty and staff can purchase food by paying cash or utilizing their campus OneCard to access a prepaid, declining balance account.

**THE CHAPEL OF THE RESURRECTION**

Valparaiso University is associated with the Lutheran Church, but it endeavors to assist in serving the religious and spiritual needs of persons of all denominations. A 10:30 a.m. Eucharist service is conducted every Sunday and on most religious festival days. When the University is in session, there is also an 8:45 a.m. service. Weekday services are conducted at 11:15 a.m. when the University is in session. Each Wednesday evening a contemporary service is held at 10:00 p.m. in Gloria Christi Chapel (lower chapel). There is also a 10:00 p.m. candlelight service on Sundays when the University is in session. For more information, call 219.464.5093.

**THE ATHLETICS-RECREATION CENTER (ARC)**

The Athletics-Recreation Center is open to all VU students. The ARC offers racquetball and basketball courts, swimming, indoor track and tennis courts. To use these facilities, students are required to show a valid ID card which may be obtained at the Christopher Center.

**PARKING**

All students who drive to campus must purchase a parking permit and have it properly displayed in their car. These permits are \$115 and are valid from Fall through the end of Summer Sessions. A parking permit may be obtained from the University Police Office located on Union

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## Facilities

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Street across from the ARC. Some spaces are designated for various University clients, i.e., visitors, handicapped persons and faculty. University Police ticket illegally parked vehicles and those without proper parking permits. Parking in fire lanes or areas with red curbs carries a fine and possible towing (at owner's expense).

### **LIVING ACCOMMODATIONS**

The University provides limited housing options for graduate students, and private apartments are frequently available near the campus. Information on off-campus housing may be obtained by contacting the Graduate School Office or the Office of Residential Life.

Students not residing in University residences may use University dining facilities in the Harre Union.

### **UNIVERSITY HEALTH SERVICE**

Full-time graduate students may use the University Health Service. Medical insurance programs are available to graduate students upon payment of a special premium. Contact the Graduate School Office for additional information.

### **THE OFFICE OF MULTICULTURAL PROGRAMS**

In collaboration with the campus community, the Office of Multicultural Programs (OMP) provides a variety of support programs and services designed to address the specific academic, cultural, and social needs of underrepresented groups on campus. OMP develops and implements programs that build collaborative communities, improve human relations, promote multicultural education, cultural, and social justice awareness.

Within the Harre Union, the Office of Multicultural Programs has a multipurpose room that provides students from different cultures a place to relax, hold meetings, or study. Within this area, students may also utilize computers, a Multicultural Resource Library, a fully equipped kitchen, and reception area with big screen TV and DVD player.

The Office of Multicultural Programs serves as a liaison and/or provides support to many Valparaiso University organizations and their programs. Student organizations include: Asian American Association (ASA); Black Student Organization (BSO), Delta Xi

Phi Multicultural, Inc. (DXP); Latinos in Valparaiso for Excellence (LIVE), Black Law Student Association (BLSA); Hispanic Law Student Association (HLSA).

Program highlights include: S.M.A.R.T. Scholars Mentoring Program, Peace and Social Justice Symposium, Diversity Series, Hearst Scholarship, Book Assistance Program, and Ethnic Heritage celebrations.

### **SEXUAL ASSAULT AWARENESS AND FACILITATIVE EDUCATION OFFICE**

The Sexual Assault Awareness and Facilitative Education (SAAFE) Office provides advocacy services to individuals (male and female) who are survivors of sexual assault. Advocates meet with survivors at their request at a confidential location and provide the survivors with information about their rights, options that exist in dealing with the assault, and support in their decision making process. All of this occurs within the realm of confidentiality. The SAAFE Office also provides support services to the significant others of the victim, and support services for victims of sexual harassment. The Office offers individual and group counseling related to issues of gender, sexual issues, and relationship issues. The SAAFE Office also provides peer education as a means to broaden awareness of gender, sexual and relationship issues and to aid in the prevention of sexual assault. The SAAFE Office Resource Center contains videos and written materials available to students. All student organizations and campus groups may request a variety of programs ranging from informational to interactive workshops and related subjects. SAAFE Advocates and Peer Educators provide outreach programs for students through a Web page and email, through various campus sponsored programs, and through various events such as a coffee house forum.

To schedule an appointment with SAAFE, please call 219-464-6860 or stop by between 8 a.m. and 1 p.m. Monday through Thursday. The SAAFE Office is located on the LaPorte Avenue side of Alumni Hall. The website for SAAFE is <[www.valpo.edu/saafe/](http://www.valpo.edu/saafe/)> and the email address is SAAFE.Office@valpo.edu. Emergency access is available 24 hours a day, 7 days a week by calling 219-464-6789.

**STUDENTS WITH DISABILITIES**

Valparaiso University, through its Mission Statement, strives to maintain a supportive environment which promotes the learning and well-being of all students. The following information is provided to assist those students with disabilities who are seeking academic accommodations and support.

The student must have met all qualifications for admissions and be officially admitted to the University prior to seeking academic support services provided by the University.

Inquiries should be directed to the Dean of the Graduate School.

The University is committed to meeting its obligation to provide effective auxiliary aid and assistance to students with disabilities. The provision of auxiliary assistance is primarily the responsibility of the Department of Rehabilitation Services of the state in which the student maintains legal residence. If the request for assistance is denied by the local agency, Valparaiso University's provision of academic accommodations will be based upon a case by case analysis of an individual student's need and his/her eligibility under the ADA and Section 504 of The Rehabilitation Act of 1973 and its regulations.

In order to be considered for academic accommodations, the student:

1. May, but is not required to, apply to his/her local Department of

Rehabilitation Services Office before attending Valparaiso University, or as soon as possible upon diagnosis of a disability, in order to allow time for funding to be allocated. Upon request, the University will assist in the application.

2. Should be admitted to the Graduate School.
3. Must submit a written diagnosis of the disability and its impact on learning from appropriate professional personnel.
4. Should notify the Dean of the Graduate School in writing before the first day of classes, or as soon as is reasonably possible upon diagnosis of a disability. Such notice is required to determine eligibility and to give the various academic and service areas a reasonable period of time to plan to meet the individual's special needs.

# Academic Programs

## **Certificate Programs**

Actuarial Science  
Aeronautical Principles  
Engineering Management  
Legal Studies and Principles  
Management  
Management for Nursing Students  
Management for Counseling Students  
MBA *Plus*

Engineering Management  
Sustainability  
Teaching English to Speakers of Other  
Languages (TESOL)

Sports Media

World Regions

Post MALS certificates in:

English  
Ethics and Values  
Gerontology  
History  
Human Behavior and Society  
Theology  
Theology and Ministry

## **Dual Degree Programs within the Graduate School**

### **Arts and Entertainment**

#### **Administration**

Master of Arts

#### **Business Administration**

Master of Business Administration  
Master of Business Administration with  
Accounting Specialization  
Master of Engineering Management  
Joint MSN/MBA Program  
Dual JD/MBA Program

#### **Chinese Studies**

Master of Arts  
Master of Arts, Teacher Track  
Dual JD/MA in Chinese Studies

#### **Comparative Global Inquiry**

Master of Arts

#### **Computational Science**

Master of Science

#### **Counseling and Psychology**

Master of Arts:  
Community Counseling  
Clinical Mental Health Counseling  
Dual JD/MA Program  
Management Certificate for Counseling  
Students

#### **Education**

Master of Education:  
Humane Education

Initial Licensure

Instructional Leadership

Master of Education/Education Specialist:

School Counseling

School Psychology

Non-degree Programs:

License Renewal/Enrichment

Adding a content area

Special Education Content Area

Transition to Teaching

## **English Studies and Communication**

Master of Arts

Teaching of English to Speakers of Other

Languages (TESOL) Certificate

## **Humane Education**

Master of Arts

Master of Education

Certificate in Humane Education

## **Information Technology and Management**

Master of Science

## **International Commerce and Policy**

Master of Science

Dual JD/MS Program

## **International Economics and Finance**

Master of Science

## **Liberal Studies**

Master of Arts in Liberal Studies:

English

Ethics and Values

Gerontology

History

Human Behavior and Society

Humane Education

Theology

Theology and Ministry

Individualized

Dual JD/MALS program

Post-MALS Certificates

## **Media and Communication**

Master of Science:

Digital Media

Sports Media

Sports Media Certificate

## **Nursing**

Master of Science in Nursing:

Nurse Educator

RN-MSN Program

Management Certificate for Nursing  
Students

Certificate in Nursing Education

Joint MSN/MBA Program

Doctor of Nursing Practice

Post Master's Doctor of Nursing Practice

**Sports Administration**

Master of Science  
Dual JD/MS Program

**TESOL**

Master of Arts

**CERTIFICATE PROGRAMS**

The Graduate School offers a number of certificates that may be taken either in conjunction with a graduate degree or as a stand-alone set of courses. These certificates are:

- Actuarial Science
- Aeronautical Principles
- Engineering Management
- Humane Education
- Legal Studies and Principles Management
- Management for Nursing Students
- Management for Counseling Students
- MBA *Plus*:
  - Engineering Management
  - Sustainability
- Teaching English to Speakers of Other Languages (TESOL)
- Sports Media
- Post MALS certificates in:
  - English
  - Ethics and Values
  - Gerontology
  - History
  - Human Behavior and Society
  - Theology
  - Theology and Ministry
- World Regions

Except for the Actuarial Science certificate (page 14), the Aeronautical Principles certificate (page 15), the Legal Studies and Principles certificate (page 65), and the World Regions Certificates (page 86), descriptions of each certificate, along with the required courses and credit hours, are provided in those sections of the catalog related to the sponsoring program or department.

Because most degree programs permit 6-9 credits of elective coursework, students can often embed some certificate coursework within their degree program. As such, many certificates can be completed with 6-9 credits beyond the degree itself. Coursework generally may not be transferred to certificate programs. If a student has completed a course similar to one of those required by the certificate, a substitution will be recommended by the student's advisor.

Students must submit a separate application for admission to any certificate program and must also apply for the awarding of the certificate itself. When the application for the awarding of the certificate has been approved and all the coursework completed, the student's transcript will officially note the coursework and completion of the certificate program.

**DUAL DEGREE PROGRAMS WITHIN THE GRADUATE SCHOOL**

Students in select graduate degree programs—Chinese Studies, Counseling, Digital Media, English Studies and Communication, Information Technology and Management, International Commerce and Policy, International Economics and Finance, Liberal Studies, Sports Administration, and Sports Media—may enroll in a second degree program upon completion of at least half the credits of the first degree. Such students may take advantage of dual degree status, which enables a maximum savings of 9 credit hours across both programs. In order to realize this benefit, credits taken under one degree program must fit within the general degree requirements of the second degree, and vice versa. No more than 6 credits may be applied from either program to the other; and students using this benefit may transfer only 3 credits from outside institutions to each degree program.



# Actuarial Science

## CERTIFICATE IN ACTUARIAL SCIENCE

The 14-credit Certificate in Actuarial Science helps students prepare for U.S. and Canadian actuarial exams in probability and financial mathematics. The program also provides partial preparation for the actuarial exam in life contingencies. The certificate may be particularly useful for students in the Master of Science in International Economics and Finance program who, by choosing MATH 541 as an elective, can complete the program requirements by completing only 5 additional credits. The certificate program is also open to degree-seeking and non-degree graduate students meeting the admission requirements.

**Admission Requirements.** Admission to this program requires two calculus courses (equivalent to MATH 131 and MATH 132), an introductory statistics course (equivalent to MATH 240), and a financial accounting course. Applicants must also meet the general requirements for admission to the Graduate School and/or be active students in the Graduate School at Valparaiso University.

## Required Courses (14 credits)

ACRS 525 Actuarial Modeling . . . . .	3 Cr.
ECON 525 Econometrics <b>or</b>	
MATH 540 Statistics for Decision Making . . . . .	3 Cr.
MATH 541 Probability . . . . .	3 Cr.
MATH 593 Seminar in Applied Statistics . . . . .	3 Cr.
MBA 721 Advanced Financial Management . . . . .	2 Cr.

**Course Sequencing.** MATH 540 or ECON 525 is a prerequisite for MATH 593 and ACRS 525. MBA 620, a requirement in the IEF program, is a prerequisite for MBA 721.





# Aeronautical Principles

## **CERTIFICATE IN AERONAUTICAL PRINCIPLES**

This 7-credit certificate program, which represents a partnership between Valparaiso University and Eagle Aircraft (located at Porter County Airport), consists of three separate ground instruction courses, each of which prepares students for a specific FAA rating/certification level. Coursework is provided for the following three ratings:

- Private pilot's license (2 credits)
- Instrumentation rating (3 credits)
- Commercial pilot's license (2 credits)

These courses incorporate principles of physics, mechanics, and flight, as well as principles of navigation, radio, and weather. They also introduce students to FAA flight regulations and requirements.

Students may take one, two, or all three courses, with each serving as a prerequisite for the next, but in order to earn the certificate, all three must be successfully completed, including earning the respective FAA rating.

The program may be of particular interest to a variety of degree-seeking graduate students at Valparaiso University, but it is open to any student meeting the admission requirements for the Graduate School. International students typically require special Immigration and Customs Enforcement (ICE) approval in order to complete the flight training component of the program, which is part of the requirement for actual certifications. Thus, before enrolling in this program, international students should check their eligibility and procedures for obtaining the appropriate visa with both the Office of International Programs at Valparaiso University and Eagle Aircraft.

**Earning Pilot Ratings.** The Aeronautical Principles certificate is limited to ground school training, with each ground school course requiring the passing of a final

written exam. Satisfactory passing of this exam leads to the instructor's required endorsement to allow the student to sit for the FAA written exam. Thus, a student does not earn a rating simply by passing the course; the student must also pass the FAA test. However, passing the course exam provides a strong indication that the student can pass the FAA exam.

The rating earned through the written exam allows the student two years to complete the required flight training and pass the flight exam, although students are strongly encouraged to begin their flight training during or shortly after they complete the ground school course. Flight training is offered separately by Eagle Aircraft and, while part of the necessary procedure to earn a pilot rating, is not part of the academic coursework offered through Valparaiso University. Thus, in addition to passing the FAA written exam based on ground school courses, the student must complete a specified number of flight training hours, receive the endorsement of the flight instructor, and pass the FAA test.

**Fees.** Students pay the regular graduate tuition for the ground instruction courses. Textbook and course materials are extra. Flight training is not included in the graduate tuition and represents a separate expense. The requirement for the private pilot's license is typically a minimum of 35 hours of flight time (about \$6800); another 40 hours of flight time (about \$7000) is required for an instrumentation rating. To obtain a commercial pilot's license, an estimated total of about \$20,000-\$24,000 is required (this includes the private pilot's license and instrumentation rating flight fees of \$6800 and \$7000). For more information, students may contact Eagle Aircraft directly. This program does not qualify for tuition remission.

# Arts and Entertainment Administration

## MASTER OF ARTS IN ARTS AND ENTERTAINMENT ADMINISTRATION

**Administrative Committee:**  
**Professors Myers (Law), Sponberg (English); Associate Professor Bognar (Music); Lecturers Hertzlieb (Art), Meng (Foreign Languages and Literatures), Vodnoy (Graduate School)**

Arts leisure, and entertainment represent rapidly expanding sectors of the U.S. and world economies, particularly over the past decade. The 36-credit program in Arts and Entertainment Administration prepares students for professional careers related to administration of programs in the arts and entertainment, including the performing arts, theatre, visual arts, museum studies, shows, and entertainment venues. The program draws upon the strong arts and museum programs at Valparaiso University as well as the rich artistic opportunities in Northwest Indiana and Chicago. A wide range of professionals and entrants may find the program beneficial, including performing artists, teachers, business professionals, casino managers, showplace managers, and managers of cultural organizations and government and privately sponsored performance groups.

In addition to adhering to the guidelines of professional organizations associated with Arts Education, the program offers a number of distinctive features, including coursework and experiences related to:

- International arts and entertainment management, including internship placements in the U.S. or abroad.
- Entertainment perspective for those from the for-profit sector.
- Legal and business issues related to arts and entertainment management.
- Entrepreneurship coursework anticipating future directions and needs within arts and entertainment.

**Admission.** Applicants are required to meet the standard admission criteria for the Graduate School. In addition, applicants should have background in either the arts or business, or both. Background in the arts is defined as a minor in any arts field. Persons lacking this background will need to take at least 6 credits in specified arts courses or have had extensive career/professional experience in the field. Background in business is defined as a business minor. Persons lacking this background will be required to take at least 6 credits in specified business courses (e.g., Financial Accounting, Marketing Management, Human Resource Management) or have had extensive career/professional experience in the field.

**Curriculum (36-48 credits).** The program consists of core requirements and electives. Included in the core is an internship experience or research project which may be waived for persons already employed in an appropriate professional setting. Depending on the student's preparation, the program may be completed in 18-24 months. If a student has both arts and business backgrounds, 36 credits are required. If a student lacks background in one of these two areas, then 42 credits are required. If a student lacks background in both areas, the student would need to take preparatory coursework in both and thus complete 48 credits.

### Core Requirements (26 credits)

AE 501 Arts and Entertainment Administration . . . . .	3 Cr.
AE 610 Managing Facilities . . . . .	2 Cr.
AE 615 Event Planning and Promotion . . . . .	2 Cr.
AE 650 International Arts and Entertainment . . . . .	2 Cr.
AE 680 Comprehensive Project Planning and Implementation . . . . .	2 Cr.
AE 699 Continuity and Change in Arts and Entertainment (taken twice) . . . . .	2 Cr.
ICP 670 Law and Legal Principles . . . . .	3 Cr.

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Arts and Entertainment Administration

- Choose one of:  
AE 685 Internship . . . . . 2-4 Cr.  
AE 692 Research Project . . . . . 2-4 Cr.
- Choose one of:  
ICP 620 Cross-Cultural  
Management . . . . . 3 Cr.  
ICP 621 Global Leadership and Team  
Development . . . . . 3 Cr.
- Choose one of:  
AE 630 Financial Management for  
Arts . . . . . 2 Cr.  
MBA 750 Entrepreneurship . . . . . 2 Cr.
- Choose one of:  
AE 670 Entertainment Law . . . . . 3 Cr.  
AE 671 Art and the Law . . . . . 2 Cr.  
AE 672 Media Law . . . . . 2 Cr.

**Electives (10 credits)**

- AE 635 Volunteerism and Philanthropy 3 Cr.  
AE 673 Sports and the Law . . . . . 2 Cr.  
AE 674 Intellectual Property . . . . . 2 Cr.  
AE 685 Internship . . . . . 2-4 Cr.  
AE 690 Topics in Arts and  
Entertainment Administration . 1-3 Cr.  
AE 692 Research Project . . . . . 2-4 Cr.  
ART 590 Topic: Museum Studies . . . . 3 Cr.  
Art/Music/Theatre courses . . . . . 0-9 Cr.  
COMM courses (as approved) . . . . 0-9 Cr.  
ICP 689 Professional and Career  
Development . . . . . 0-1 Cr.  
ICP 690 Topic: Non-Profit Organizations 3 Cr.  
IT 603 Information Management . . . . 3 Cr.  
LS 690 Topic: Grant Writing . . . . . 3 Cr.  
MBA 500 or 700 level courses . . . . 0-6 Cr.

# Business Administration Programs

## **MASTER OF BUSINESS ADMINISTRATION; MASTER OF BUSINESS ADMINISTRATION WITH ACCOUNTING SPECIALIZATION; MBA PLUS CERTIFICATE, MANAGEMENT CERTIFICATE; MASTER OF ENGINEERING MANAGEMENT; DUAL JURIS DOCTOR AND MASTER OF BUSINESS ADMINISTRATION PROGRAMS; JOINT MSN/MBA**

Accredited by the AACSB-International, the graduate business programs target the educational needs of leaders working in an integrated, technology-driven world. These needs include competency in all the functional areas of business, a clear understanding of the twenty-first century business environment, and a strong foundation in values-based leadership. The program objective is to educate competent, ethical business leaders to have a positive impact on people, organizations, the community, and the natural environment.

Competence requires that students learn the skills and knowledge necessary for success when facing the challenges imposed by an ever-changing world. In addition to competence in traditional professional and interpersonal skills, today's leaders need to understand how to use and manage new technologies in ways that enhance the human spirit and potential, optimize the use of scarce resources, sustain the natural environment, and balance the needs of all stakeholders. Increasingly, this requires leaders with a strong moral compass who are prepared to deal with complex decisions involving social and economic justice and the stewardship of our natural environment.

The program ranges from 38 to 52 credit hours, depending on the student's prior academic preparation in foundation courses. A 38-credit full-time student who qualifies for the accelerated program can finish in one calendar year of intensive study.

The program's academic calendar includes four seven-week terms that closely correspond to the University's Fall and Spring Semesters, and two six-week summer terms. The standard 2-credit course is offered one night per week.

**Admission.** For admission to graduate degree programs in Business Administration, students must meet the admission requirements established by the Graduate School. In addition, the College of Business Administration requires the following:

1. Graduate Management Admissions Test (GMAT).
2. Completed Master of Business Administration application.
3. A letter of application including a statement of professional goals. This letter substitutes for the general essay noted under Admission for Degree-Seeking Students (page 87).
4. A current resumé.

Students planning to enroll in graduate Business Administration programs should consult with the Assistant Director of the Graduate Programs in Management.

## **Master of Business Administration Program**

There is no typical student or student plan for the MBA. The program is designed for traditional and nontraditional students, full-time and part-time students, and students with many different undergraduate majors. To facilitate the variety of levels of student preparation and individual program objectives, coursework is divided into three modules.

The 14-credit **Foundation** module (500-level courses) provides grounding in basic business skills. These graduate level courses are designed for students without corresponding undergraduate work, or for those whose coursework is not current. Most students with an undergraduate major or minor in business will not need to take these courses.

The 26-credit **Core** module (600-level courses) forms the common base of the program and is taken by all MBA students. The Core courses are categorized into three broad areas: values-based leadership, analytical decision making, and strategic leadership.

The 12-credit **Enhancement** module (700-level courses) is used to customize the program in order to fit individual interest and career aspirations. Some of these electives

## Business Administration Programs

are offered every year while others are offered biannually. In addition, special topics courses are offered on timely business subjects.

Internships contribute significantly to the MBA degree by providing valuable work experience but are not required.

### **FOUNDATION COURSES (14 Credits)**

MBA 501 Foundations in Economics . . .	2 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . . . . .	2 Cr.
MBA 520 Financial Management . . . . .	2 Cr.
MBA 530 Marketing Management . . . . .	2 Cr.
MBA 540 Managerial Statistics . . . . .	2 Cr.
MBA 550 Psychological Foundations of Management . . . . .	2 Cr.

### **REQUIRED CORE COURSES (26 Credits)**

#### **Values-Based Leadership Courses**

MBA 601 Business, Society and the Natural Environment . . . . .	2 Cr.
MBA 602 Managing Technology and Innovation . . . . .	1 Cr.
MBA 603 Business and the Natural Environment . . . . .	1 Cr.
MBA 604 Contemporary Legal Issues . . . . .	2 Cr.
MBA 651 Leadership and Team Development . . . . .	2 Cr.
MBA 652 Developing People . . . . .	2 Cr.

#### **Analytical Decision Making Courses**

MBA 610 Accounting Information for Decision Analysis . . . . .	2 Cr.
MBA 620 Financial Analysis . . . . .	2 Cr.
MBA 640 Quantitative Business Analysis . . . . .	2 Cr.
MBA 642 Operations Management . . . . .	2 Cr.
MBA 645 Information Systems and Information Technology . . . . .	2 Cr.

#### **Strategic Leadership Courses**

MBA 630 The Customer Challenge . . . . .	2 Cr.
MBA 650 Creating High Performance Organizations . . . . .	2 Cr.
MBA 670 Strategic Thinking and Action for a Changing World . . . . .	2 Cr.

### **ENHANCEMENT COURSES (12 Credits)**

MBA 714 Current Events and Business Reporting Issues . . . . .	2 Cr.
MBA 720 Investment Management . . . . .	2 Cr.
MBA 721 Advanced Financial Management . . . . .	2 Cr.
MBA 730 Brand Management . . . . .	2 Cr.
MBA 731 E-Commerce and E-Marketing . . . . .	2 Cr.

MBA 741 Global Supply Chain Management . . . . .	2 Cr.
MBA 750 Entrepreneurship . . . . .	2 Cr.
MBA 753 Business Ethics for Values-Based Leaders . . . . .	2 Cr.
MBA 760 Management Best Sellers . . . . .	2 Cr.
MBA 780 Global Experience . . . . .	2 Cr.
MBA 790 Special Topics . . . . .	2 Cr.
MBA 795 Independent Study . . . . .	1-4 Cr.

## **Master of Business Administration with Accounting Specialization**

The Master of Business Administration with accounting specialization is designed for those students who have an undergraduate degree in accounting and who plan to pursue a career in public accounting. The combination of an undergraduate accounting degree and the Valparaiso University MBA with this specialization satisfies the 150-hour educational requirement for taking the Certified Public Accounting (CPA) examination in most states. The CPA certificate and license is awarded by licensing agencies in each state and the specific requirements for becoming a CPA vary slightly by state.

Students are expected to become familiar with the requirements of the state in which they hope to become a CPA. The admissions requirements are the same as for the MBA. Students pursuing the Accounting Specialization should have completed the following coursework prior to beginning the MBA: Intermediate Accounting I and II, Cost Accounting, Accounting Information Systems, and a first course in Tax Accounting.

### **REQUIRED COURSES**

In addition to the 26-credit Core courses, students must also take 8 credits from the following as part of the 12 credits of Enhancement Courses. These are primarily daytime courses.

MBA 711 Advanced Accounting . . . . .	2 Cr.
MBA 712 Tax Research . . . . .	2 Cr.
MBA 713 Auditing and Assurance Services . . . . .	2 Cr.
MBA 714 Current Events and Business Reporting Issues . . . . .	2 Cr.
MBA 715 Accounting Information Systems . . . . .	2 Cr.
MBA 716 Governmental and Not-for-Profit Accounting . . . . .	2 Cr.

## MBA *Plus* Certificate

After completing the standard MBA requirements, a student may choose to take four additional courses (8 additional credits) and receive a certificate in Engineering Management or Sustainability.

### **MBA *Plus* Engineering Management Certificate (8 credits).**

Take four of the six following courses, excluding any taken during the MBA program:

MEM 701 Managing Emerging Technologies . . . . .	2 Cr.
MEM 702 Managing International Teams . . . . .	2 Cr.
MEM 703 Best Practices for Managing Technical Teams . . . . .	2 Cr.
MEM 704 Intellectual Property . . . . .	2 Cr.
MEM 705 Creativity and Innovation . . . . .	2 Cr.
MEM 706 Project Management . . . . .	2 Cr.

### **MBA *Plus* Sustainability Certificate (8 credits).**

Courses required are:

MBA 702 Managing Sustainability . . . . .	2 Cr.
MBA 703 Forces Affecting Sustainability in Business . . . . .	2 Cr.
MBA 704 Case Studies in Sustainability . . . . .	2 Cr.
MBA 705 Fieldwork in Sustainability . . . . .	2 Cr.

Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Business Administration and the Graduate School. Students with a graduate degree from another university or graduate school will be considered for admission following a review of their work history and graduate transcript.

Applicants should submit the Engineering Management or Sustainability Certificate application and resume, remit a \$30.00 application fee, arrange to have transcripts sent, and submit one letter of recommendation on their behalf.

## Master of Engineering Management Program

The 38-credit Master of Engineering Management (MEM) program is designed for those that manage technical teams. The program maximizes professional potential by giving students a background that provides business knowledge, management skills, technical expertise, and hands-on experiences. Students have a variety of backgrounds in different industries. A degree in engineering is not required.

The MEM program has six start dates per year. Students enrolling full-time can complete the program in as little as one year. Students enrolling part-time can complete the program in about two years. Proficiency in Microsoft Word, Excel and Power Point is required.

**Admission.** For admission to the Master of Engineering Management Program, students must meet the admission requirements established by the Graduate School. In addition, the College of Business Administration requires the following:

1. Completed Master of Engineering Management application and the application fee.
2. A cover letter including a statement of professional goals. This letter substitutes for the general essay noted under Admission for Degree-Seeking Students (page 87).
3. Two letters of recommendation.
4. A current resume.
5. Official transcripts sent directly from all undergraduate institutions attended.
6. Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) score.
7. For non-native English-speaking students, the Test of English as a Foreign Language (TOEFL).

Exceptions to these requirements will be considered on a case-by-case basis.

**Curriculum.** The MEM curriculum consists of a total of 38 credits, including 26 credits (14 courses) from the MBA program and 12 credits (6 courses) specifically designed for the MEM program.

**Required MBA Foundation Courses  
(10 Credits)**

MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . . . . .	2 Cr.
MBA 520 Financial Management . . . . .	2 Cr.
MBA 530 Marketing Management . . . . .	2 Cr.
MBA 550 Psychological Foundations of Management . . . . .	2 Cr.

**Required MBA Core Courses (10  
credits)**

MBA 601 Business, Society, and the Natural Environment . . . . .	2 Cr.
MBA 602 Managing Technology and Innovation . . . . .	1 Cr.
MBA 603 Business and the Natural Environment . . . . .	1 Cr.
MBA 642 Operations Management . . . . .	2 Cr.
MBA 645 Information Systems and Information Technology . . . . .	2 Cr.
MBA 670 Strategic Thinking and Action for a Changing World . . . . .	2 Cr.

**MBA Electives (6 Credits)**

Take three of the following courses:

MBA 610 Accounting Information for Decision Analysis . . . . .	2 Cr.
MBA 630 The Customer Challenge . . . . .	2 Cr.
MBA 650 Creating High Performance Organizations . . . . .	2 Cr.
MBA 651 Leadership and Team Development . . . . .	2 Cr.
MBA 652 Developing People . . . . .	2 Cr.
MBA 741 Global Supply Chain Management . . . . .	2 Cr.
MBA 750 Entrepreneurship . . . . .	2 Cr.

It is highly recommended that each student take at least one elective from MBA 650, 651, or 652.

**Required MEM Courses (12 Credits)**

MEM 701 Managing Emerging Technologies . . . . .	2 Cr.
MEM 702 Managing International Teams . . . . .	2 Cr.
MEM 703 Best Practices for Managing Technical Teams . . . . .	2 Cr.
MEM 704 Intellectual Property . . . . .	2 Cr.
MEM 705 Creativity and Innovation . . . . .	2 Cr.
MEM 706 Project Management . . . . .	2 Cr.

One of these six MEM courses is taught in each of the six MBA terms, and then can be taken in any order.

**Dual Law (JD) and Master  
of Business Administration  
(MBA) Program**

The dual Juris Doctor/Master of Business Administration program offers students the opportunity to pursue both degrees simultaneously. Credit sharing between the two programs allows most students to complete the program within four years, saving approximately one semester of work. For the dual degree, the minimum credits for the MBA is 36.

MBA courses that may be counted as electives (a maximum of 6 credits) for the JD degree are:

MBA 610 Accounting Information for Decision Analysis
MBA 620 Financial Analysis
MBA 714 Current Events and Business Reporting Issues
MBA 720 Investment Management
MBA 721 Advanced Financial Management
MBA 730 Brand Management
MBA 741 Global Supply Chain Management
MBA 753 Business Ethics for Values- Based Leadership
MBA 760 Management Best Sellers
MBA 790 Special Topics
MBA 791 Field Project
MBA 795 Independent Study

**MBA courses** waived for dual degree students are:

MBA 504 Business Law
MBA 604 Contemporary Legal Issues

**JD courses** that may be counted as 2-credit electives (a maximum of 4 credits) for the MBA are:

LAW 408 UCC II: Secured Transactions
LAW 409 Labor Arbitration
LAW 410 International Business Transactions
LAW 416 Non-Profit Organizations
LAW 428 Pensions
LAW 429 Consumer Protection Law
LAW 437 Intellectual Property
LAW 440 Regulation of Industry
LAW 443 Antitrust Law
LAW 444 Workers' Compensation Law
LAW 445 Labor Law
LAW 446 Employment Law



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## Business Administration Programs

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LAW 448 Environmental Law and Policy  
LAW 489 Employee Health Plans: ERISA  
and HIPAA  
LAW 504 Mergers and Acquisitions  
LAW 505 Income Taxation of Corporations  
and Partnerships  
LAW 530 Business Planning

**Admission.** Admission to the dual degree program requires admission to both the Valparaiso University School of Law and the Valparaiso University Master of Business Administration Program. Admission into one program does not guarantee admission into the other. Students interested in applying to the JD/MBA Program must complete the School of Law application, the MBA Application Form, take the Law School Admission Test (LSAT), provide official transcripts from all undergraduate/post-undergraduate institutions, a current resume, and submit the application fees, cover letter, and two letters of recommendation.

## Joint MSN/MBA Degree

In conjunction with the College of Nursing, the College of Business Administration offers a joint MSN/MBA degree for students holding a Bachelor of Science in Nursing degree. For additional information, refer to page 79.

## Management Certificate

The Management Certificate is intended for students *in any graduate level degree program* at Valparaiso University who want to add a management component to their graduate study. The program is also open to people who are not enrolled in a VU graduate program but who have an undergraduate degree and wish to take a set of courses to increase their management education and abilities. The certificate is 14 credits and consists of the following courses:

MBA 501 Foundations in Economics . . . 2 Cr.  
MBA 504 Business Law . . . . . 2 Cr.  
MBA 510 Financial Accounting . . . . . 2 Cr.  
MBA 520 Financial Management . . . . . 2 Cr.  
MBA 530 Marketing Management . . . . . 2 Cr.

MBA 540 Managerial Statistics . . . . . 2 Cr.  
MBA 550 Psychological Foundations of  
Management . . . . . 2 Cr.

If a student already has an undergraduate equivalent to one or more of the above courses, appropriate MBA 600 or 700 level classes will be substituted. All substitutions require the approval of the director of the MBA program and the Dean of the Graduate School.

Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Business Administration and the Graduate School. Students interested in the Management Certificate should submit the Management Certificate application, remit the \$30.00 application fee, provide undergraduate and/or graduate transcripts, one letter of reference and a current resume.

Applicants who do not meet the course prerequisites for specific MBA courses may be accepted with the condition that they complete the appropriate preparatory coursework prior to enrollment in the course.

## Engineering Management Certificate

Students who do not desire a master's degree but would like a professional certification in engineering management may complete these six MEM courses and earn a Graduate Certificate in Engineering Management. The admission requirements and application process for the Engineering Management Certificate is identical to those for the MEM degree. The certificate is 12 credits and consists of the following courses:

MEM 701 Managing Emerging  
Technologies . . . . . 2 Cr.  
MEM 702 Managing International  
Teams . . . . . 2 Cr.  
MEM 703 Best Practices for Managing  
Technical Teams . . . . . 2 Cr.  
MEM 704 Intellectual Property . . . . . 2 Cr.  
MEM 705 Creativity and Innovation . . . 2 Cr.  
MEM 706 Project Management . . . . . 2 Cr.



# Chinese Studies

## MASTER OF ARTS IN CHINESE STUDIES; JD/MACS PROGRAM

The demand for students with fluency in Chinese combined with conventional degrees and professional experience is growing rapidly. The Master of Arts in Chinese Studies (MACS) is an innovative program designed to prepare students in any field of undergraduate study who have at least two years of college Chinese language for the opportunities and challenges posed by the emergence of China as a formidable political and economic force over the next several decades.

The 37-credit program emphasizes developing fluency in Chinese (Mandarin) language as well as an understanding of Chinese culture, politics, and history.

**Program Benefits.** The MACS program provides a unique mix of learning experiences and opportunities not found in similar programs.

Attractive features and benefits include:

- Improved fluency in reading, writing, speaking, and understanding Mandarin Chinese.
- Understanding of Chinese culture through a variety of topic courses.
- Summer study and travel in China.
- Summer work internship in China.
- Strong competitive advantage in the international job market dealing with East Asia.
- Opportunity to enroll in graduate level courses in most major fields of study.

**Admission.** Students with any undergraduate major may apply. To be admitted, applicants must meet all Graduate School admission requirements (page 87) and demonstrate Chinese language proficiency in one of the following ways: 1) completion of three years of college Chinese language courses; 2) completion of two years of college Chinese **and** Valparaiso University's intensive summer immersion program at the third year level. Heritage learners must demonstrate proficiency at the third year level through assessment in a placement test. All students enrolling in the program will have their Chinese language proficiency assessed by means of the department's placement test or phone interview prior to their first semester in the program.

Students who do not meet these conditions may be accepted into the program on the condition that they complete the third year of Chinese at Valparaiso University prior to the start of their participation in the program. Third-year language classes offered at VU may not be applied to the MACS program.

### Early Admission for Undergraduate Valparaiso University Students.

Valparaiso University students may be eligible for early admission if they have successfully completed two years of Chinese language courses at Valparaiso University or its equivalent (EAST 209 and 210 offered at the Hangzhou Study Center), and have maintained an overall grade point average of 3.0 and a grade point average of 3.25 in courses related to East Asia (including language classes).

Early admission students will be allowed to take up to six graduate credits during their senior year (CHST 590 or other approved CHST coursework) assuming that they have met prerequisites. These credits may, under some circumstances, also be applied to the student's undergraduate degree.

### PROGRAM REQUIREMENTS

CHST 531 Contemporary Chinese in Mass Media I . . . . .	4 Cr.
CHST 532 Contemporary Chinese in Mass Media II . . . . .	4 Cr.
CHST 590/690 Topics/Seminar in Chinese Studies . . . . .	9 Cr.
CHST 607 Intensified Fourth Year Chinese I . . . . .	5 Cr.
CHST 608 Intensified Fourth Year Chinese II . . . . .	5 Cr.
CHST 695 Supervised Readings and Research in Chinese Studies . .	0-3 Cr.
CHST 696 Graduate Seminar in Chinese Studies I . . . . .	0.5 Cr.
CHST 697 Graduate Seminar in Chinese Studies II . . . . .	0.5 Cr.
CHST 699 Preparation for Standardized Test . . . . .	0-1 Cr.

In addition, students may select up to 6 credits of graduate level coursework related to their academic discipline or interests (e.g., economics, psychology, political science, international commerce, history, English, law), if courses are available and prerequisites are met.

## Chinese Studies

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Students who test out of CHST 607 and CHST 608 will earn 6 credits toward the MACS degree. Thirty-one credit hours in residence at Valparaiso University are required to complete the degree.

### **SPECIAL TRACK FOR TEACHERS**

The MACS program offers a special track for certified or other teachers wanting to improve their Chinese Language skills and understanding of Chinese culture. Teachers who are already licensed may receive an endorsement in Chinese language in states with reciprocal agreements with Indiana.

Because the coursework is offered during the summer and online, this track is designed especially to meet the needs of employed teachers who are unable to take leave from their regular teaching responsibilities. Teachers pursuing this track are expected to have a least two years of college level Chinese or be willing to take sufficient training in Chinese language in order to meet the requirements for entry to the program.

Teachers spend either one or two summers in Language immersion in Hangzhou, China—depending on their proficiency level at the time of application to the program. In addition, they take non-language, cultural- or education-related online courses during the fall, spring and summer semesters—typically one course each semester over the course of two to three years—or they may enroll in supplemental coursework during the summer immersion program in China. To complete the program, a student may take 7 credits in a residential summer program at Valparaiso University or complete a master's thesis during the last summer of study. Native Chinese language speakers with at least a bachelor's degree from a reputable Chinese university may receive up to 6 credits for Chinese language. Qualified students who are non-native Chinese speakers may also receive up to 6 credits for Chinese language by testing out of fourth year Chinese.

Teachers interested in pursuing this option need to discuss their individual background and needs with the program advisor in order to develop a practical and individualized plan of study. Depending on their language proficiency and desired intensity of coursework, teachers should expect 24–30 months of

part-time study to complete the program. Persons wanting to become certified K–12 teachers of the Chinese language may combine the Master of Education in Initial Licensure and the Master of Arts in Chinese Studies to obtain licensure and an endorsement in Chinese language.

## **Dual Law (JD) and Chinese Studies (MA)**

Students considering Law School at Valparaiso University who have background and/or interest in Chinese language and culture may want to consider the JD/MA Chinese Studies program. Two tracks are available to applicants meeting the admission requirement of 2 years of college Chinese or its equivalent (e.g., for heritage speakers). The preferred track is for students wanting to complete most of the MACS degree prior to enrollment in the School of Law. However, students already enrolled in the School of Law might choose a second track that permits work on the master's degree during the second and third year of Law School. In this second track, students would need to extend their graduate study beyond the completion of the JD degree.

Some students may recognize the value of obtaining this degree/preparation although they have minimal or no Chinese language background. A third track is provided for these students.

An important consideration for students in this degree program is the need to develop and retain fluency in the Chinese language, even while enrolled in the Law School. To this end, students are required to take courses that provide ongoing practice with the Chinese Language during each year of Law School. In addition, participation in at least one Chinese language summer immersion program in Hangzhou is required.

The number of credits required for the program depends on the student's level of fluency upon entering the MA in Chinese Studies program. For students entering with the equivalent of three years of college Chinese, 115 credits are required. Students with less language proficiency may need to complete additional credits in order to enroll in advanced level Chinese language courses.

**JD REQUIREMENTS**

In addition to meeting all of the standard requirements of the JD degree, up to 6 credits from the following Graduate School courses may be applied toward the 90 credit JD degree.

CHST 590/690 Topics or Seminar in Chinese Studies . . . . . 6 Cr.

**CHINESE STUDIES REQUIREMENTS****General Requirements (25 credits)**

CHST 531 Contemporary Chinese in Mass Media I . . . . . 4 Cr.

CHST 532 Contemporary Chinese in Mass Media II . . . . . 4 Cr.

CHST 607 Intensified Fourth Year Chinese I . . . . . 5 Cr.

CHST 608 Intensified Fourth Year Chinese II . . . . . 5 Cr.

CHST 696 Graduate Seminar in Chinese Studies I . . . . . 0.5 Cr.

CHST 697 Graduate Seminar in Chinese Studies II . . . . . 0.5 Cr.

Choose 6 credits from:

CHST 520 Introduction to Chinese Literature . . . . . 3 Cr.

CHST 590 Topics in Chinese Studies 1-3 Cr.

CHST 686 Internship in China . . . . . 1-3 Cr.

CHST 690 Seminar in Chinese Studies 1-3 Cr.

CHST 695 Supervised Reading and Research in Chinese Studies . . 0-3 Cr.

CHST 699 Preparation for Standardized Test . . . . . 0-1 Cr.

**Electives (6 Cr.)**

Law students may fulfill 6 elective credits in Chinese Studies by taking approved coursework that includes, but may not be limited to, the following law courses:

LAW 270 Comparative Law . . . . . 3 Cr.

LAW 477 International Law I . . . . . 3 Cr.

LAW 478 International Law II . . . . . 3 Cr.

Substitutions require the approval of the Dean of the Graduate School and the Associate Dean of the School of Law.

**Advising and Plan of Study**

Students' plans of study will depend on their level of language proficiency upon entering the program, when they enter the program, and how they sequence the two degrees. As a result, individual plans will need to be developed in consultation with the Program Director prior to enrolling in the program. It is very important that students considering this program contact the Program Director to map out their course of study early in the planning process.



Photo courtesy of Hussain Aljassim

# Comparative Global Inquiry

## MASTER OF ARTS IN COMPARATIVE GLOBAL INQUIRY

This 34-credit master's degree is designed to give students a unique worldview and experience through successive residency and participation at Valpo's study abroad centers or international partner institutions. The program is designed for completion in 15 months. Hallmarks of the program are:

- Study at a minimum of two international sites, one of which must be a Valpo Overseas Study center;
- One semester pre-departure orientation along with coursework aimed at developing a cross-cultural research project and thesis with the specific disciplinary orientation defined by the student's interest (e.g., undergraduate field);
- Preparation for and carrying out a cross-cultural project during the two semesters abroad, with the final product culminating in a master's thesis. This project is intended to provide both focus and coherence to the experience;
- Coursework specific to the global region (language, culture, trade, etc.) of each study center;
- Final 6-week term to complete and defend the thesis.

The program may have particular value for those for whom substantial international experience will serve or enhance achievement of their professional goals.

**Admission.** Applicants must meet the admission requirements of the Graduate School (page 87) and provide evidence of being able to carry out academic coursework independently, including:

1. An undergraduate degree from an accredited college or university;
2. Evidence of high performance in all prior academic study (minimum of 3.3 GPA is preferred);
3. Essay indicating expected personal and professional outcomes from the program;
4. Other documentation (e.g., written papers or projects) attesting to sustained, independent coursework;
5. Recommendations from faculty

advisors or instructors.

International applicants who are non-native English speakers must submit a TOEFL score of 80, an IELTS score of 6.0, or equivalent evidence of English language proficiency.

**Curriculum.** Students spend a pre-departure semester on campus to prepare for their thesis and study abroad. They then choose two overseas study sites where they enroll in regional coursework and undertake thesis implementation. A final 6-week term is spent on campus to complete and defend the thesis.

### Pre-departure Semester (12 credits)

GI 601 Global Strategies . . . . .	1 Cr.
Intercultural Perspectives (ICP 620/621, COMM 645) . . . . .	3 Cr.
GI 680 Project Development . . . . .	2 Cr.
Graduate Electives . . . . .	6 Cr.

### Choose two of the following options:

#### Emerging Powers Semester (9 credits)

(China or Korea)

Chinese Culture or Korean Culture . . . . . 3 Cr.

Chinese or Korean Language OR

Asian Business . . . . . 3 Cr.

GI 792/793 Cross-Cultural Project I/II . . . . . 3 Cr.

#### Developed Nations European Semester (9 credits)

(England or Germany)

British History or Economics/Language 3 Cr.

British or German Culture Course . . . . . 3 Cr.

GI 792/793 Cross-Cultural Project I/II . . . . . 3 Cr.

#### Developing Nations Semester (9 credits)

(India, Mexico, Africa, etc.)

Course related to region . . . . . 3 Cr.

Language, Business, or Culture Course 3 Cr.

GI 792/793 Cross-Cultural Project I/II . . . . . 3 Cr.

#### Re-Entry Semester (4 credits)

(Requires at least partial residency on campus)

GI 799 Cross-Cultural Thesis . . . . . 4 Cr.

**Thesis.** A critically important component of this program is the thesis, carried out in four phases with each eventually representing a separate chapter of the thesis. During the pre-departure phase, the student develops, in conjunction with a faculty mentor, a research proposal based on an area of interest and/or proficiency. For example, students could

design the proposal around a topic related to their undergraduate major or professional activities. During this period, the student reviews the pertinent literature, develops a thesis or hypothesis, specifies a methodology (including the resources needed to carry out the proposal), obtains necessary approvals (e.g., use of human subjects, access to materials, etc.), establishes a thesis review committee consisting of their mentor and at least one other Valpo faculty member (other Valpo faculty or faculty from other institutions may be included beyond these two members), and submits the written proposal for review and feedback from the mentor. Proposals should include a strong cross-cultural element, such that the information and data obtained will reflect ideas, values, and issues embedded in the culture of the location of the study abroad program. An assumption is that students will discuss their ideas with individuals having an understanding of those cultures and countries.

Upon revision and subsequent approval by the mentor, the actual research and information/data collection is carried out during the two semesters abroad. Each semester should pay special attention to the cultural and social aspects of the environment, but methodologies should attempt to be consistent (to the extent possible) across study sites so as to generate information that can be compared and contrasted. During this phase, students should be in frequent contact with their thesis advisor as to provide updates, seek advice, and receive feedback on work undertaken, as well as problems or issues that may arise. Each study site will generate an additional chapter, consisting of an introduction, cultural orientation, and the salient findings (including data) related to the work carried out at that location. These three chapters are to be submitted to the thesis committee for preliminary review.

The final phase is implemented on the Valparaiso University campus and includes the development of the fourth chapter. This chapter provides analysis of the research findings, a critical analysis of the results within the context of the introductory chapter and literature review, and conclusions and models that have resulted from the study.

A comprehensive project of this nature

would typically involve about 100 pages of double-spaced text, although more or fewer pages may be appropriate, depending on the specific nature of the thesis. In addition, variation to this format is possible. For example, an individual embarking on the writing of a monograph or book, working in research laboratories located near the study site, or engaging in projects that may be largely empirical and less theoretical might deviate from the format.

**Other Information.** Students in this program will need to work closely with the Valparaiso University Graduate School and Office of International Programs to ensure that they have made adequate preparation for travel and overseas living, including travel arrangements, passport, visa, regular and interim housing during breaks, and contact with appropriate overseas site directors or liaisons.

In addition to tuition, students in this program pay a program fee for use of the Overseas Study center, as well as a fee for housing provided while abroad.

As a general rule, this program cannot accommodate family members and other dependents, although applicants with special needs and interests should contact the Graduate School and the Office of International Programs as early as possible in the application process to discuss such needs.

# Computational Science

## MASTER OF SCIENCE IN COMPUTATIONAL SCIENCE

Computational science is the field of study that focuses on the integration of knowledge and methodologies from mathematics, statistics, and computer science to analyze and solve problems in science, engineering, and other fields. From mathematics come mathematical modeling (both continuous and discrete) and numerical analysis; from statistics come methods for processing and analyzing large quantities of data; from computer science come simulations and modeling, the design and analysis of algorithms, and combinatorial optimization. As scientific and engineering fields deal with increasingly complex and expanded information and datasets, the need for individuals with such computational skills is expected to expand greatly.

The 36-credit program in Computational Science is particularly designed for students with interest and preparation in science, engineering, mathematics, and/or computer science. The program prepares such students for a future in which computation will play an ever-increasing role in solving science and engineering problems and in creating new scientific knowledge. Specifically, the program is a professional master's degree that provides students with a set of highly marketable skills applicable to many areas of science, industry, business, and government.

Although the program is intended for individuals having a wide range of academic and work backgrounds, appropriate preparation for the program involves an understanding of science, typically demonstrated by at least an academic minor in a traditional science field, as well as some basic mathematics, statistics, and computer science coursework (see Admission requirements). Given the appropriate preparatory coursework, the program can be completed in 1.5 years.

Students enrolled in this program will:

- Learn a high-level language;
- Acquire knowledge of applied mathematics;
- Demonstrate knowledge of computational methods;

- Learn and apply simulation and modeling skills;
- Be able to apply computational modeling techniques to one or more STEM (science, technology, engineering, mathematics) disciplines;
- Learn to communicate the solution process effectively.

**Admission.** Applicants must meet the general admission requirements of the Graduate School (page 87), including having a minimum GPA of 3.0 and submitting letters of recommendation, transcripts, and a personal essay. In addition, applicants should have the equivalent of a minor in a science or engineering field, as well as basic coursework in mathematics (e.g., calculus and linear algebra), statistics, and computer science (e.g., a course in programming and one in simulation and modeling). Students not meeting the general admission requirements or lacking preparation may be admitted provisionally, assuming they complete the preparatory coursework either at Valparaiso University or another institution prior to full admission to the program. For international students, a minimum TOEFL score of 80 or IELTS score of 6.0 is required.

**Curriculum.** Students complete four required core courses built around statistics, databases, and simulation, and take at least two courses (6 cr.) in computational applications in science, engineering, or other applied areas. Students also complete either an internship experience or a research project. To allow specialization, students fill out the program with elective coursework in computational science applications, mathematics, or computer science.

### Core Requirements (12 credits)

MATH 540 Statistics for Decision Making . . . . .	3 Cr.
IT 603 Information Management . . . . .	3 Cr.
IT 633 Data Mining . . . . .	3 Cr.
CS 525 Simulation and Modeling . . . . .	3 Cr.

### Core Applications in Computational Science (6 credits)

Choose at least two from:

MATH 521 Mathematical Models of Infectious Disease . . . . .	3 Cr.
CTS 530 Meteorological Computer Applications . . . . .	3 Cr.



## Computational Science

CTS 560 Computational Molecular Science . . . . .	3 Cr.
CTS 610 Business Analytics . . . . .	3 Cr.
CTS 620 Bioinformatics . . . . .	3 Cr.
CTS 640 Topics in Biostatistics . . . . .	3 Cr.
CTS 650 Computational Social Science . . . . .	3 Cr.

**Experiential Training (3 credits)**

Choose one from:

CTS 786 Internship . . . . .	1-3 Cr.
CTS 792 Research Project . . . . .	1-3 Cr.

**Electives (15 credits may be selected from Core Applications or from below)**

CTS 565 Interactive Computer Graphics . . . . .	3 Cr.
CS 572 Computability and Complexity . . . . .	4 Cr.
CTS 545 Evolutionary Algorithms . . . . .	3 Cr.
CTS 550 Scientific Visualization . . . . .	3 Cr.
CS 590 Topics in Computational Science . . . . .	3 Cr.
CTS 690 Advanced Topics Computational Science . . . . .	3 Cr.
GEO 515 Advanced Geographic Information Systems . . . . .	3 Cr.
IT 664 Natural Language Technologies . . . . .	3 Cr.
MATH 520 Dynamical Systems . . . . .	3 Cr.
MATH 522 Optimization . . . . .	3 Cr.
MATH 523 Game Theory . . . . .	3 Cr.
MATH 530 Partial Differential Equations . . . . .	3 Cr.
MATH 543 Time Series Analysis . . . . .	3 Cr.
MATH 544 Applied Probability and Statistical Decision Theory . . . . .	3 Cr.
MATH 570 Numerical Analysis . . . . .	3 Cr.
MATH 571 Experimental Mathematics . . . . .	3 Cr.
MET 530 Numerical Weather Prediction . . . . .	3 Cr.

**SPECIAL 4+1 B.S./M.S. PROGRAM OPTION FOR UNDERGRADUATE STUDENTS**

Undergraduate students at Valparaiso University may complete the M.S. in Computational Science in one year by following a special track that ensures completion of all admission requirements and allows elective graduate computational science coursework during their senior year. As part of their undergraduate study, such students will have either:

1. earned a mathematics or computer science major along with a science minor; or
2. earned a minimum major in one of the natural sciences or engineering fields

(e.g., Astronomy, Biology, Biochemistry, Chemistry, Environmental Science, Meteorology, Physics, or any field of Engineering) and completed the following mathematics and computer science courses with a B or higher:

- MATH 131 Analytic Geometry and Calculus I (prerequisite: Precalculus)
- MATH 264 Linear Algebra I, or equivalent
- MATH 240 Statistical Analysis, or equivalent
- CS 157 Algorithms and Programming
- CS 525 Simulation and Modeling (during junior or senior year)
- Students are also encouraged to take MATH 132 Calculus II and CS 158 Algorithms and Abstract Data Types.

Students meeting the above requirements with a 3.2 overall GPA and a 3.0 science or engineering GPA will be guaranteed admission to the 4+1 B.S./M.S. program. Others may be considered on an individual basis. Students interested in pursuing this track should consult with the Graduate Office and/or the Computational Science Program Director during their junior year or, at the latest, in the fall of their senior year.

Valparaiso University students pursuing the B.S./M.S. track that have completed MATH 340 or CS 325 during their undergraduate study rather than MATH 540 or CS 525 may have these core requirements waived if the course instructor or their academic advisor confirms that graduate level requirements for the courses have been successfully completed.

# Counseling and Psychology Programs

**MASTER OF ARTS IN COMMUNITY COUNSELING, MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING, DUAL LAW (JD) AND PSYCHOLOGY (MA) PROGRAMS, BA/MA EARLY ENTRY PROGRAM; BUSINESS MANAGEMENT CERTIFICATE**

For over a century, counselors have worked to improve the quality of life for individuals facing important life decisions, difficult times or serious mental health problems. Continuing in this tradition, the counseling programs at Valparaiso University are designed to prepare individuals for rewarding careers in service to others. Counselor education at Valparaiso University is located within the Department of Psychology and aims to provide the development of outstanding competence and counselor identity under the guidance of faculty who are strongly committed to the counseling professional model. The Community Counseling (CC) and Clinical Mental Health Counseling (CMHC) concentrations have different purposes and sets of requirements. The Community Counseling program is designed to introduce individuals to the rich field of counseling. It is suitable for students preparing for doctoral work or service in certain kinds of community settings. The CMHC program is designed for individuals planning to work as licensed professional clinical mental health counselors. Both concentrations are designed to provide advanced education and professional training in: human development; biological and learned bases of behavior; social and cultural foundations of counseling; counseling theory and practice; group processes; life-style and career development; appraisal; research and program evaluation; professional roles and ethics; mental health counseling foundations; contextual dimensions of counseling; and practical/clinical skills for counseling.

Students expecting to use the CMHC degree to meet requirements for certification or licensure as a counselor will need to plan carefully their program of study to meet applicable requirements. CMHC students seeking licensure must obtain a copy of the certification/licensure laws and regulations from the state(s) where they plan to practice sometime during the first semester of their program. Students should also meet with an academic advisor to discuss a course of study which may suitably prepare them for the licensure process. Depending on the laws and regulations of the state issuing the license, students may need to complete additional hours as part of their degree program or take specific courses as electives. The program does not necessarily meet licensure and/or certification requirements of every state or organization, as these are very specific and constantly changing.

The best counseling training requires that students master both the professional knowledge and skill necessary to meet the needs of those seeking help. The counseling programs are designed to provide high quality training in both of these areas. The first year of training includes core material vital to the practice of counseling in community or clinical mental health settings. Beginning in the second year of training, students in both the CC and CMHC programs select practicum and internship training experiences in settings related to their professional interests. Prior to registering for practicum credits, students must pass a pre-practicum review consisting of the following requirements:

1. Complete the core course requirements of COUN 635, 642, 660, 662 and 693 with no grade lower than B.
2. Interview with the Counselor Training Coordinator.

Students in the CC program may choose to complete an applied or research track. The research track may include a master's thesis. Individuals doing a thesis must complete 3 credits of Masters Research



Proposal (COUN 698) and 3-6 credits of Masters Research and Thesis (COUN 699). No more than 6 credits total of COUN 698 and 699 may be applied toward the 48-hour CC program degree requirements.

Success as a professional counselor depends upon personal development as well as mastery of necessary academic material and technical skills. In order to facilitate personal development, several courses involve some level of personal disclosure in practice exercises or as directly related to the content of the class. For instance, the Group Counseling class includes significant use of a personal/professional experiential process group that provides essential experience in learning about groups while also providing a mechanism for examining personal issues related to counseling. The specifics of what any individual shares in courses is a matter of personal choice and level of disclosure is not associated with academic grades in any courses.

Required courses are generally offered during the late afternoon or evening to accommodate individuals who are employed while attending classes. A full-time course load is 3 or 4 courses each semester during the regular academic year, and 2 or 3 courses across the two summer sessions. Students with significant outside commitments may take courses on a part-time basis. A normal part-time course load is two courses (6 credit hours) per semester during the regular academic year, and one course (3 credit hours) during each summer session.

## Master of Arts in Community Counseling

The Community Counseling concentration is a 48-credit hour program. Five core courses (15 credits) are required, along with 4 semesters of the Counseling Proseminar (COUN 694). Six advanced courses (18 credit hours), two elective courses (6 credit hours), and experiential training (9 credit hours of practicum and internship, COUN 685, 686 and 687) comprise the rest of the curriculum. The experiential training includes 700 clock hours of work in a community counseling setting.

### Core Courses (15 credits)

Core courses offer the basic foundations, contextual dimensions, knowledge and skill base for individuals working in community counseling settings. It is expected that these courses will be completed prior to enrollment in practicum or internship courses.

COUN 545 Community and Health Counseling . . . . .	3 Cr.
COUN 635 Introduction to Psychopathology . . . . .	3 Cr.
COUN 660 Helping Relationships: Counseling Theories . . . . .	3 Cr.
COUN 662 Helping Relationships: Counseling Processes . . . . .	3 Cr.
COUN 693 Foundations of Professional and Ethical Issues in Counseling . . . . .	3 Cr.
COUN 694 Counseling Proseminar (4 semesters) . . . . .	0 Cr.

### Advanced Courses (18 credits)

Advanced courses offer specialized instruction and training in functions typically done by community counselors like research and program evaluation, assessment of strengths or problems, and counseling in specialized situations. These courses emphasize the importance of individual development and other contextual factors in the ideal counseling relationship.

COUN 570 Assessment in Counseling: Testing and Appraisal . . . . .	3 Cr.
COUN 602 Research Methods . . . . .	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior . . . . .	3 Cr.
COUN 625 Social and Cultural Bases of Behavior . . . . .	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention . . . . .	3 Cr.
COUN 668 Group Counseling . . . . .	3 Cr.

### Experiential Training (9 credits)

Successful completion of the core classes COUN 545, 635, 660, 662 and 693 as well as a pre-practicum review are required prior to enrolling in any experiential training courses.

COUN 685 Counseling Practicum	3 Cr.
COUN 686 Counseling Internship I	3 Cr.
COUN 687 Counseling Internship II	3 Cr.

PSY 687 may be substituted for COUN 687 with approval of the program director and the Counselor Training Director.

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### Specialty Electives (6 credits)

Students should elect a specialty track. Individuals planning to work in community settings should generally elect the applied track, while those planning to pursue doctoral work or other advanced study should complete the research track.

#### *Applied Track (6 credits, choose 2 courses)*

COUN 642 Advanced Psychopathology	3 Cr.
COUN 665 Family Counseling and Dynamics	3 Cr.
COUN 667 Substance Abuse Counseling	3 Cr.
COUN 691 Advanced Topics in Counseling (as approved by the program director)	3 Cr.

#### *Research Track (6 credits)*

COUN 692 Research Project	3-6 Cr.
COUN 698 Master's Research Proposal	3 Cr.
COUN 699 Master's Research and Thesis	3 Cr.

## Master of Arts in Clinical Mental Health Counseling

The Clinical Mental Health Counseling concentration is a 60-credit hour program appropriate for persons who plan to seek licensure in Indiana (or states with similar statutes) as a clinical mental health counselor. Five core courses (15 credit hours) are required, along with 4 semesters of the Counseling Proseminar (COUN 694). Seven advanced courses (21 credit hours), four elective courses (12 credit hours), and experiential training (12 credit hours of practicum, internship, and advanced internship, COUN 685, 686, 687 and 688) comprise the remainder of the curriculum. The experiential training includes 1000 clock hours of supervised work in a clinical mental health counseling setting.

### Core Courses (15 credits)

Core courses offer the basic foundations, contextual dimensions, knowledge and skill base for individuals working in community counseling settings. It is expected that these courses will be completed prior to enrollment in practicum or internship courses.

COUN 635 Introduction to Psychopathology	3 Cr.
COUN 642 Advanced Psychopathology	3 Cr.

COUN 660 Helping Relationships: Counseling Theories	3 Cr.
COUN 662 Helping Relationships: Counseling Processes	3 Cr.
COUN 693 Foundations of Professional and Ethical Issues in Counseling	3 Cr.
COUN 694 Counseling Proseminar (4 semesters)	0 Cr.

### Advanced Courses (21 credits)

Advanced courses offer specialized instruction and training in functions typically done by clinical mental health counselors like research and program evaluation, assessment of strengths or problems, and counseling in specialized situations. These courses emphasize the importance of individual development and other contextual factors in the ideal counseling relationship.

COUN 545 Community and Health Counseling	3 Cr.
COUN 570 Assessment in Counseling: Testing and Appraisal	3 Cr.
COUN 602 Research Methods	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 625 Social and Cultural Bases of Behavior	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668 Group Counseling	3 Cr.

### Experiential Training (12 credits)

Successful completion of the core classes COUN 635, 642, 660, 662 and 693 as well as a pre-practicum review are required prior to enrolling in any experiential training courses.

COUN 685 Counseling Practicum	3 Cr.
COUN 686 Counseling Internship I	3 Cr.
COUN 687 Counseling Internship II	3 Cr.
COUN 688 Advanced Counseling Internship	3 Cr.

### Specialty Electives (12 credits)

Twelve credits of specialty electives are required. It is recommended that students choose a minimum of 6 credits of their specialty electives from the list of applied courses. Family Counseling and Dynamics (COUN 665) and Substance Abuse Counseling (COUN 667) are especially recommended for those seeking licensure as a clinical mental health counselor. Students completing either the Business Management or Gerontology certificates should select

## Counseling and Psychology Programs

their remaining 6 credits from the appropriate category below. Students interested in pursuing doctoral work are advised to select some of the research courses listed below.

A master's thesis or research project is not required for the CMHC degree, but may be elected as part of the program.

### *Applied Courses (6 credits minimum recommended)*

COUN 665 Family Counseling and Dynamics . . . . .	3 Cr.
COUN 667 Substance Abuse Counseling.. . . .	3 Cr.
COUN 671 Intellectual Assessment . . . . .	3 Cr.
COUN 674 Assessment of Social and Emotional Functioning . . . . .	3 Cr.
COUN 691 Advanced Topics in Counseling . . . . .	3 Cr.
COUN 695 Independent Study . . . . .	1-3 Cr.
PSY 565 Psychology and Law . . . . .	3 Cr.
PSY 590 Special Topics in Psychology (with departmental approval) . . . . .	1-3 Cr.
PSY 690 Special Topics in Psychology (with departmental approval) . . . . .	3 Cr.

### *Business Management Courses*

COUN 550 Psychological Foundations of Management . . . . .	2 Cr.
COUN 651 Leadership and Team Development . . . . .	2 Cr.
COUN 652 Developing People . . . . .	2 Cr.

### *Gerontology Courses*

COUN 532 Adulthood and Aging. . . . .	3 Cr.
COUN 691 Topic: Psychosocial Interventions for the Aging. . . . .	3 Cr.

### *Research Courses*

COUN 692 Research Project . . . . .	3-6 Cr.
COUN 698 Master's Research Proposal . . . . .	3 Cr.
COUN 699 Master's Research and Thesis. . . . .	3 Cr.

### *Supporting Courses*

COUN 535 Psychology of Personality. . . . .	3 Cr.
PSY 550 Human Cognition . . . . .	3 Cr.

**Admission.** In addition to meeting the requirements for admission into the Graduate School, each applicant must be accepted into the Community Counseling or Clinical Mental Health Counseling concentration. Applicants should complete the supplemental Counseling application form. A minimum 3.00 (B = 3.0) overall grade point average for all undergraduate work is required. Applicants

are expected also to have completed at least 15 semester hours with a minimum 3.00 grade point average in the socio/behavioral sciences (psychology, sociology, social work, human development, or other closely related fields), including courses in introductory psychology and statistics. The student must have taken the statistics course with a grade of C or higher within five years of acceptance into the program. Applicants who lack appropriate background in these areas either may not be admitted or may be required to take additional courses to provide a sufficient knowledge base for successful professional development in the program. Letters of recommendation, employment and volunteer work, and a personal statement are also carefully considered by the admissions committee. The 4-6 page personal statement substitutes for the general essay required of all students seeking admission to the Graduate School. Applicants may provide additional information, like GRE scores, if they feel this will assist their admission. Finally, due to the highly responsible nature of counseling and various certification requirements, it is expected that students admitted to this program exhibit and are committed to high ethical standards. The deadline for priority consideration is March 1.

Applicants may apply to either the CC or CMHC program, and may transfer between programs with the approval of the Program Director and the Dean of the Graduate School.

A Student Handbook and program web site <[www.valpo.edu/psychology/graduate/index](http://www.valpo.edu/psychology/graduate/index)> are maintained by the Psychology Department and contain information and procedures related to the program and the admissions process. Those interested should obtain a copy of the Handbook and the application materials by contacting the Graduate School.

## Dual Law (JD) and Psychology (MA) Programs

Aspects of legal practice often involve a psychological dimension, including nuanced interviewing, empathy for clients, inferring motivation, predicting behavior, selecting juries, and understanding psychological reports and testimony. Accordingly, many now find it essential or desirable to obtain

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## Counseling and Psychology Programs

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advanced training in counseling or psychology in addition to their legal curriculum.

Two JD/MA options enabling graduate study in psychology are offered through collaboration between Valparaiso University's Graduate School and Law School. Each option provides a different level of psychological competency relevant to legal practice. Because a limited amount of course work for each degree may apply toward the other, the total number of credits required for the JD/MA is substantially less than that required for both degrees individually.

### **JD/MA PSYCHOLOGY**

The JD/MA Psychology augments the JD with a 30-credit MA in psychology. This program requires a total of 108 credits for both degrees and provides a general foundation in theories of personality and counseling. Course work in professional issues and ethics for mental health counselors, as well as integrative work in law and psychology, is required. This program is suited for law students whose practice may require understanding of and sensitivity to psychosocial issues (family law, mental health, children, the elderly, social services, etc.), but may also benefit others planning to work in settings where an understanding of human behavior is advantageous. This degree does not prepare students as mental health professionals.

### **JD/MA CLINICAL MENTAL HEALTH COUNSELING**

The JD/MA Clinical Mental Health Counseling (CMHC) is intended for law students who are interested in becoming licensed mental health counselors in the state of Indiana or other states offering this or similar licensure options. This program combines the 90-credit JD with a 60-credit MA CMHC. Because each degree recognizes course work completed for the other, the total credits typically range from 132-138.

This program serves students having a variety of goals related to the growing integration of law and psychology, including:

1. Legal practice with a focus in mental health and social service (e.g., legal expert for mental health centers).
2. Mental health and social service administration where understanding of

the law and ability to interact with legal systems is required (e.g., director of a social service agency).

3. Government employment dealing with regulatory procedures and laws that impact mental health and social service agencies, professionals, and clients.
4. Legal work for national, regional, or state mental health organizations and associations.
5. Understanding of issues pertinent to the practice and enhancement of mediation using standard counseling techniques.
6. Positions that, for whatever reason, require credibility within the mental health professions.

### **PLAN OF STUDY**

Law School students are encouraged to begin course work in psychology two semesters prior to beginning their law studies. The JD and MA degrees need not be awarded simultaneously; rather they are presented when the requirements for each degree are fulfilled. The MA Psychology degree typically adds 1-2 semesters to the JD degree. Students in the MA CMHC degree program should plan a minimum of 3 additional semesters either prior to or beyond the third year of law school.

### **ADMISSION REQUIREMENTS**

Admission to either dual degree program requires admission to the Valparaiso University Law School. Applicants must apply separately to the MA program and the Law School. In addition to a completed application and \$20.00 fee, applicants must have an undergraduate grade point average of 3.00, submit an essay relating their professional goals to law and psychology, and submit at least two letters written on their behalf.

Applicants to the JD/MA Psychology program must have at least 9 credits of prior course work in psychology in order to enter the program. Applicants to the JD/MA CMHC program must have at least 15 credits of graduate or undergraduate study (equivalent to a minor) with a minimum 3.00 grade point average in the social and behavioral sciences (psychology, sociology, social work, human development, or other closely related fields). Prior course work must include introductory psychology and statistics.

Because the number of positions in both JD/MA programs is limited, applications

## Counseling and Psychology Programs

received by April 1 will be given priority for fall semester admission. Furthermore, presenting the minimum credentials as listed above does not guarantee admission into the program. Applications received after April 15 will be considered on a space-available basis.

### JD/MA PSYCHOLOGY CURRICULUM

In addition to meeting the JD requirements:

#### Core requirements . . . . . 15 Cr.

- COUN 660 Helping Relationships:  
Counseling Theories . . . . . 3 Cr.  
COUN 693 Foundations of Professional  
and Ethical Issues in Counseling . 3 Cr.  
PSY 700 Law and Psychology:  
Integrative Project . . . . . 3 Cr.  
Six credits from the following:  
LAW 245 Pretrial Skills . . . . . 3 Cr.  
LAW 406 Children and the Law . . 2 Cr.  
LAW 412 Alternative Dispute  
Resolution . . . . . 3 Cr.  
LAW 425 Race and the Law . . . . 2 Cr.  
LAW 485 Family Law . . . . . 3 Cr.  
LAW 486 Law and Health Care  
Process. . . . . 2 Cr.  
LAW 487 Elder Law . . . . . 3 Cr.  
LAW 488 Selected Topics in Elder  
Law . . . . . 2 Cr.  
LAW 662 Clinic Internship . . . . 2-3 Cr.

#### Electives in Psychology . . . . 15 Cr.

All 15 credits may be fulfilled with the 600 level courses listed below. Up to two 500 level courses (6 credits) may count toward the MA program requirements.

- COUN 602 Research Methods . . . . . 3 Cr.  
COUN 620 Human Development:  
Biological and Learned Bases of  
Behavior . . . . . 3 Cr.  
COUN 635 Introduction to  
Psychopathology . . . . . 3 Cr.  
COUN 642 Advanced Psychopathology 3 Cr.  
COUN 662 Helping Relationships:  
Counseling Processes . . . . . 3 Cr.  
COUN 691 Advanced Topics in  
Counseling (with permission of  
Department Chair) . . . . . 3 Cr.  
COUN 695 Independent Study  
(no more than 3 credits) . . . . . 3 Cr.  
PSY 565 Psychology and Law . . . . . 3 Cr.  
PSY 687 Psychology Internship  
(approved by Program Director  
and Counselor Training Director) . 3 Cr.

### JD/MA CMHC CURRICULUM

In addition to meeting the JD requirements:

#### Core Requirements . . . . . 39 Cr.

- COUN 545 Community and Health  
Counseling . . . . . 3 Cr.  
COUN 570 Assessment in Counseling:  
Testing and Appraisal . . . . . 3 Cr.  
COUN 602 Research Methods . . . . . 3 Cr.  
COUN 620 Human Development: Biological  
and Learned Bases of Behavior . 3 Cr.  
COUN 625 Social and Cultural Bases  
of Behavior . . . . . 3 Cr.  
COUN 635 Introduction to  
Psychopathology . . . . . 3 Cr.  
COUN 642 Advanced Psychopathology 3 Cr.  
COUN 660 Helping Relationships:  
Counseling Theories . . . . . 3 Cr.  
COUN 662 Helping Relationships:  
Counseling Processes . . . . . 3 Cr.  
COUN 664 Career Counseling:  
Appraisal and Intervention . . . . . 3 Cr.  
COUN 668 Group Counseling . . . . . 3 Cr.  
COUN 693 Foundations of Professional  
and Ethical Issues in Counseling . 3 Cr.  
COUN 694 Counseling Proseminar  
(4 semesters) . . . . . 0 Cr.  
PSY 700 Law and Psychology:  
Integrative Project . . . . . 3 Cr.

#### Experiential Training . . . . . 12 Cr.

- COUN 685 Counseling Practicum . . . . 3 Cr.  
COUN 686 Counseling Internship I . . . 3 Cr.  
COUN 687 Counseling Internship II . . . 3 Cr.  
COUN 688 Advanced Counseling  
Internship . . . . . 3 Cr.  
Select law clinics and externships **may**  
substitute for the counseling practicum with  
the approval of the Psychology Department.

#### Electives . . . . . 9 Cr.

- Law: 6 credits from the following:  
LAW 245 Pretrial Skills . . . . . 3 Cr.  
LAW 406 Children and the Law . . 2 Cr.  
LAW 412 Alternative Dispute  
Resolution . . . . . 3 Cr.  
LAW 425 Race and the Law . . . . 2 Cr.  
LAW 485 Family Law . . . . . 3 Cr.  
LAW 486 Law and Health Care  
Process. . . . . 2 Cr.  
LAW 487 Elder Law . . . . . 3 Cr.  
LAW 488 Selected Topics in Elder  
Law . . . . . 2 Cr.  
LAW 662 Clinic Internship . . . . 2-3 Cr.  
Counseling: 3 credits from the list of  
approved courses (see Electives for the MA  
Clinical Mental Health Counseling curriculum).



## Certificate in Business Management (12 credits)

Graduate students enrolled in the 48-credit Community Counseling program or 60-credit Clinical Mental Health Counseling program may also choose to pursue a Certificate in Business Management, designed specifically for students in counseling. This certificate would be particularly useful to students interested in agency administration or providing counseling-related services for/through organizations. CMHC students could complete the certificate by taking only 6 credits beyond the 60 credits required for the CMHC degree because 6 of the 12 credits required for the certificate (i.e., COUN 550, COUN 551, and COUN 652) could be taken as electives within the CMHC program. Students in the 48-credit Counseling program must take 9 additional credits to complete the certificate. Interested students must co-enroll in the certificate program by the final semester of their degree program in order to be eligible for certificate completion.

The following three courses are required for the Certificate in Business Management:

COUN 550 Psychological Foundations of Management . . . . .	2 Cr.
COUN 651 Leadership and Team Development . . . . .	2 Cr.
COUN 652 Developing People . . . . .	2 Cr.

The other 6 credits required for the Certificate in Business Management may be selected from among the following courses:

MBA 501 Fundamentals in Economics . . . . .	2 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . . . . .	2 Cr.
MBA 520 Financial Management . . . . .	2 Cr.
MBA 530 Marketing Management . . . . .	2 Cr.
MBA 650 Creating High Performance Organizations . . . . .	2 Cr.

## BA/MA Early Entry Option

The early entry program, an option available only to undergraduate psychology majors at Valparaiso University, allows qualified students to apply for early entry into the MA Clinical Mental Health Counseling program and complete up to 9 credits of graduate coursework toward the degree during their senior year. Prior to March 1st of their junior year, psychology majors with a 3.3 grade point average or higher may apply for early admission to the MA Clinical Mental Health Counseling program. Only students who have completed general psychology, statistics, research methods, abnormal psychology, and one experimental psychology course by the end of their junior year are eligible to apply. In addition to evidence of strong academic performance, applicants must submit an application, a detailed essay and present two strong letters of recommendation.

Students accepted into the program may take up to nine credits during their senior year that may apply to both their undergraduate educational requirements and their graduate counseling degree. These credits are beyond the minimum 27 required for the BA degree, and include three courses selected from COUN 532, COUN 535, COUN 545, COUN 570, and COUN 590.

Commitment to pursuing a graduate counseling degree at Valparaiso University must be made prior to January 1st of the student's senior year, and by this date the student must have completed 100 credits. Furthermore, all requirements for entry into the program, including a final transcript and evidence of continuing strong academic performance (3.3 grade point average), must be met before final admission is granted.

# Education Programs

## **MASTER OF EDUCATION; MASTER OF EDUCATION/EDUCATION SPECIALIST IN SCHOOL COUNSELING OR SCHOOL PSYCHOLOGY; NON-DEGREE PROGRAMS**

The graduate education programs are designed to provide educators and other qualified persons the opportunity to increase, update, and/or deepen their knowledge of teaching and learning, to enhance their professional standing, and/or to prepare for positions that require additional or advanced preparation.

Valparaiso University offers Master of Education degrees for three different audiences: the M.Ed. (Instructional Leadership) for currently licensed teachers who want to deepen and extend their knowledge and skills; the M.Ed. (Initial Licensure) for people with an undergraduate degree in a "licensable" content area who want to become licensed teachers in Elementary, Middle School or High School teaching; and the M.Ed. (Educational and Psychological Foundations) degree for individuals who are not pursuing licensure. The list of high school subject areas which Valparaiso University offers is available at the Indiana Department of Education website: <[http://www.doe.in.gov/educatorlicensing/pdf/AP\\_Valparaiso.pdf](http://www.doe.in.gov/educatorlicensing/pdf/AP_Valparaiso.pdf)>. Sequential Master of Education/Education Specialist degrees in School Counseling and School Psychology, which include courses in education and psychology, are also offered. In addition, the Department of Education offers an M.Ed. in Humane Education. Please see page 56 for more information.

**Admission.** For admission to graduate degree programs in Education, students must meet the admission requirements established by the Graduate School. In addition, the Department of Education requires:

1. Completed Supplemental Education Application.
2. A reflective essay relating graduate study to professional goals. This essay substitutes for the general essay noted under Admission for Degree-Seeking Students (page 87).

3. Additional admission requirements specific to individual programs as noted under those programs.

Students planning to enroll in graduate Education programs should consult with the Graduate Advisor in Education regarding their programs.

**Note about Professional Liability Insurance and Criminal Background Check.** In connection with the practice component of all programs in Education, all students must comply with two annual requirements related to professional liability insurance and criminal background checks: 1) membership with the Indiana State Teachers Association (which includes ISTA/ National Education Educators Employment Liability Insurance), and 2) a clear criminal background check. Students who fail to provide these requirements will not be allowed to work in schools or other field placement sites and risk dismissal from the program.

## **Master of Education Initial Teaching Licensure - Lutheran Education Alliance with Parochial Schools (LEAPs)**

This program provides talented adults the opportunity to explore teaching as a lifelong vocation while serving as apprentice teachers in urban and rural parochial schools. This program has three components: academic and teacher education course work, living in community with other LEAPs teachers while serving the teaching needs of parochial schools, and continued exploration and growth in spirituality and faith in the context of service and developing vocation.

LEAPs is a two-year program that prepares persons holding baccalaureate degrees in areas other than education (e.g., math, biology) to teach in elementary and secondary parochial schools. Applicants for this degree must have an undergraduate major that is "licensable". Transcript

## Education Programs

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evaluations will be conducted on all applicants. Applicants for the Middle and High School teacher preparation programs must submit passing scores on the Praxis II exam(s) as part of the admission process.

Teacher candidate placement is in Lutheran, Catholic, and occasionally other Christian schools in urban and rural communities in Northern Indiana and Illinois. The program includes:

1. Intensive graduate course work during the two-year period leading to qualification for initial Indiana certification as a teacher and a Master of Education degree from Valparaiso University.
2. Full-time teaching experience for two years with living stipend and onsite mentoring by parochial school educators.
3. Community living experiences with other LEAPs teachers.
4. Opportunity for spiritual growth through shared prayer and involvement in local church communities.
5. Benefits that include educational costs and summer housing at Valparaiso University during the two-year program.

Students in the program integrate graduate level course work with full-time teaching experiences. For each of the two summers, candidates live and study together at Valparaiso University. At the completion of each summer's training component, students serve as full-time teachers within a parochial school setting under the guidance of a local mentor. Teacher interns receive internship credits each fall and spring semester of their two year teaching placement. In addition, they take course work (may be online or live) during each of these semesters. During the school year, teacher interns live together in community, sharing the challenges and rewards of their beginning teaching experiences. Safe, low-cost community housing is provided in the vicinity of the teaching sites in Northern Indiana and Illinois.

As models within the elementary and secondary parochial systems, teacher interns are encouraged to develop their own personal spirituality and faith in the context of community. This important dimension of the program is facilitated through periodic retreats and contact with local church members from the various communities.

Because a significant component of this academic program involves two years of service as an apprentice teacher, costs are minimal to the student. Students earn a stipend during their two years of teaching, and from this they assume their living and transportation costs. Because teachers share housing, living expenses are generally modest. In addition, Valparaiso University provides educational benefits as well as housing during summer study on campus. Students assume incidental costs, including such things as textbook purchases, travel to and from campus, entrance and licensing examination fees, graduate activity fee (\$146.00/semester), and applicable graduation fees.

This program encourages talented seniors and college graduates from any field to apply for admission. Such graduates, however, should be interested in exploring teaching as a lifelong vocation and should be motivated by the desire to serve the teaching needs of church and society. Students with a background in the sciences, mathematics, and foreign languages are often in particular demand.

**Requirements.** The program consists of a 33- to 36-credit (approximate for early/middle childhood elementary - concentration) sequence of required courses plus 10 credits of intern teaching experiences.

Three checkpoints must also be successfully completed in this program. Checkpoint 1 is completed through submission of all materials required for admission to the program (see admission requirements described below). Checkpoint 2 must be successfully completed during the summer between years one and two of the program. At Checkpoint 2, each LEAPs teacher must successfully complete performance assessments designed to measure attainment of InTASC and Indiana teaching standards. Checkpoint 3 is completed at the end of the second year of the program. This checkpoint involves successful completion of additional performance assessments beyond those completed in Checkpoint 2 that are designed to measure attainment of InTASC and Indiana teaching standards, PRAXIS II licensure tests, and completion of all other licensing and degree requirements.

**Admission.** Applicants are expected to meet the following entrance requirements:



1. Minimum 3.0 grade point average in completed undergraduate degree/ program of study.
2. Personal essay that articulates reasons for wanting to enter the LEAPs program including how goals are consistent with living in community, continued spiritual development, and the department's Conceptual Framework.
3. Three letters of reference addressing academic ability, spirituality, and ability to live in community.
4. Basic Skills Competency  
Applicants for Admission to Teacher Education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests:
  1. ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.
  2. SAT with a score of at least 1100 based on Critical Reading and Math.
  3. GRE with a score of at least 1100 based on Verbal and Quantitative.
  4. Praxis I with scores of 176 on Reading and 172 on Writing and 175 on Math.
  5. Praxis I composite score of 527 based on Reading, Writing, and Math.  
Evidence of passing scores must be submitted at the time of application. Anyone with a Master's Degree from a regionally accredited institution is exempt from this requirement.  
Secondary education candidates must also present passing scores on the content area Praxis II exams at the time of application for admission to the M.Ed. (Initial Licensure) LEAPs program.
5. Completion of the Graduate School and LEAPs application forms and payment of application fees.
6. Completion of an interview with LEAPs Admissions Committee.

Although students professing any faith are invited to apply, those having familiarity with Lutheran or Catholic faith traditions are likely to realize the greatest benefits as most teaching placements are in Lutheran or Catholic schools. By accepting a position in the program, students are committing themselves to two years of teaching in a

parochial school system as well as to the overall goals of the program. Upon completion of the program with the master's degree, no further professional/teaching activities are formally required, although graduates are strongly encouraged to continue their vocation as teachers and leaders within the parochial school systems.

Persons interested in this program should contact the Graduate School in Kretzmann Hall or the Graduate Coordinator in the Education Department for additional information.

**REQUIRED CORE COURSES**

**Professional Studies (33 credits)**

ED 504 Educational Psychology . . . . .	3 Cr.
ED 506 School and Society . . . . .	2 Cr.
ED 508 Technology as Pedagogy . . . . .	2 Cr.
ED 617 Assessment and Management of the Learning Environment . . . . .	3 Cr.
ED 618 Curriculum Design and Differentiation . . . . .	2 Cr.
ED 621 Teaching of Religion . . . . .	1 Cr.
ED 622 Living and Learning in Community . . . . .	1 Cr.
ED 623 Mentoring I . . . . .	0.5 Cr.
ED 624 Living and Learning in Community . . . . .	1 Cr.
ED 625 Mentoring II . . . . .	0.5 Cr.
ED 626-629 Internship in Education . . . . .	10 Cr.
ED 651 Seminar: Efficacy in Professional Practice . . . . .	0 Cr.
ED 652 Seminar: Research . . . . .	1 Cr.
ED 670 Home, School, and Community Relationships . . . . .	3 Cr.
SPED 540 Learning Exceptionalities . . . . .	3 Cr.

**CONCENTRATION**

Students complete additional course work for a concentration in either Early/Middle Childhood or Early Adolescence and Adolescence/Young Adult (dual licensure) depending on the grade level at which they will teach.

**Early/Middle Childhood Concentration (15 credits)**

ED 510 Foundations in Emergent and Early Literacy . . . . .	3 Cr.
ED 524 Methods of Teaching Mathematics in the Elementary School . . . . .	3 Cr.
ED 529 Literacy in the Elementary School . . . . .	3 Cr.
ED 530 Methods of Teaching Science and Social Studies in the Elementary School . . . . .	3 Cr.
ED 565 Literacy in Socio-Cultural Contexts . . . . .	3 Cr.

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## Education Programs

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### **Early Adolescence and Adolescence/ Young Adult (Middle and High School) (14 credits)**

ED 507 Media Education . . . . .	3 Cr.
ED 560 Literacies in the Content Areas . . . . .	3 Cr.
ED 575 Principles of Middle Level Education . . . . .	2 Cr.
ED 589 Content Area Curriculum and Instructional Methods . . . . .	6 Cr. (one methods course required for each licensure area)

### **Master of Education Initial Teaching Licensure - General Track**

This program is designed for any individual who has an undergraduate degree in a field/area of study other than teacher education and who wants to pursue a course of graduate studies to become licensed early or middle childhood or secondary school teachers.

Applicants for this degree must have an undergraduate major that is "licensable". Transcript evaluations will be conducted on all applicants and if the licensure director determines any deficiencies in the content area, these courses will have to be completed with a 3.0 GPA or better in each course prior to beginning classes for the M.Ed. Applicants for the Middle and High School teacher preparation programs must submit passing scores on the relevant Praxis I and II exams as part of the admission process. Upon successful completion of the program, teacher candidates are eligible for a Master of Education degree from Valparaiso University and, after passing all required assessments required by the by the state and the Department of Education, an Indiana initial teaching license. This teaching license qualifies an individual to teach in public and some parochial school settings in Indiana. Indiana teaching licenses are reciprocal with teaching licenses in more than 40 other states and territories in the United States.

Persons interested in this program should be aware that additional content area courses may be required, depending on the type of teaching license one wants to obtain. The licensure director of the Education Department is responsible for transcript evaluation and determination of content area deficiencies.

Teacher candidates should also realize that

field experiences and an intern-teaching experience are required in this degree program. During these experiences, students are engaged in full-time teaching and therefore will not be able to work at another daytime job.

P-12 Chinese Language Teaching License Native Chinese-speakers with an undergraduate degree who want licensure to teach Chinese in the United States should enroll in the M.Ed. Initial Licensure program. Requirements include the Professional Studies requirements listed below and the Chinese Teaching Concentration: ED 587, 58/, 589, 560, and 507.

**Requirements.** The program consists of 33-34 credits of required coursework and 10 credits of student teaching under the supervision of a cooperating teacher and University field instructor.

Three checkpoints must also be successfully completed in this program. Checkpoint 1 is completed through submission of all materials required for admission to the program (see admission requirements described below). Requirements for Checkpoint 2 must be met after successful completion of all required coursework and prior to ED 630, the student teaching internship experience in the degree program, and must indicate a potential for success in student teaching. Checkpoint 3 is completed at the end of the ED 630 student teaching experience. This checkpoint involves successful completion of additional performance assessments during the student teaching experience, PRAXIS II licensure tests (for elementary education), and completion of all other licensing and degree requirements.

**Admission.** In addition to meeting the requirements for admission to the Graduate School, applicants should meet the following requirements:

1. **Basic Skills Competency**  
Applicants for Admission to Teacher Education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests:
  1. ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.
  2. SAT with a score of at least 1100 based on Critical Reading and Math.
  3. GRE with a score of at least 1100 based on Verbal and Quantitative.
  4. Praxis I with scores of 176 on

Reading and 172 on Writing and 175 on Math.

5. Praxis I composite score of 527 based on Reading, Writing, and Math.

Evidence of passing scores must be submitted at the time of application. Anyone with a Master's Degree from a regionally accredited institution is exempt from this requirement.

Secondary education candidates must also present passing scores on the content area Praxis II exams at the time of application for admission to the M.Ed. (Initial Licensure) program.

2. Essay relating graduate study to professional goals clearly stating reasons for wanting to become a teacher, based on the department's Conceptual Framework. This essay substitutes for the General Essay noted under Admission for Degree-Seeking Students.
3. Completed Supplemental Education Application.

Admission is competitive with deadlines of March 1, August 1, and November 1.

#### REQUIRED CORE COURSES

##### Professional Studies (29 credits)

ED 504 Educational Psychology . . . . .	3 Cr.
ED 506 School and Society . . . . .	2 Cr.
ED 508 Technology as Pedagogy . . . . .	2 Cr.
ED 617 Assessment and Management of the Learning Environment . . . . .	3 Cr.
ED 618 Curriculum Design and Differentiation . . . . .	2 Cr.
ED 630 Supervised Teaching . . . . .	10 Cr.
ED 651 Seminar: Efficacy in Professional Practice . . . . .	0 Cr.
ED 652 Seminar: Research . . . . .	1 Cr.
ED 670 Home, School, and Community Relationships . . . . .	3 Cr.
SPED 540 Learning Exceptionalities . . . . .	3 Cr.

#### CONCENTRATIONS

Students complete additional course work for a concentration in either Early/Middle Childhood or Early Adolescence and Adolescence/Young Adult (dual licensure) depending on the grade level at which they will teach.

#### Early/Middle Childhood Concentration (15 Credits)

ED 510 Foundations in Emergent and Early Literacy . . . . .	3 Cr.
ED 524 Methods of Teaching Mathematics in the Elementary School . . . . .	3 Cr.
ED 529 Literacy in the Elementary School . . . . .	3 Cr.
ED 530 Methods of Teaching Science and Social Studies in the Elementary School . . . . .	3 Cr.
ED 565 Literacy in Socio-Cultural Contexts . . . . .	3 Cr.

#### Early Adolescence and Adolescence/Young Adult (Middle and High School) (14 credits)

ED 507 Media Education . . . . .	3 Cr.
ED 560 Literacies in the Content Areas . . . . .	3 Cr.
ED 575 Principles of Middle Level Education . . . . .	2 Cr.
ED 589 Content Area Curriculum and Instructional Methods . . . . .	6 Cr.

(one methods course required for each licensure area)

**Program Exit Criteria.** Successful completion of M.Ed. degree programs leading to initial teaching licensure requires:

1. A 3.0 grade point average in all required and elective coursework and no more than one grade of C or C+,
2. Satisfactory performance on practicum and/or internship requirements,
3. Passing scores on any Indiana required licensing exams (e.g., PRAXIS II),
4. Performance assessment designed to demonstrate the knowledge, skills, and dispositions required of education professionals by the Indiana Department of Education,
5. Submission of all Indiana-required licensure paperwork including a criminal background check,
6. Submission of all Valparaiso University materials required for graduation according to published guidelines.

## Education Programs

### Master of Education Degree - Instructional Leadership

This minimum 36-credit hour program is designed to offer advanced coursework in teacher leadership, educational research, and inquiry processes to elementary and secondary teachers who are already licensed. It also offers the opportunity to construct individual specializations which enhance their effectiveness as teachers.

Progression through the program involves three checkpoints. Checkpoint 1 is admission to the graduate program, which requires a valid teaching license, a minimum 3.0 undergraduate grade point average, and two letters of recommendation. Checkpoint 2 occurs halfway through the program through submission of a portfolio based on the NBPTS standards and an observation of teaching completed by University faculty in the teacher's classroom. To pass Checkpoint 2, a student must have maintained a 3.0 grade point average. Checkpoint 3 occurs at the end of the course of study and entails the completion of all coursework and a research project. An overall 3.0 grade point average is required for the completion of the degree.

Teachers may use this degree to add a minor or an endorsement to their licenses. In combination with the special education program, teachers may also use this degree to add a special education content area to their existing license.

This program is not designed to earn the initial teaching licensure. For teaching licensure programs, please see the M.Ed. Initial Licensure and/or the Transition-to-Teaching programs.

#### Core Foundation Requirements (22 credits)

ED 572 Data-driven School Improvement <b>or</b> SPED 644 Assessment in Special Education . . . . .	3 Cr.
ED 580 Developing Professional Learning Communities <b>or</b> SPED 550 Models of Collaboration and Consultation in Special Education . . . . .	3 Cr.
ED 610 Research in Education . . . . .	3 Cr.
ED 612 Decision Making in Curriculum and Instruction . . . . .	3 Cr.

ED 671 Cultural Leadership in a Multicultural Society . . . . .	3 Cr.
ED 680 Developing Professional Leadership Communities . . . . .	3 Cr.
ED 692 Research Project . . . . .	2 Cr.
ED 693 Capstone Project . . . . .	2 Cr.

#### Education Electives (2-3 Credits)

Students may select one course from the following list:

ED 688 Statistical Interpretation for School Program Evaluation . . . . .	2 Cr.
ED 690 Seminar in Education . . . . .	3 Cr.
SPED 550 Models of Collaboration and Consultation in Special Education . . . . .	3 Cr.

#### Specialty Concentration Options (12 credits)

In consultation with their advisors, students select a specialization with graduate courses chosen from the Education Department and/or other departments. The specialization must focus on a single topic (12 credits) relevant to the student's professional work and goals.

1. Special Education licensure
2. Humane Education
3. New Literacies and Technologies
4. International Perspectives on Teaching and Learning
5. Theology
6. Individualized Concentration
7. Individualized Concentration of Coursework through The Connecting Link

Requirements for these specialty concentrations are developed with the program advisor.

### Master of Education/ Education Specialist Program in School Counseling

This 62 credit-hour program combines coursework from both the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and professional skills to function in school settings as licensed School Counselors, and will be trained within the Pragmatic Model. It is the goal of the Valparaiso University School

Counseling program to provide school counseling training in accordance with standards established by CACREP and the Indiana Department of Education's Division of Professional Standards.

The first integrated sequence of study (33 credit hours) leads to the awarding of the Master of Education in Education and Psychological Foundations and the second integrated sequence of study (29 credit hours) leads to the Ed.S., Educational Specialist degree. Graduates of this program will also qualify for licensure as School Counselors in the State of Indiana upon successful completion of all coursework, program assessments, and required professional tests.

The Valparaiso University School Counseling Program is designed for completion in two and a half years of full-time sequenced study, including summers. Practicum and internship field-training are essential components of the training sequence. Courses are typically held during evening hours, but field-training requirements must typically be met during hours in which elementary and secondary schools are in session.

To ensure that individual candidates are meeting programmatic goals, data will be collected at periodic checkpoints and reviewed by a designated committee determined for each student at the initiation of the program. Checkpoints are as follows:

- 1) Admission (prior to admission to the program);
- 2) Pre-practicum Review;
- 3) Pre-internship Review;
- 4) Pre-graduation/Pre-licensing Review.

Follow-up employment surveys will be completed within one year of graduation. Evaluations of candidates' knowledge, skills, and dispositions will occur 1) through multiple methods of assessment (e.g., portfolios, scoring rubrics, field training evaluations, norm-referenced testing), 2) across settings (e.g., university classrooms and elementary/secondary settings), and finally, 3) from perceptions of different raters/evaluators.

Individuals who have already completed graduate work within the past five years may transfer up to 21 credit hours of applicable coursework toward meeting the degree requirements. No more than nine of the 21 credits to be transferred can be at

the 600-level. Transfer of credits is approved on a course-by-course basis by appropriate faculty in the Education or Psychology Department. Transfer credits must be congruent with the Valparaiso University degree requirements.

**Admission.** In addition to meeting the requirements for admission to the Graduate School (see page 87), applicants must also complete the following School Counseling program application requirements:

1. Applicants are expected to have a background in psychology which includes one course in introductory psychology, one course in human growth and development, and one course in basic statistics. Applicants who do not meet these requirements may be admitted to the program on the condition that they complete these courses prior to their first semester at Valparaiso University.
2. Applicants' 250-350 word essay should relate graduate study to professional goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in school counseling. This essay substitutes for the general essay required for admission to the Graduate School (see page 87).

Admission is offered only for the fall semester, with priority given to applications submitted by March 1. Preference is given to applicants who plan to complete the program through full-time coursework.

**M.Ed.–Education and Psychological Foundations (33 credits)**

ED 617 Assessment and Management of the Learning Environment . . . .	3 Cr.
COUN 600 Introduction to Student Services and Educational Systems . . . . .	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior . . . . .	3 Cr.
COUN 625 Social and Cultural Bases of Behavior . . . . .	3 Cr.
COUN 660 Helping Relationships: Counseling Theories . . . . .	3 Cr.
COUN 662 Helping Relationships: Counseling Processes . . . . .	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention . . . . .	3 Cr.
COUN 682 Practicum in School Counseling . . . . .	3 Cr.



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SPSY 540 Learning Exceptionalities . . .	3 Cr.
SPSY 640 Professional Issues, Ethics, and Law . . . . .	3 Cr.
SPSY 660 Consultation in School and Community Settings . . . . .	3 Cr.

### Ed.S.–Education Specialist Component (29 credits)

ED 610 Research in Education . . . . .	3 Cr.
ED 612 Decision Making in Curriculum and Instruction . . . . .	3 Cr.
ED 671 Cultural Leadership in a Multicultural Society . . . . .	3 Cr.
COUN 570 Assessment in Counseling: Testing and Appraisal . . . . .	3 Cr.
COUN 683 School Counseling Internship I . . . . .	3 Cr.
COUN 684 School Counseling Internship II . . . . .	3 Cr.
COUN 668 Group Counseling . . . . .	3 Cr.
SPSY 650 Socialization and Development of Life Skills . . . . .	3 Cr.
SPSY 688 Statistical Interpretation for School Program Evaluation . . . . .	2 Cr.
Electives . . . . .	3 Cr.

**Electives.** Students may select from the following courses to fulfill the elective requirement for the Ed.S. degree:

ED 528 Foundations of Literacy Development . . . . .	3 Cr.
COUN 575 Human Neuropsychology in Counseling an School Settings . . .	3 Cr.
COUN 635 Introduction to Psychopathology . . . . .	3 Cr.
COUN 665 Family Counseling and Dynamics . . . . .	3 Cr.
COUN 667 Substance Abuse Counseling . . . . .	3 Cr.
COUN 691 Advanced Topics in Counseling . . . . .	3 Cr.
SPSY 551 Applied Behavior Analysis . .	3 Cr.

### Baccalaureate/Masters Early Entry Option in School Counseling.

Early Entry program in School Counseling is an option for undergraduate students at Valparaiso University in any major who are willing to commit to the M.Ed./Ed.S. School Counseling program upon completion of the bachelor's degree. This program offers several benefits to Valparaiso University undergraduates, including an early admission decision for graduate study and the opportunity to save credits and tuition by allowing graduate course work during the student's senior year. Graduate credits

earned in this Early Entry Option will count towards the undergraduate degree.

Students interested in applying to the program should have completed the necessary undergraduate hours, as specified by their areas of major and minor, to graduate at the completion of their senior year. They must also show evidence of a cumulative grade point average of 3.3, and have earned at least a B in coursework in Introductory Psychology, Human Development, and Basic Statistics by the conclusion of the fall semester of the junior year. Students meeting these criteria should then:

1. Request that their undergraduate major advisor complete a form (included in the application packet) verifying that basic requirements for admission into the Early Entry program have been met. The student is also required to attach evidence of a recent degree audit.
2. Submit the School Counseling Early Entry application to the Graduate School Office no later than March 1<sup>st</sup> of the junior year.

Students who are admitted must commit to completing a minimum of 6 graduate credit hours of courses in the School Counseling program during the senior year, after meeting with the Coordinator of the School Counseling Program. Students are responsible for informing their instructors when coursework is taken as part of the Early Entry program.

Students enrolled in the Early Entry program are permitted to take the following courses, which could then be applied to their graduate study in School Counseling:

- SPSY 540 Learning Exceptionalities
- SPSY 551 Applied Behavior Analysis
- COUN 570 Testing and Appraisal

Formal admission into the School Counseling program requires that students submit a current copy of their academic transcript to the Graduate School Office by March 1<sup>st</sup> of the senior year and complete a final admission request for entry into the School Counseling program.

### Program Exit Criteria for the School Counseling Program.

Successful completion of the school counseling program requires:

1. A 3.0 grade point average in all required and elective coursework and no more than one grade of C or C+.
2. Successful attainment of performance requirements (knowledge, skills, and

dispositions) set for each checkpoint required prior to graduation and licensing. This includes passing the ETS Praxis II School Guidance and Counseling Examination.

3. Submission of all Valparaiso University materials required for graduation according to published guidelines and deadlines.
4. Submission of all Indiana-required licensure paperwork, including criminal background check, to the licensing coordinator. Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

#### **Dual Licensure in Clinical Mental Health Counseling and School Counseling.**

Students pursuing dual degrees in CMHC and SCOUN will be required to follow advising plans as agreed upon by advisors in both the education and psychology departments. Upon completion of both degrees, students will earn a CACREP accredited masters in CMHC and Education Specialist Degree (Ed.S) in School Counseling. The completion of the Ed.S. will require 29 credit hours beyond the earning of the CMHC degree.

#### **Dual Licensure in School Psychology and School Counseling.**

Students initiating graduate studies with the intent of obtaining dual licensure in both school psychology and school counseling must: 1) be admitted into both programs; 2) complete the school psychology sequence of study prior to fulfilling requirements of the school counseling program; and 3) fulfill graduation/licensure requirements of both programs. Upon completion of the school psychology program, the M.Ed. and Ed.S. degrees will have been earned in school psychology. Upon completion of the school counseling program, no additional degrees will have been earned but rather another major concentration area will be recognized in school counseling.

## **Master of Education/ Education Specialist Program in School Psychology**

This 68 credit-hour program combines coursework from both the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and professional skills to function in school settings as licensed School Psychologists, and will be trained within the Pragmatic Model of School Psychology. It is the goal of the Valparaiso University School Psychology Program to provide school psychology training in accordance with standards established by the National Association of School Psychologists (NASP) and the Indiana Department of Education's Division of Professional Standards. At the conclusion of this integrated sequence of study, students will have earned both the Master of Education in Education and Psychological Foundations and the Educational Specialist degree. Graduates of this program will also qualify for licensure as School Psychologists in the State of Indiana.

The Valparaiso University School Psychology Program is designed for completion in three years of full-time study. This includes two years of sequenced coursework, which includes summer months, plus the yearlong 1200 clock-hour internship that is completed under the supervision of a licensed or credentialed school psychologist. Field-training requirements are integrated throughout the entire sequence of the program, and must typically be completed during hours in which elementary and secondary schools are in session.

To ensure that individual candidates are meeting programmatic goals, data will be collected at set checkpoints and reviewed by a designated committee determined for each student at the initiation of the program.

Checkpoints are as follows:

- 1) Admission;
- 2) Completion of M.Ed. requirements (End of Year 1);
- 3) Pre-internship Review (End of Year 2);
- 4) Pre-graduation/Pre-licensing Review (End of Year 3);



## Education Programs

Follow-up employment and program quality surveys are completed within one year of graduation. Students must pass the ETS Praxis II School Psychology Examination, with NASP's certification cutoff score of 165, prior to graduating with the Ed.S. degree. To continuously improve the quality of the School Psychology Program, all data collected among candidates is aggregated and shared with necessary stakeholders each academic year. For specific information concerning this assessment system, please see the 2010-2011 Valparaiso University School Psychology Handbook.

Evaluations of candidates' knowledge, skills, and dispositions will occur 1) through multiple methods of assessment (e.g., portfolios, scoring rubrics, field training evaluations, norm-referenced testing), 2) across settings (e.g., university classrooms and elementary/secondary settings), and finally, 3) from perceptions of different raters/evaluators.

Individuals who have already completed graduate work within the past five years may transfer up to 21 credit hours of applicable coursework toward meeting the degree requirements. No more than nine of the 21 credits to be transferred can be at the 600-level. Transfer of credits is approved on a course-by-course basis by appropriate faculty in the Education or Psychology Department. Transfer credits must be congruent with the Valparaiso University degree requirements.

**Admission.** In addition to meeting the requirements for admission to the Graduate School (see page 87), applicants should note the following requirements for admission into the School Psychology program:

1. Applicants are expected to have a background in psychology which includes one course in introductory psychology, one course in human growth and development, and one course in basic statistics. Applicants who do not meet these requirements may be admitted to the program with the understanding that they will complete these courses prior to their first semester.
2. Essay relating graduate study to professional goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in school psychology. This essay substitutes for the general

essay required for admission to the Graduate School (see page 87).

Admission is offered only for the fall semester, with priority given to applications submitted by March 1. Preference is given to applicants who plan to complete the program through full-time coursework.

### **M.Ed.–Education and Psychological Foundations (33 credits)**

ED 528 Foundations of Literacy Development . . . . .	3 Cr.
ED 617 Assessment and Management of the Learning Environment . . . . .	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior . . . . .	3 Cr.
COUN 625 Social and Cultural Bases of Behavior . . . . .	3 Cr.
SPSY 540 Learning Exceptionalities . . . . .	3 Cr.
SPSY 600 Introduction to Student Services and Educational Systems . . . . .	3 Cr.
SPSY 610 Academic Achievement: Assessment for Intervention . . . . .	3 Cr.
SPSY 630 Cognitive Ability: Assessment for Intervention . . . . .	3 Cr.
SPSY 640 Professional Issues, Ethics, and Law . . . . .	3 Cr.
One of the following:	
SPSY 660 Consultation in School and Community Settings . . . . .	3 Cr.
COUN 575 Human Neuropsychology in Counseling and School Settings . . . . .	3 Cr.
Elective . . . . .	3 Cr.

### **Ed.S.–Education Specialist Component (35 credits)**

ED 610 Research in Education . . . . .	3 Cr.
ED 612 Decision Making in Curriculum and Instruction . . . . .	3 Cr.
COUN 660 Helping Relationships: Counseling Theories . . . . .	3 Cr.
COUN 662 Helping Relationships: Counseling Processes . . . . .	3 Cr.
SPSY 650 Socialization and Development of Life Skills . . . . .	3 Cr.
SPSY 679 Practicum in School Psychology . . . . .	3 Cr.
SPSY 681 Practicum in School Psychology . . . . .	3 Cr.
SPSY 683 Internship in School Psychology . . . . .	6 Cr.
SPSY 684 Internship in School Psychology . . . . .	0 Cr.

## Education Programs

- One of the following:
- SPSY 660 Consultation in School and Community Settings . . . 3 Cr.
  - COUN 575 Human Neuropsychology in Counseling and School Settings . . . . . 3 Cr.
  - SPSY 688 Statistical Interpretation for School Program Evaluation . . . . . 2 Cr.
  - Elective . . . . . 3 Cr.

**Electives**

- Students may select from the following courses to fulfill elective requirements (6 credit hours) for either the M.Ed. or Ed.S. degrees:
- ED 504 Educational Psychology . . . . . 3 Cr.
  - ED 529 Literacy in the Elementary School . . . . . 3 Cr.
  - ED 560 Literacies in the Content Areas 3 Cr.
  - ED 690 Seminar in Education . . . . . 1-3 Cr.
  - SPED 547 Characteristics of Individuals with Mild Disabilities . . . . . 3 Cr.
  - SPED 550 Models of Collaboration and Consultation in Special Education 3 Cr.
  - SPED 551 Applied Behavior Analysis . 3 Cr.
  - SPED 590 Current Issues in Special Education . . . . . 1-3 Cr.
  - SPSY 590 Special Topics in School Psychology . . . . . 1-3 Cr.
  - SPSY 690 Advanced Topics in School Psychology . . . . . 1-3 Cr.
  - COUN 545 Community and Health Counseling . . . . . 3 Cr.
  - COUN 635 Introduction to Psychopathology . . . . . 3 Cr.
  - COUN 664 Career Counseling: Appraisal and Intervention . . . . . 3 Cr.
  - COUN 665 Family Counseling and Dynamics . . . . . 3 Cr.
  - COUN 682 Practicum in School Counseling . . . . . 3 Cr.
  - COUN 691 Advanced Topics in Counseling . . . . . 3 Cr.
  - PSY 550 Human Cognition . . . . . 3 Cr.
  - PSY 590 Special Topics in Psychology 1-3 Cr.

**Baccalaureate/Masters Early Entry Option in School Psychology.**

The Early Entry program in School Psychology is an option for undergraduate students at Valparaiso University in any major who are willing to commit to the M.Ed./Ed.S. School Psychology program upon completion of the bachelor's degree. This program offers several benefits to Valparaiso University undergraduates, including an early admission decision for graduate study and the opportunity to save credits and tuition by allowing graduate course work during the student's senior year.

Students interested in applying to the program should have completed the necessary undergraduate hours, as specified by their areas of major and minor, to graduate at the completion of their senior year. They must also show evidence of a cumulative grade point average of 3.3, and have earned at least a B in coursework in Introductory Psychology, Human Development, and Basic Statistics by the conclusion of the fall semester of the junior year. Students meeting these criteria should then:

1. Request that their undergraduate major advisor complete a form (included in the application packet) verifying that basic requirements for admission into the Early Entry program have been met. The student is also required to attach evidence of a recent degree audit.
2. Submit the School Psychology Early Entry application to the Graduate School Office no later than March 1<sup>st</sup> of the junior year.

Once applications are received for the Early Entry program, the Department of Education's Graduate Admissions Committee will review candidates and select a limited number for admission. Admitted students would then have to commit to completing at least 6 credits of courses in the School Psychology program during the senior year after meeting with the coordinator of the School Psychology program. Students are responsible for informing their instructor when course work is taken as part of the Early Entry program.

Students enrolled in the Early Entry program are permitted to take the following courses, which could then be applied to their graduate study in School Psychology:

- SPSY 547 Characteristics of Individuals with Mild Disabilities
  - SPSY 550 Models of Collaboration and Consultation in Special Education
  - SPSY 551 Applied Behavior Analysis
  - SPSY 540 Learning Exceptionalities
  - PSY 590 Special Topics in Psychology
- Formal admission into the School

Psychology program requires that students submit a current copy of their academic transcript to the Graduate School Office by March 1<sup>st</sup> of the senior year and complete a final admission request for entry into the School Psychology program.

## Education Programs

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### **Program Exit Criteria for the School Psychology Program.**

Successful completion of the school psychology program requires:

1. A 3.0 grade point average in all required and elective coursework and no more than one grade of C or C+.
2. Successful attainment of performance requirements (knowledge, skills, and dispositions) set for each checkpoint required prior to graduation and licensing.
3. Submission of all Valparaiso University materials required for graduation according to published guidelines and deadlines.
4. Submission of all Indiana-required licensure paperwork, including criminal background check, to the licensing coordinator. Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

## **Non-Degree Graduate Studies in Education**

Individuals may take courses in the Department of Education as non-degree students for the following purposes:

1. License Renewal and/or Personal Enrichment.  
Teachers who wish to take courses in the Department of Education for the purpose of renewing their licenses or for personal enrichment may choose to enroll as non-degree professional educators. Currently active elementary or secondary school educators are eligible to seek admission as Professional Educators.
2. Adding a Content Area.  
Teachers who wish to add a content area to their license (e.g., special education, chemistry, English) should enroll as non-degree students.

### **CERTIFICATION/LICENSURE**

Teachers are advised to visit the Indiana Department of Education-Office of Educator Licensing and Development website to review the requirements for obtaining advanced teaching licensure and/or to add new content areas of developmental levels to currently held teaching licenses.

Teachers may also consult the Licensure Advisor in the Department of Education for additional information on licensing requirements.

P-12 Chinese Teaching Certification for Licensed Teachers

Currently licensed teachers who want to add P-12 Chinese to their current Indiana teaching license may enroll in a 15-credit Chinese certification program. Applicants must score at the required level of Chinese language proficiency on national/VU exams prior to enrolling in this program. Required courses are ED 587, 588, 589, 560, and 507.

### **NON-DEGREE COURSEWORK FOR PROFESSIONAL EDUCATORS**

Professional Educators, currently active in elementary or secondary education, may take courses without formal admission to degree-seeking status provided they do not intend to use the credits toward a degree, an initial license, or to add an additional teaching area to a current license. This status applies to those who are visiting students, seeking personal enrichment, or are fulfilling their 6-credit license renewal requirement.

Admission as a professional educator requires completing an application for admission and a brief letter from the educator's current superintendent or principal verifying current professional status. The two letters of formal recommendation, transcript(s) and application fee are waived.

Teachers using coursework to either renew their license or add additional teaching areas are considered non-degree licensure students rather than professional educators. They must, therefore, follow the guidelines for applying as a non-degree education or special education student to ensure that they receive proper advising.

## **Transition to Teaching Non-Degree Licensure Program**

Valparaiso University offers the following licensure areas through the Transition to Teaching program:

1. Elementary education
2. Secondary education:
  - a. English/Language Arts
  - Mathematics

- b. Sciences - life science, physical science, physics, chemistry, earth/space
- c. Social Studies - economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology
- d. Foreign languages - Spanish, French, German, Chinese, Latin
- e. Health

The state-mandated maximum number of credits in education-related courses for secondary licensure areas is 18. The state-mandated maximum number of credits in education related courses for elementary education licensure is 24. However, prerequisite coursework in content areas (e.g., mathematics, science, English) is not part of this credit limit and may be required so that the teacher candidate can meet all performance-based licensure standards. Required content area coursework will be determined through transcript evaluation of courses previously completed. If a teacher candidate is completing the Transition to Teaching program at Valparaiso University, content area courses will most likely be offered at the undergraduate level and a different tuition rate might be charged for enrollment in those courses.

All content and education-related courses required for licensure must be completed before a teacher candidate will be allowed to begin courses in Education.

Completion of the Transition to Teaching program at Valparaiso University plus completion of all other state-mandated requirements for teaching licensure leads to Indiana teaching licensure which may be reciprocal with many other states and territories in the United States. The Transition to Teaching program does not lead to an advanced degree and no courses taken for this program may be applied to an advanced degree at Valparaiso University.

**Admission.** All of the following application materials must be submitted before an applicant will be considered for admission.

1. Transcripts detailing a minimum of a bachelor's degree from an accredited university in a "licensable" area. The Valparaiso University Licensure Director evaluates transcripts and determines if there are any deficiencies in an applicant's

- application for admission. Any required content area coursework adds to the 18 or 24 credits of education coursework in the Transition to Teaching program.
2. Transcripts showing a minimum 3.0/4.0 grade point average both overall and in the specific content area; or meeting all three of the following conditions: 2.5/4.0 undergraduate cumulative grade point average and 2.5/4.0 grade point average in the specific content area and five years of relevant professional experience. These criteria are set by the State of Indiana in the Transition to Teaching legislation and therefore there can be no exceptions.
  3. Basic Skills Competency
 

Applicants for Admission to Teacher Education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests:

    1. ACT with a score of at least 24 based on Math, Reading, Grammar, and Science.
    2. SAT with a score of at least 1100 based on Critical Reading and Math.
    3. GRE with a score of at least 1100 based on Verbal and Quantitative.
    4. Praxis I with scores of 176 on Reading and 172 on Writing and 175 on Math.
    5. Praxis I composite score of 527 based on Reading, Writing, and Math.

Evidence of passing scores must be submitted at the time of application. Anyone with a Master's Degree from a regionally accredited institution is exempt from this requirement.
  4. For secondary candidates, PRAXIS II scores in the content area that meet the minimum required for state licensure. Elementary Transition to Teaching applicants must submit passing scores on the PRAXIS II exam after their coursework has been completed but prior to final approval for student teaching. Passing score information can be obtained from the Indiana Department of Education website.
  5. Payment of \$30.00 Graduate School

## Education Programs

- application fee as well as completion of Graduate and Education application forms.
6. Payment of \$3,200.00 Transition to Teaching program fee according to schedule provided with Transition to Teaching application packet.
  7. Three letters of reference focusing on the candidate's character, ability to complete graduate coursework, and potential to be an effective teacher. All three references should address all of these areas, or acceptance into this program may be delayed or denied. Three references are required of every applicant, regardless of where the applicant's undergraduate or graduate coursework was completed.
  8. A 500-800 word reflective essay explaining reasons for wanting to become a teacher, reasons for wanting to enroll in this program rather than a degree licensure program, description of work/other professional experiences in diverse settings, knowledge/familiarity with computers and other technology, knowledge in the area(s) in which the applicant wants to be licensed, and professional dispositions related to teaching. The essay must address each of the above areas, or acceptance into this program could be delayed or denied.

**Curriculum.** Students in the Transition to Teaching program take all Core Requirements plus the requirements for Elementary, Middle Level, or High School candidates. The number of credits differ for the elementary education and middle/secondary school programs in line with the state's Transition to Teaching Regulations. Some courses may be offered only online.

### Core Requirements (13 credits)

TT 501 Educational Psychology . . . . .	2 Cr.
TT 502 Assessment and Management of the Learning Environment . . . . .	2 Cr.
TT 503 Curriculum Design and Differentiation . . . . .	2 Cr.
TT 551 Technology as Pedagogy . . . . .	1 Cr.
TT 552 Learning Exceptionalities . . . . .	2 Cr.
TT 553 Home, School, Community . . . . .	2 Cr.
TT 570 Student Teaching . . . . .	2 Cr.
TT 571 Student Teaching Seminar . . . . .	0 Cr.

### Elementary Requirements (11 credits)

TT 504 Foundations in Emergent and Early Literacy . . . . .	3 Cr.
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TT 505 Methods of Teaching Mathematics in the Elementary School . . . . .	3 Cr.
TT 506 Methods of Teaching Science and Social Studies in the Elementary School . . . . .	2 Cr.
TT 554 Literacy in the Elementary School . . . . .	3 Cr.

### Secondary Requirements (5 credits)

TT 508 Literacies in the Content Areas . . . . .	2 Cr.
TT 555 Content Area Curriculum and Instructional Methods for Middle School/High School . . . . .	3 Cr.

## Professional Education Graduate Courses offered through The Connecting Link<sup>®</sup>

Valparaiso University's Graduate School and Department of Education in conjunction with The Connecting Link (TCL) offer a series of courses that teachers may take for license renewal to expand their teaching skills or for their personal enrichment. TCL is an educational training company that offers coursework for an educator's professional development. These courses are typically offered either online or at various sites throughout the state of Indiana, and may not be offered on the campus of Valparaiso University. All such courses, as well as the instructors who teach them, have been reviewed and approved by the Department of Education at Valparaiso University.

Students enrolled in these courses may earn Valparaiso University graduate credits for coursework that is successfully completed. Students will be classified as Professional Educators when they enroll in TCL coursework. In addition to TCL forms, they must complete a short Valparaiso University application form, submit a statement from a school administrator that verifies their current teacher status, and submit a copy of their current teaching license. Tuition, fees and other registration materials are collected by TCL course instructors at their first class meetings. Upon successful completion of a TCL course, the student is issued a grade report from the Registrar at Valparaiso University. Students must request transcripts from the Office of

the Registrar when they want official verification that they have taken a TCL course for the purpose of license renewal or to apply for salary increases in their employing school agencies. Before enrolling in a course, teachers (particularly secondary educators) should consult the Licensure Advisor at Valparaiso University or another university closer to their residence, to ascertain that a particular TCL course will be acceptable for use in their license renewal process. Not all courses are appropriate for license renewal in all content areas at the secondary level.

**Note:** TCL credits may not be used to renew emergency/limited licenses. Teachers must be enrolled in a specified program of study at a local university to earn a regular teaching license if they are teaching on a limited license.

Also, teachers in states other than Indiana should check with a licensing advisor in that state to determine if TCL credits will count for license renewal. The Valparaiso University licensure advisor cannot approve TCL courses for license renewal in states other than Indiana.

#### **USE OF TCL CREDITS AT VALPARAISO UNIVERSITY**

TCL graduate credits may be used to renew currently-held teaching licenses as long as the TCL courses taken are relevant to the particular license being renewed. TCL courses may be applied to the M.Ed. in Instructional Leadership. Consult the Instructional Leadership program advisor for more information on applicable coursework. They may also be applied to certain other master degree programs at Valparaiso University, including the MALS degree and the Master of Arts in English Studies and Communication.

Valparaiso University does not guarantee that credits offered through TCL will be accepted as transfer credits in graduate degree or licensing programs at other universities. If a teacher wishes to use TCL credits in a degree or licensure program offered at another university, the teacher should check with that university before enrolling in the TCL course to ensure its acceptability for the desired purpose.

Educators in the state of Indiana are periodically sent TCL materials, including the application form. Further information on procedures for enrolling in Valparaiso University professional education graduate

coursework through TCL is available from the Graduate School Office at Kretzmann Hall.

#### **TENTATIVE COURSE OFFERINGS FOR 2011-2012**

##### **General Academic Courses**

ADD-ADHD and the Classroom Teacher  
 The Art of Cooperation: Cooperative Learning in the Classroom  
 Autism Spectrum Disorder  
 Benchmarks for Effective Teaching  
 Best Practices in Mentoring  
 Children at Risk  
 Classroom Management That Works  
 Communities of Character  
 Creating a Safe Learning Environment  
 The Differentiated Classroom  
 Effective Writing Skills in the Classroom  
 Embracing Health  
 Grant Writing for the Classroom Teacher  
 Integrating Education and Mental Health  
 More Chances to Learn  
 Positive Post-School Outcomes  
 The Power of Brain-Compatible Learning  
 Response to Intervention  
 Success with Standards  
 Teaching English Language Learners in the Classroom  
 Tools for Professional Resilience

##### **Technology Courses**

Advanced Microsoft Word for Educators  
 Advanced Internet Applications: Improving Teaching and Student Learning  
 Assistive Technology Foundations  
 Desktop Publishing: Impacting Teaching and Student Learning  
 Integrating Technology into Mathematics Instruction  
 Interactive Whiteboard Technology  
 Internet Applications: Impacting Teaching and Student Learning  
 Microsoft Excel: Impacting Teaching and Student Learning  
 Microsoft Office: Impacting Teaching and Student Learning  
 Microsoft PowerPoint: Impacting Teaching and Student Learning  
 Microsoft Word: Impacting Teaching and Student Learning  
 Microsoft Windows for Educators  
 Technology in the Classroom: Integrating Word, PowerPoint, and Excel as Teaching Tools  
 Web Publishing: Impacting Teaching and Student Learning





## Education Programs

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### **On-Line Courses**

Accommodating Diverse Learning Styles  
ADD-ADHD and the Classroom Teacher  
The Art of Cooperation: Cooperative Learning in the Classroom  
Arts with the Brain in Mind  
Conscious Classroom Management for New Teachers  
Creating Confident Speakers  
Developing and Supporting Productive Learners  
Differentiated Instructional Strategies  
Discovery Learning and Critical Thinking with WebQuests  
Fundamentals of School Law for Educators  
Grant Writing for the Classroom Teacher  
Impacting Students with Special Gifts and Needs  
Impacting Teaching and Learning with Brain Research  
Integrating Technology into Mathematics Instruction  
Teaching English Language Learners in the Classroom

Toolkit for Creating Collaborative Learners  
Transforming Students into Mathematicians  
Transforming Students into Readers  
Transforming Students Into Writers  
Using Microsoft Excel to Enhance Student Learning  
Using Microsoft Word to Enhance Student Learning  
Beyond the Basics: Advanced Applications of the Interactive Whiteboard  
Law and Education in Modern American Classrooms  
No Child Left Inside: Examining Rationale and Methods to Use the Outdoors as a Classroom  
Reading Strategies to Ensure Intermediate and Secondary Student Success  
Response to Intervention: A Shift to Serving Educational Needs Not Categorical Labels  
Diagnosis and Intervention for Struggling Readers in the Elementary Grades  
Collaborative Web Technologies: Transforming Teaching and Learning



# English Studies and Communication

## MASTER OF ARTS IN ENGLISH STUDIES AND COMMUNICATION; TESOL CERTIFICATE

The Master of Arts in English Studies and Communication is a 37-credit program for international and U.S. students wanting to develop their understanding of and skills related to the English language, English literature, and English communication. The program has three primary goals: 1) to develop a deeper understanding of and proficiency in the English language through the studies of the history of English, American literature, and cultures of writing; 2) to develop written and oral English language communication skills; and 3) to develop an appreciation of American literary and cultural traditions.

This program may be particularly useful for:

- Current English teachers in the U.S. and foreign countries who want to elevate their overall English language and literature skills for the purpose of teaching English;
- English majors in other countries who want to improve their general proficiency in the English language for use in business or industry;
- Those with a bachelor's degree in English who eventually want to pursue Ph.D. study in English or other areas in the humanities;
- Those wanting to prepare for teaching English abroad; and
- Those wanting to obtain a general master's degree in the area of the humanities (e.g., for teaching at the community college level).

**Admission.** Applicants must meet the admission requirements of the Graduate School (page 87). In addition, applicants must have an undergraduate or graduate major or minor in English and evidence of English language competency. In lieu of an English major or minor, international applicants with TOEFL scores of 80 or

greater are eligible for admission to the program.

**Curriculum.** The Master of Arts in English Studies and Communication degree may be completed in 12 to 18 months. The program requires general coursework in the liberal arts and focused study in English literature, language, writing, and communication. Students may choose from a range of courses to complete some of their degree requirements.

### General Requirements (6 credits)

LS 610 Seminar in the Humanities . . . 3 Cr.  
LS 640 Seminar in the Fine Arts . . . . 3 Cr.

### Concentration (25 credits)

COMM 645 Intercultural  
Communication . . . . . 3 Cr.  
ENGL 531 Advanced Composition . . . 3 Cr.  
ENGL 541 History of the English  
Language . . . . . 3 Cr.  
ENGL 601 New Literacies, Technologies,  
and Cultures of Writing . . . . . 3 Cr.  
ENGL 610 Topics in American  
Literature and Culture . . . . . 3 Cr.  
ENGL 685 Practicum in English . . . . 3 Cr.  
ENGL 699 Seminar in English  
Communication (2 semesters) . . . 1 Cr.  
Any graduate writing course . . . . . 3 cr.  
One course in organizational  
communication . . . . . 3 Cr.

### Electives (6 credits)

ENGL 568 TESOL: Theory and  
Methods I . . . . . 3 Cr.  
ENGL 569 TESOL: Theory and  
Methods II . . . . . 3 Cr.  
Other electives as approved . . . . . 3 Cr.

### English Studies and Communication

**Thesis Option.** The English Studies and Communication (ESC) program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take 3 credits beyond the regular ESC degree (40 credits total) and complete a 28-credit concentration.

## English Studies and Communication

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Thesis work comprises up to 6 credits. Three credits of coursework—applied toward the elective category—are first completed as ENGL 692 Research Project or ENGL 695 Independent Study and are intended for the development of a thesis proposal. With satisfactory completion of ENGL 692/695 and approval of thesis candidacy, the student may enroll in ENGL 795 Master's Thesis. These credits may substitute for ENGL 685 Practicum in the concentration.

### **Admission to Thesis Candidacy.**

Students meeting the following criteria may be accepted as candidates for the ESC thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty, one from the student's area of concentration, who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 1100 or above (quantitative plus verbal), have achieved a grade point average of 3.7 or higher in all graduate coursework at Valparaiso University, and have successfully completed ENGL 692/695 with a grade of A or A-.

Thesis prospects must have completed 21 credits of ESC before enrolling in ENGL 795. Since enrollment in ENGL 692/695 is currently permitted after 12 credits are completed, the thesis proposal work may be included in the 21 credits of prerequisite coursework.

**Thesis Implementation.** A thesis may involve academic or applied research, or creative work. Research projects may be primarily analytical, critical, and synthetic in nature, or they may be primarily empirical (data based). To ensure an appropriate methodology, students carrying out a research project, particularly one that is empirical, may be advised to complete a course on Research Methodology in an appropriate discipline prior to undertaking thesis work.

An important step in the thesis process is selection of the thesis committee. Prospects should not assume that any or all faculty can or will agree to serve on a thesis committee. Rather, they will need to demonstrate through the quality of their graduate coursework, as well as the alignment of their topic with

faculty interest and expertise, that faculty mentoring is both deserving and possible.

Thesis work is generally carried out in two phases. ENGL 692/695 is intended for the development of the thesis proposal and should result in a preliminary review of the field and a detailed proposal of study or of the project (e.g., 30–40 pages plus an appropriate list of references or citations). This coursework should be carried out under the supervision of at least one of the faculty who will serve on the thesis committee. If the proposal is approved by the thesis committee, the student may enroll in ENGL 795 Master's Thesis. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Upon completion, the thesis is reviewed by the faculty of the thesis committee and defended by the student at a public forum announced by email one week in advance to the students and faculty of the program. Two bound copies of the approved thesis must be filed with the Graduate School Office, one of which will be placed in the University Library for archival records.

Thesis work is encouraged during summer sessions when both faculty and students typically have more time available for more intense intellectual interaction.

### **TESOL CERTIFICATE**

The need for individuals to teach English to nonnative speakers is increasing rapidly. Opportunities abroad are, and will continue to be, abundant. In most cases, evidence of formal training in the Teaching of English to Speakers of Another Language (TESOL) is becoming increasingly important and in some instances required.

Valparaiso University offers a 15 credit graduate TESOL certificate. While the program is open to any degree seeking graduate student at Valparaiso University, this certificate would be most practical for students in programs with a language or international focus (e.g., International Commerce and Policy, English Studies and Communication, Chinese Studies, Master of Arts in Liberal Studies, etc.). In general, students in graduate degree programs may use up to 9 credits from their degree toward the TESOL certificate, but the actual number will depend on the specific degree program. For the Master of Arts in English Studies and

Communication, for example, 9 credits of appropriate coursework may be applied toward the TESOL certificate.

The certificate is also open to non-degree students in the Graduate School, including international students and members of the Northwest Indiana community.

**Admission Requirements.** Students currently or previously enrolled in a graduate degree program at Valparaiso University need only submit the application for the TESOL certificate, updated transcripts, and evidence of prior experience learning a foreign language. All others must, in addition to the above, meet standard admission requirements of the Graduate School.

**Required Courses (12 credits)**

ENGL 541 History of the English Language . . . . .	3 Cr.
ENGL 568 TESOL: Theories and Methods I . . . . .	3 Cr.
ENGL 569 TESOL: Theories and Methods II . . . . .	3 Cr.
ENGL 685 Practicum in English (TESOL) . . . . .	3 Cr.

**Choose at least 3 credits from:**

COMM 645 Intercultural Communication . . . . .	3 Cr.
ED 504 Educational Psychology . . . . .	3 Cr.
ENGL 502 Introduction to Professional Writing . . . . .	3 Cr.
ENGL 511 Introduction to Technical Writing . . . . .	3 Cr.
ENGL 525 Creative Nonfiction . . . . .	3 Cr.
ENGL 531 Advanced Composition . . . . .	3 Cr.
ENGL 543 Introduction to Linguistics . . . . .	3 Cr.
ENGL 580 Topics in Writing . . . . .	3 Cr.
ENGL 601 New Literacies, Technologies, and Cultures of Writing . . . . .	3 Cr.

# Humane Education

## **MASTER OF EDUCATION; MASTER OF ARTS; MASTER OF ARTS IN LIBERAL STUDIES; CERTIFICATE IN HUMANE EDUCATION**

Humane Education is a unified course of study that explores the connections among different areas of social justice (Environmental Ethics, Animal Protection, Human Rights, and Culture and Change) and helps teachers and others bring principles of sustainability, critical thinking, civic engagement, and informed decision-making into their classrooms, their professional workplaces, or their personal lives. Humane Educators apply these principles across many disciplines, professions, and work settings.

The graduate programs in Humane Education represent collaboration between Valparaiso University and the Institute for Humane Education in Surry, Maine. The coursework for these programs is offered online, enabling enrolled students from the United States and abroad to complete the program from their homes. However, as part of their degree requirements, students in the Master of Arts and the Master of Education programs participate in a 5-day summer residency, "Educating for a Better World," at the Institute for Humane Education in Maine. This hands-on, experiential training week is considered a cornerstone of training in humane education and is routinely described as "transformative" by participants. For more information, please see <[http://humaneeducation.org/sections/view/summer\\_institute](http://humaneeducation.org/sections/view/summer_institute)>.

Humane Education may be taken as either a Master of Arts (M.A.) or a Master of Education degree (M.Ed.), each of which is 33 credits. While the coursework is similar for both, courses differ in their assignments. For example, assignments for M.Ed. students focus on classroom applications, whereas assignments for M.A. students are more flexible and allow projects that best fit the students' personal and professional interests. In addition, M.A. students have greater flexibility in their curricula by having the option of taking two electives rather than one.

In addition to the 33 credit M.A. and M.Ed. in Humane Education, a 15-credit Humane Education core is offered in three other formats:

1. As a concentration for the M.Ed. in Instructional Leadership (see page 42);
2. As a concentration for the MALS degree (see page 66);
3. As a stand-alone credit-bearing certificate.

In general, the Humane Education program emphasizes independent study, coupled with peer teaching and learning, connecting students with each other, forming a learning community, and engaging in discussion-board group conversations about topics integral to creating a more peaceful, equitable and sustainable world. Students submit all assignments, essays, research, and documentation electronically through Valparaiso University's online course system. Throughout their studies, students are given complete access to the extensive Valparaiso University bibliographic databases as well as other services typically provided to online students.

**Admission.** The standard admission requirements for the Graduate School apply (page 87), including a minimum 3.0 GPA (with exceptions considered on a case-by-case basis), two letters of reference or recommendation forms, official transcripts of all college coursework, and a personal statement of 2-3 pages. In addition, all applicants interview with one of the program faculty. International students from non-English language countries must provide evidence of English language proficiency by submitting a TOEFL score of 80 or higher or an IELTS score of 6.0 or higher.

Students may begin the program in either the fall or spring semester. Students wanting to begin the program in the summer may do so by completing their one-week residency in Maine and then continuing in the fall with the remainder of the curriculum.

**Tuition.** A special tuition rate of \$500 per credit hour is available to students in this program, with the entire degree costing approximately \$16,500. Students taking Humane Education courses as a part of an M.Ed. Instructional Leadership or MALS concentrations pay the regular tuition rate of

\$560 per credit for those programs. Federal loans are available through the Valparaiso University Financial Aid Office for students taking five credits or more. No scholarships are available to students in this program.

**Curriculum.** The curricula for the M.Ed. and M.A. degrees in Humane Education are similar, although course assignments are tailored to the needs of the respective groups. Students typically complete the program through a two-year, six-semester sequence (fall, spring, summer each year) by taking two courses each semester. However, in consultation with the program advisor, students may accelerate their progression through the program, or they may take fewer than 6 credits each semester and extend their study over a longer period of time. Students are required to enroll in HUED 501 Introduction to Humane Education during their first semester in the program and must complete HUED 601/ED 610 Research Methods before beginning thesis work. In addition, elective coursework should generally be taken after most of the core requirements have been fulfilled.

A set of five core courses (15 cr.) is required for both the M.Ed. and the M.A. degrees. Beyond these basic courses, M.Ed. students are required to take 15 credits of pre-specified coursework and may choose one 3-credit elective (this elective may be an online course or, for those living near Valparaiso, one offered on campus). M.A. students fill in with 12 credits of pre-specified coursework and may choose two open electives (6 cr.) on any topics germane to Humane Education or their professional development.

**Core Requirements (15 credits) for M.A. and M.Ed. degrees**

HUED 501 Introduction to Humane Education . . . . .	3 Cr.
HUED 610 Environmental Ethics . . . . .	3 Cr.
HUED 620 Animal Protection . . . . .	3 Cr.
HUED 630 Human Rights . . . . .	3 Cr.
HUED 640 Culture and Change . . . . .	3 Cr.

**Experiential Component (6 credits for M.Ed., 3-6 credits for M.A.)**

HUED 650 Humane Education Residency . . . . .	3 Cr.
HUED 685 Practicum in Humane Education (optional for M.A. students) . . . . .	3 Cr.

**Thesis Preparation and Project (9 credits)**

HUED 601 Research Methods . . . . .	3 Cr.
HUED 692 Research Project . . . . .	3 Cr.
HUED 795 Master's Thesis . . . . .	3 Cr.

**Electives (3 credits for M.Ed., 6 credits for M.A.)**

With approval of their academic advisor, students may choose from a wide variety of courses offered through the Graduate School. A number of these courses are regularly offered online.

**Thesis in Humane Education**

Thesis work requires 6 credits. To begin thesis work (HUED 692), students must have maintained an overall GPA of 3.0 or higher in all graduate coursework taken through Valparaiso University and have completed 12 credits of Humane Education coursework, including HUED 601 Research Methods or its equivalent (ED 610). With satisfactory completion of HUED 692 (B+ or higher) and approval of thesis candidacy, the student may enroll in HE 795 Master's Thesis.

**Overall Thesis Implementation.** A thesis may involve academic or applied research, or creative work. Research projects may be primarily analytical, critical, and synthetic in nature, or they may be primarily empirical (data based).

An important step in the thesis process is selection of the thesis committee. The committee should consist of at least two faculty and preferably three; this committee must be constituted *prior* to enrolling in HUED 795. For students in the M.Ed. program, one committee member should be selected from the faculty of the Institute for Humane Education, and one from the faculty of the Department of Education at Valparaiso University. For M.A. students, one committee member should be selected from the faculty for the Institute for Humane Education, and one from any relevant department at Valparaiso University. Prospects should not assume that any or all faculty can or will agree to serve on a thesis committee. Rather, they will need to demonstrate through the quality of their graduate coursework, as well as the alignments of their topic with faculty interest



## Humane Education

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and expertise, that faculty mentoring is both deserving and possible.

The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Upon completion, the thesis is reviewed by the faculty of the thesis committee and defended by the student. Copies of the thesis, with signatures of approval from all committee members, must be filed with the Graduate Office before a grade will be recorded.

Thesis work is encouraged during summer sessions when both faculty and students typically have more time available for intense intellectual interaction.

### **CERTIFICATE IN HUMANE EDUCATION**

Students may take the certificate in Humane Education as a stand-alone program, or may add the certificate to an existing degree. The certificate requires completion of the 15-credit core requirements, with tuition set at the rate for the overall Graduate School.





# Information Technology and Management

## MASTER OF SCIENCE IN INFORMATION TECHNOLOGY AND MANAGEMENT

This 37-credit program is intended to prepare students having undergraduate backgrounds in computer science, engineering, information technology, or related fields with the knowledge, skills, and perspective for successful careers in the field of information technology in both the U.S. and abroad.

The Master of Science in Information Technology and Management (ITM) provides basic coverage of the fundamental areas of information technology and offers depth in three areas: Application Development, Network Management, and User Interfaces. The program is distinguished from other ITM programs in a number of ways. These include:

- A highly applied approach, with emphasis on hands-on learning;
- Requirement of an internship experience or research-based project on campus or at a local technology firm;
- Incorporation of emerging technologies into all coursework;
- Emphasis on a collaborative and teamwork approach;
- Development of skills in technology leadership;
- Elective coursework from other professional based programs, including MBA and ICP.

**Admission.** To be admitted, applicants must meet all Graduate School admission requirements and have the equivalent of a minor in computer science, information technology, or a related field (e.g., engineering or information and decision sciences). Students without adequate background or preparation may be required to complete a bridge program prior to beginning the MS in Information Technology and Management program.

Admission will be considered for any semester, but students benefit most by beginning their coursework in the fall semester. Depending on availability of seats, applications will be accepted up to 6 weeks prior to the start date of the next semester.

**Curriculum.** Students are required to take coursework in three core competency areas. All students complete a 300 hour internship or a major research project. Students also complete elective coursework in any of the competency areas.

### IT Core Competencies (8 credits)

IT 602 Introduction to Information Technology . . . . .	3 Cr.
IT 603 Information Management . . . . .	3 Cr.
MBA 540 Managerial Statistics (or equivalent) . . . . .	2 Cr.

### Management Core (11-13 credits)

IT 604 Project Management . . . . .	3 Cr.
One of the following:	
ICP 620 Cross-Cultural Management . . . . .	3 Cr.
ICP 621 Global Leadership and Team Development . . . . .	3 Cr.
One of the following:	
CS 593 Seminar in Professional Practices . . . . .	2 Cr.
ICP 670 Law and Legal Principles . . . . .	3 Cr.
IT 670 Professional Development . . . . .	3 Cr.
One of the following:	
ENGL 502 Introduction to Professional Writing . . . . .	3 Cr.
ENGL 511 Introduction to Technical Writing . . . . .	3 Cr.
LS 605 English for Business . . . . .	4 Cr.
LS 608 Professional Writing and Research . . . . .	3 Cr.

Information Technology and Management

**IT Concentrations (12 credits)**

At least one course from each of the three groups below:

**Application Development**

- IT 558 Software Development and Programming . . . . . 3 Cr.
- IT 652 Integrative Programming and Technologies . . . . . 3 Cr.
- IT 654 Internet and Web Technologies . . . . . 3 Cr.

**Network Management**

- IT 540 Digital Systems and Telecommunications . . . . . 3 Cr.
- IT 547 Platform Technologies and Networking . . . . . 3 Cr.
- IT 640 System Integration and Administration . . . . . 3 Cr.
- IT 642 Information Assurance and Security . . . . . 3 Cr.

**User Support and Services**

- IT 630 User Interface . . . . . 3 Cr.
- IT 632 Instructional Design in Information Technology . . . . 3 Cr.
- IT 634 Search Engine Optimization and Marketing . . . . . 3 Cr.

**IT Capstone Experience (3 credits)**

One of:

- IT 786 Internship . . . . . 3 Cr.
- IT 792 Research Project . . . . . 3 Cr.

**IT Electives (2-5 credits)**

Additional coursework from the ITM concentrations list, the Management Core list, or approved by the program director.

**Sequencing of Coursework.** Students should take IT 602 during their first semester of enrollment. The Capstone Experience should be taken after at least the first semester of study.

Up to 6 credits can be substituted or, in rare cases, waived based on prior coursework or work experiences. The decision to substitute or waive is made by the Dean of the Graduate School on the recommendation of the program director.



# International Commerce and Policy

## MASTER OF SCIENCE; DUAL LAW (JD) AND MS PROGRAM

### Master of Science in International Commerce and Policy

The International Commerce and Policy program (ICP) provides training in the political, legal, cultural, and social aspects of global commerce, business, and economics. This 37-credit program, distinct from the MBA degree, is designed especially for international and U.S. students wanting to develop proficiency and understanding in areas related to international relations, politics, business, law, and policy. The program, usually completed in 15–18 months if the student begins coursework in the fall, consists of a core of 25 credits. From there students may pursue one of several options, including a Commerce track, a Policy track, a non-specialized track, and/or a Thesis track. Students who are nonnative English speakers may add English for Business to their core requirements. Up to 3 elective credits may be taken from language courses in the student's nonnative tongue.

**Admission.** Applicants must meet all the requirements of the Graduate School (page 87) as well as demonstrate adequate preparation for successful study in the program.

1. An undergraduate degree or equivalent from a college or university.
2. Evidence of high performance in all prior coursework (equivalent of a 3.0 grade point average).
3. College level coursework in either microeconomics or its equivalent.
4. Recommendations from two faculty at the student's undergraduate institution.
5. TOEFL score of 550, 213 computer version, 80 iBT version, or completion of comparable level of INTERLINK language instruction.

Students are strongly encouraged to begin the program in the fall semester.

#### Core Requirement (25-26 credits)

ECON 623 International Economics . . . 3 Cr.  
ICP 610 International Commerce and Policy: Case Studies . . . . . 3 Cr.

One of the following:

ICP 613 Future of Business in a Global Economy . . . . . 3 Cr.

ICP 614 International Marketing . . 3 Cr.

ICP 615 New Venture Creation . . 3 Cr.

One of the following

ICP 620 Cross-Cultural Management . . . . . 3 Cr.

ICP 621 Global Leadership and Team Development . . . . . 3 Cr.

ICP 661 International Political Economy 3 Cr.

ICP 662 International Competitiveness, Politics, and Policies . . . . . 3 Cr.

ICP 670 Law and Legal Principles . . . . 3 Cr.

One of the following:

ICP 677 World Trade Organization and International Regime . . . 3 Cr.

ICP 678 International Commerce and Trade Law . . . . . 3 Cr.

ICP 689 Professional and Career Development . . . . . 0-1 Cr.

ICP 699 Seminar in Global Strategies (two semesters) . . . . . 1 Cr.

#### Commerce Track (12 credits from the following)

ECON 621 Managerial Economics . . . 3 Cr.  
ECON 627 International Monetary Economics . . . . . 3 Cr.

ICP 540 International Finance . . . . . 3 Cr.  
ICP 613 Future of Business in a

Global Economy . . . . . 3 Cr.

ICP 614 International Marketing . . . . 3 Cr.

ICP 615 New Venture Creation . . . . . 3 Cr.

ICP 620 Cross-Cultural Management **or** ICP 621 Global Leadership and

Team Development . . . . . 3 Cr.

ICP 650 World Bank Global Issues . . . 3 Cr.

ICP 671 International Business Transactions . . . . . 3 Cr.

ICP 678 International Trade and Commerce Law . . . . . 3 Cr.

## International Commerce and Policy

ICP 686 Internship	
<b>or</b> ICP 692 Research in International Commerce and Policy (for thesis students only) . . . . .	1-3 Cr.
ICP 690 Banking in a Global Economy .	3 Cr.
ICP 690 Developing Nations: Politics and Economics . . . . .	3 Cr.
ICP 690 Microfinance . . . . .	3 Cr.
ICP 690 eCommerce and eBusiness Technology . . . . .	3 Cr.
MBA 500-level courses . . . . .	0-6 Cr.
One of:	
LS 604 Intensive English Language . . . . .	4 Cr.
LS 605 English for Business . . . .	4 Cr.
LS 608 Professional Writing and Research . . . . .	3 Cr.
Other approved courses . . . . .	6 Cr.
<b>Policy Track (12 credits from the following)</b>	
ICP 663 Comparative Public Policy . . .	3 Cr.
ICP 620 Cross-Cultural Management <b>or</b> ICP 621 Global Leadership and Team Development . . . . .	3 Cr.
ICP 650 World Bank Global Issues . . .	3 Cr.
ICP 671 International Business Transactions . . . . .	3 Cr.
ICP 677 World Trade Organization and International Regime . . . . .	3 Cr.
ICP 678 International Trade and Commerce Law . . . . .	3 Cr.
ICP 686 Internship	
<b>or</b> ICP 692 Research in International Commerce and Policy (for thesis students only) . . . . .	1-3 Cr.
ICP 690 Developing Nations: Economics and Politics . . . . .	3 Cr.
ICP 690 Non-Profit Organizations . . . .	3 Cr.
One of:	
LS 604 Intensive English Language . . . . .	4 Cr.
LS 605 English for Business . . . .	4 Cr.
LS 608 Professional Writing and Research . . . . .	3 Cr.
POLS 580 World Trade Organization . .	3 Cr.
Other approved courses . . . . .	3 Cr.

### General Track (12 credits)

Students may choose 12 credits of electives from either track above based on their professional interests.

### Thesis Track (12 credits)

Students may combine a specialized or general track with 6 credits of thesis coursework (ICP 692 and ICP 795).

## Dual Law (JD) and MS in International Commerce and Policy Program

Students in the Valparaiso University School of Law may enroll in the dual Law (JD) and International Commerce and Policy (MS) degree programs. Together these degrees can be earned with 115 credits. Law students must meet all the admission requirements for the program.

**JD Requirements.** In addition to meeting all the requirements of the JD degree, up to 6 credits from the following Graduate School courses may be applied toward the 90 credit JD degree.

ECON 626 International Trade . . . . .	3 Cr.
ICP 662 International Competitiveness, Politics, and Policies . . . . .	3 Cr.

**MS in International Commerce and Policy.** Substitutions require approval of the Dean of the Graduate School and the Associate Dean of the School of Law.

### Core Requirement (25-26 credits)

ECON 623 International Economics . . .	3 Cr.
ICP 610 International Commerce and Policy: Case Studies . . . . .	3 Cr.

One of the following:

ICP 613 Future of Business in a Global Economy . . . . .	3 Cr.
ICP 614 International Marketing . . . .	3 Cr.
ICP 615 New Venture Creation . . . . .	3 Cr.

One of the following

ICP 620 Cross-Cultural Management . . . . .	3 Cr.
ICP 621 Global Leadership and Team Development . . . . .	3 Cr.

ICP 661 International Political Economy	3 Cr.
ICP 662 International Competitiveness, Politics, and Policies . . . . .	3 Cr.
ICP 670 Law and Legal Principles . . . .	3 Cr.

One of the following:

ICP 677 World Trade Organization and International Regime . . . . .	3 Cr.
ICP 678 International Commerce and Trade Law . . . . .	3 Cr.

ICP 689 Professional and Career Development . . . . .	0-1 Cr.
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ICP 699 Seminar in Global Strategies (two semesters) . . . . .	1 Cr.
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Students must complete all the core requirements and one track for the program. However, students may apply 6 credits of the following courses toward any track listed above.

LAW 270 Comparative Law . . . . .	3 Cr.
LAW 280 Law and Economics . . . . .	3 Cr.
LAW 410 International Business Transactions . . . . .	3 Cr.
LAW 477 International Law I . . . . .	3 Cr.
LAW 478 International Law: Use of Force . . . . .	3 Cr.
LAW 495I International Environmental Law . . . . .	3 Cr.
LAW 495R The Law of eCommerce . . . . .	3 Cr.
LAW 495T International Intellectual Property . . . . .	3 Cr.
Approved Externships . . . . .	2-4 Cr.

## ICP Thesis Option

The International Commerce and Policy program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take 3 credits beyond the regular ICP degree (40 credits total).

Thesis work comprises up to 6 credits. Three credits of coursework are first completed as ICP 692 Research Project and are intended for the development of a thesis proposal. With satisfactory completion of ICP 692 and approval of thesis candidacy, the student may enroll in ICP 795 Master's Thesis.

### Admission to Thesis Candidacy.

Students meeting the following criteria may be accepted as candidates for the ICP thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty, one from the student's area of concentration, who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 1100 or above (quantitative plus verbal), have achieved a grade point average of 3.7 or higher in all graduate coursework at Valparaiso University, and have successfully completed ICP 692 with a grade of A or A-.

Thesis prospects must have completed 21 credits of ICP before enrolling in ICP 795. Since enrollment in ICP 692 is currently permitted after 12 credits are completed, the thesis proposal work may be included in the 21 credits of prerequisite coursework.

**Thesis Implementation.** A thesis may involve academic or applied research, or creative work. Research projects may be primarily analytical, critical, and synthetic in nature, or they may be primarily empirical (data based). To ensure an appropriate methodology, students carrying out a research project, particularly one that is empirical, may be advised to complete a course on Research Methodology in an appropriate discipline prior to undertaking thesis work.

An important step in the thesis process is selection of the thesis committee. Prospects should not assume that any or all faculty can or will agree to serve on a thesis committee. Rather, they will need to demonstrate through the quality of their graduate coursework as well as the alignment of their topic with faculty interest and expertise that faculty mentoring is both deserving and possible.

Thesis work is generally carried out in two phases. ICP 692 is intended for the development of the thesis proposal and should result in a preliminary review of the field and a detailed proposal of study or of the project (e.g., 30–40 pages plus an appropriate list of references or citations). This coursework should be carried out under the supervision of at least one of the faculty who will serve on the thesis committee. If the proposal is approved by the thesis committee, the student may enroll in ICP 795 Master's Thesis. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Upon completion, the thesis is reviewed by the faculty of the thesis committee and defended by the student at public forum announced by email one week in advance to the students and faculty of the program. Two bound copies of the approved thesis must be filed with the Graduate Office, one of which will be placed in the University Library for archival records.

Thesis work is encouraged during summer sessions when both faculty and students typically have more time available for more intense intellectual interaction.

# International Economics and Finance

## MASTER OF SCIENCE

The Master of Science in International Economics and Finance (IEF) provides students with theoretical and analytical training in the economic, financial, cultural, and managerial aspects of global business and commerce. This 37-credit program is designed for international and U.S. students seeking to develop skills to effectively recommend strategies and policies to upper-management operating in a complex global business environment. The program, which can be completed in 18 months of full-time course work, requires study in the areas of finance, statistics, and global economic issues. Graduates of this degree program will be well-positioned to work in the profit, non-profit, and government sectors.

Economic analysts are employed to perform a wide range of duties for their respective employers:

1. Establish or recommend to management economic strategies, objectives and policies for the organization.
2. Contribute to the decision making process and accomplishment of tactical plans of the institution by counseling and advising on financial and business matters.
3. Perform economic and statistical analyses on proposed projects or for policy recommendation.
4. Evaluate operations on a systematic basis.

**Admission.** Applicants must meet all the requirements of the Graduate School (page 87) as well as demonstrate adequate preparation for successful study in the program.

1. An undergraduate degree of equivalent from a college or university.
2. Evidence of high performance in all prior coursework (equivalent of a 3.0 GPA).
3. College level course work in microeconomics, macroeconomics, financial accounting, calculus, and statistics.
4. Recommendations from two faculty at the student's undergraduate institution.

5. For International students, a TOEFL score of 550, 213 computer version, 80 iBT version, or completion of comparable level of INTERLINK language instruction.

### Economic Theory (12 credits)

ECON 621 Managerial Economics . . .	3 Cr.
ECON 622 Global Macroeconomic Business Conditions . . . . .	3 Cr.
ECON 626 International Trade . . . . .	3 Cr.
ECON 627 International Monetary Economics . . . . .	3 Cr.

### Advanced Statistical Analysis (6 credits)

ECON 625 Applied Econometrics . . . .	3 Cr.
MATH 543 Time Series . . . . .	3 Cr.

### Mathematics Requirement (3 credits)

Choose one of the following:

MATH 523 Game Theory . . . . .	3 Cr.
MATH 541 Probability . . . . .	3 Cr.
MATH 522 Optimization . . . . .	3 Cr.

### Finance Theory (4 credits)

MBA 520 Financial Management . . . .	2 Cr.
MBA 720 Investment Management . .	2 Cr.

### Electives (12 credits)

ICP 661/POLS 661 International Political Economy . . . . .	3 Cr.
ICP 670 Law and Legal Principles . . . .	3 Cr.
ICP 671 International Business Transactions . . . . .	3 Cr.
ICP 678 International Commerce & Trade Law . . . . .	3 Cr.
ICP 662 International Competitiveness, Politics & Policy . . . . .	3 Cr.
ECON 690 Topics in Economics . . .	2-3 Cr.
MATH 542 Mathematical Statistics . .	3 Cr.
MATH 544 Applied Probability and Statistical Decision Making . . . . .	3 Cr.
ICP 690 Advanced Topics in International Commerce & Policy (as appropriate) . . . . .	1-3 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 530 Marketing Management . . .	2 Cr.
MBA 550 Psychological Foundations of Management . . . . .	2 Cr.
Any 700-level MBA course, except for MBA 720, and any class not taken to fulfill the Mathematics Requirement above.	



# Legal Studies and Principles

## **CERTIFICATE IN LEGAL STUDIES AND PRINCIPLES (LSP)**

This 15-credit certificate provides an introduction to legal processes, domains, and procedures for professionals in health care, education, human services, administration, and others wanting exposure to elements of law but not wanting a paralegal certificate or law degree. The program provides familiarity with legal concepts and research as well as more in-depth study in topical areas of law.

### **CERTIFICATE REQUIREMENTS** **Introductory Requirements**

LS 670 Law and Legal Principles . . . . . 3 Cr.

### **Core Options (10-13 credits)**

COMM 570 Communication Law and Ethics . . . . . 3 Cr.  
 COMM 571 Case Studies in Communication Law . . . . . 3 Cr.  
 COMM 572 Intellectual Property . . . . . 3 Cr.  
 COMM 603 Legal Environment of Digital Media . . . . . 3 Cr.  
 ICP 671 International Business Transactions . . . . . 3 Cr.  
 ICP 678 International Commerce and Trade Law . . . . . 3 Cr.  
 MBA 504 Business Law . . . . . 2 Cr.  
 PE 670 Sport and the Law . . . . . 3 Cr.  
 POLS 540 Constitutional Law I . . . . . 3 Cr.  
 POLS 541 Constitutional Law II . . . . . 3 Cr.  
 POLS 545 The Judicial Process . . . . . 3 Cr.  
 PSY 565 Psychology and Law . . . . . 3 Cr.  
 SOC 550 Police in Society . . . . . 3 Cr.  
 SOC 560 Penology . . . . . 3 Cr.  
 Other topics as approved (e.g., Environmental Law, Law and Psychology, International Law, Negotiation and Conflict Resolution)

### **Elective (2-3 credits)**

Electives may be chosen from the list above or, with approval of the Law School, from among the courses listed below. Courses from the Law School require completion of LS 670. Not all courses listed below are regularly available, and permission of the instructor is required.

LAW 270 Comparative Law: Europe  
 LAW 271 Comparative Law: Latin America  
 LAW 410 International Business Transactions  
 LAW 412 Alternative Dispute Resolution  
 LAW 418 Sports Law  
 LAW 441 Administrative Law  
 LAW 446 Employment Law  
 LAW 477 International Law I  
 LAW 478 International Law II  
 LAW 479 International Law: Human Rights  
 LAW 485 Family Law  
 LAW 486 Law and Health Care Process  
 LAW 487 Elder Law

Students currently enrolled in a graduate degree program at Valparaiso University may apply up to 6 credits of the above coursework toward the LSP certificate. Transfer credits may not be applied to this certificate.

**Admission.** Graduate students in good standing and alumni of any graduate degree program at Valparaiso University are eligible for admission to the LSP program by submitting appropriate documentation and a one page statement description how the program will help meet their professional goals. Others must follow the application procedure for other graduate certificate programs at Valparaiso University.

# Liberal Studies Programs

## **MASTER OF ARTS IN LIBERAL STUDIES (MALS) PROGRAMS; DUAL LAW (JD) AND MALS PROGRAM; POST-MALS CERTIFICATES**

### **Master of Arts in Liberal Studies Programs**

Master of Arts in Liberal Studies (MALS) programs have grown rapidly in the United States within the last two decades. The degree enjoys strong appeal—with professional persons whose undergraduate education was focused in technical areas and who now wish to broaden their knowledge of the liberal arts; with persons who wish to obtain a master’s degree for career advancement but who do not need to pursue a specific professional degree; with individuals who want to enhance their professional credentials by developing a background in a cognate area; with adults who enjoy the discipline and excitement of structured learning; and finally, with elementary and secondary educators who wish to work toward advanced certificates by strengthening their knowledge both in subject matter areas and in areas related to professional education.

The Liberal Studies program at Valparaiso University is designed to enable students to establish a broad understanding of the liberal arts through a core of integrative courses, and also to focus on a particular subject area through a minimum 15-credit concentration.

The core seminars as well as most MALS courses take an interdisciplinary approach. This approach is based on the conviction that most major problems and issues require multiple perspectives for truer understandings to occur. At the same time, the program acknowledges the need for concentrated, focused learning within a particular discipline.

Courses used to complete the concentration are typically drawn from the corresponding department and from approved Liberal Studies (LS) courses. Courses used to complete the Gerontology and the Human Behavior and Society concentrations include Seminars in the Social

Sciences (LS 620), Liberal Studies topics courses (LS 690) and designated offerings in Nursing and social science departments (e.g., Psychology, Sociology, Geography, and Political Science). Students who elect the concentration in Human Behavior and Society are encouraged to explore the range of human behavior and should not expect to take all of their courses in a single discipline.

Each MALS concentration provides the opportunity to take electives, either as part of the concentration or from courses outside the concentration. Electives may be taken from other concentrations or from offerings in Art, Communication, Education, and Theatre. Educators may take all 9 elective credits within the field of education. For those who are interested, the MALS travel/study option may be used as elective credits (see below).

Up to three credits of Liberal Studies (LS) 685, 690, 692, 693, and 695 may, with approval, be applied to a particular concentration.

**MALS Concentrations.** Concentrations include: English, Ethics and Values, Gerontology, History, Human Behavior and Society, Humane Education, Theology, Theology and Ministry, and an Individualized program of study.

Although all MALS programs are comprised of a liberal studies core, an area of concentration, and electives, the specific requirements may vary across programs. Programs having similar distribution requirements are grouped together.

### **CONCENTRATIONS IN ENGLISH, HISTORY, HUMAN BEHAVIOR AND SOCIETY, HUMANE EDUCATION, AND THEOLOGY**

Each of these programs requires a total of 36 credits with the following distribution: 12 credits in the core seminars and 15 credits in the concentration. The remaining 9 credits are electives.

#### **Core Requirement (12 credits)**

LS 650 Religion, Culture, and Value . . . 3 Cr.  
Choose 9 credits from the following (cannot repeat):

- LS 610 Seminar in the Humanities . . . . . 3 Cr.
- LS 620 Seminar in the Social Sciences . . . . . 3 Cr.

- LS 630 Seminar in the Natural Sciences . . . . . 3 Cr.
- LS 640 Seminar in Fine Arts . . . . . 3 Cr.

**Concentration Requirement (15 credits)**

For English, History, and Theology concentrations, the 15 credits should be drawn from the respective departments, although substitutions may be made with the approval of the academic advisor and Dean. For Human Behavior and Society, courses are typically drawn from Psychology, Sociology, Geography, and approved Liberal Studies (LS) courses—these last courses typically address topics related to broad political, social and cultural issues.

At least 6 credits in the concentration must be taken at the 600 level.

**Electives (9 credits)**

Six credits of electives are selected from 600-level LS courses. The remaining three may be selected from any department as long as the student meets the course prerequisites. The study/travel option may also be used as elective credit toward the MALS degree.

Students are encouraged to complete an independent study or research project, or if they qualify, a thesis (page 70) to bring their program into a culminating focus. Students who undertake independent studies or choose to complete research projects are responsible for formulating their plans in consultation with their advisor and for finding a supervising faculty member. Students should allow sufficient time to complete their final project and are therefore required to arrange for their final project at least one semester before their final semester. Often students and faculty find it optimal to schedule research projects during the summer session. Such projects, however, are typically begun prior to the academic semester during which they are scheduled, or may extend into the following academic semester.

**CONCENTRATION IN ETHICS AND VALUES**

Sensitivity to and understanding of ethical issues permeates all levels of study at Valparaiso University. This tradition dates as far back as the 1940s when O.P. Kretzmann, an early leader within the newly-acquired Lutheran University, identified social ethics as a topic worthy of exploration within the University and church circles and subsequently

sponsored workshops and seminars on the issue. This early vision established an ongoing tradition of inquiry and discussion of ethics within the University community, a discussion whose relevance and timeliness has only expanded with the increasing pace of technological and social change. The need for greater understanding of ethical dilemmas and challenges, not just among those whose primary concern is moral and ethical behavior (e.g., persons in the ministry) but also among individuals serving within a variety of professional fields (e.g., law, health, business, human services), serves as a core rationale for the concentration.

The MALS concentration in Ethics and Values is a 36-credit interdisciplinary program. It is designed to increase awareness of and sensitivity to issues of ethics among persons currently working or intending to work in a professional capacity and to provide them with the necessary framework for making informed, values-based decisions in such fields as law, health, business, and human services. Graduates of this program will have an understanding of principles and theories of philosophical and religious ethics. In addition, they will study the application of these principles to a variety of professional situations and culminate their study with a project that integrates their professional interest with ethics and values.

**Admission.** Preferred qualifications include an undergraduate grade point average of 3.25 or higher; significant reading, background (defined as two or more courses in philosophy or theology), or professional interest in the field of ethics; and current or anticipated employment in a professional field. Applicants lacking adequate preparation may be required to enroll in a relevant undergraduate course (e.g., History of Philosophy) prior to or concurrent with enrollment in the program.

**Core Requirements (12 credits)**

- LS 650 Seminar in Religion, Culture and Value . . . . . 3 Cr.
- Choose 9 credits from the following (cannot repeat):
- LS 610 Seminar in the Humanities 3 Cr.
- LS 620 Seminar in the Social Sciences . . . . . 3 Cr.
- LS 630 Seminar in the Natural Sciences . . . . . 3 Cr.
- LS 640 Seminar in the Fine Arts . . . . . 3 Cr.

## Liberal Studies Programs

### Concentration (15 credits)

- Ethical Foundations (select one course)
- THEO 630 Advanced Topics in Contemporary Theology (approved) . . . . . 3 Cr.
  - THEO 640 Advanced Topics in Religious Ethics . . . . . 3 Cr.
  - THEO 643 Marriage and Sexuality 3 Cr.
  - THEO 644 Religion in the Age of Science . . . . . 3 Cr.
- Ethical Studies and Applications (select three courses below or from the remaining Foundation level courses)
- COUN 693 Foundations of Professional and Ethical Issues in Counseling . . . . . 3 Cr.
  - LS 555 Ethics in Business . . . . . 3 Cr.
  - LS 591/691 Topics/Advanced Topics in Ethics . . . . . 3 Cr.
  - LS 655 Professional Ethics . . . . . 3 Cr.
  - PE 625 Sports Ethics . . . . . 3 Cr.
  - LS 659 Integrative Project in Ethics . . 3 Cr.

### Electives (9 credits)

Six credits of electives are selected from 600-level LS courses. The remaining three elective credits may be selected from any department as long as the student meets course prerequisites.

### CONCENTRATION IN GERONTOLOGY

As the U.S. and world populations age, there is a need for a larger pool of well-trained gerontologists. Interested students may choose the 36-credit MALS gerontology concentration.

### Core Requirements (12 credits)

- LS 621 Global Leadership and Team Development . . . . . 3 Cr.
  - LS 650 Topic: Issues at the End of Life 3 Cr.
- Choose 6 credits from the following (cannot repeat):
- LS 610 Seminar in the Humanities 3 Cr.
  - LS 630 Seminar in the Natural Sciences . . . . . 3 Cr.
  - LS 640 Seminar in the Fine Arts . . 3 Cr.

### Gerontology Concentration (18 credits)

- LS 690 Topics: Elder Law and Policy . . 3 Cr.
- Graduate Research Methods course from Psychology, Nursing, or Education 3 Cr.
- LS 685 Practicum **or**
- LS 692 Research Project in Liberal Studies . . . . . 3 Cr.
- Three of the following:
- COUN 532 Adulthood and Aging . . 3 Cr.

- COUN 691 Topic: Psychosocial Interventions for the Aging . . 3 Cr.
- LS 690 Approved Topics in Aging 3 Cr.
- SOC 527 Aging in American Society 3 Cr.

### Elective (6 credits)

Any approved courses from the following programs: Business, Counseling, Liberal Studies, Nursing, or Law.

### CONCENTRATION IN THEOLOGY AND MINISTRY (INCLUDES DIACONAL TRACK)

The concentration in Theology and Ministry is a special option within the MALS program designed for those seeking to enlarge their theoretical understanding of theology as well as develop skills in ministry. Persons benefiting from this program include professional church workers and lay volunteers. A special track of this program with more specific requirements in theology has been developed for those who wish to become consecrated as deaconesses at the end of their study (see page 68). Students seeking both the MALS degree and deaconess consecration must be admitted both to the Graduate School and to the Deaconess Program (administered by the Lutheran Deaconess Association).

Building on core courses taken with others in the MALS program, the Theology and Ministry concentration requires at least one course in biblical studies, one in the Christian faith and tradition, and several courses in ministry. Electives in theology and in complementary areas permit students to customize their plans of study to meet their individualized interests. At least 20 credits of work must be completed at the 600 level.

Full-time students normally complete this program in two years (four semesters). Certain students may be able to complete the program in less time, particularly through the use of summer courses. Students should consult with their academic or program advisor in planning their programs.

### THEOLOGY AND MINISTRY (39 Credits)

#### Core Requirements (9 credits)

- LS 650 Seminar in Religion, Culture, and Value . . . . . 3 Cr.
- Choose 6 credits from the following (cannot repeat):
- LS 610 Seminar in the Humanities . . . . . 3 Cr.

LS 620 Seminar in the Social Sciences . . . . .	3 Cr.
LS 630 Seminar in the Natural Sciences . . . . .	3 Cr.

**Theology Concentration (24 credits)**

Bible and Christian History:

THEO 511-519/610-619 Biblical Studies . . . . .	3 Cr.
THEO 520-529, 620 Topics: Christian History . . . . .	3 Cr.

Ministry:

THEO 551 Theology of Diaconal Ministry . . . . .	3 Cr.
THEO 530-549, 630-649 . . . . .	3 Cr.
THEO 680 Practicum in Theology and Ministry . . . . .	3 Cr.

Capstone Course:

THEO 692 Research Project <b>or</b> THEO 695 Independent Study . . . . .	3 Cr.
Electives in Theology . . . . .	6 Cr.

**Electives (6 credits)**

Three credits of electives are selected from 600-level LS seminar courses. The remaining three may be selected from any department as long as the student meets course prerequisites.

**THEOLOGY AND MINISTRY-DIACONAL TRACK (40 Credits)**

**Core Requirements (9 credits)**

LS 650 Seminar in Religion, Culture, and Value . . . . .	3 Cr.
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Choose 6 credits from the following (cannot repeat):

LS 610 Seminar in the Humanities . . . . .	3 Cr.
LS 620 Seminar in Social Sciences . . . . .	3 Cr.
LS 630 Seminar in Natural Sciences . . . . .	3 Cr.

**Theology Concentration (19 credits)**

THEO 511-519/610-619 Biblical Studies . . . . .	6 Cr.
THEO 523 Reformation Theology . . . . .	3 Cr.
THEO 551 Theology of Diaconal Ministry . . . . .	3 Cr.
THEO 630 Advanced Topics in Contemporary Theology <b>or</b> THEO 690 Advanced Topics in Theology . . . . .	3 Cr.
THEO 680 Practicum in Theology and Ministry . . . . .	2 Cr.
THEO 681 Basic Homily Preparation . . . . .	2 Cr.

**Theology Electives (12 credits)**

Courses such as those listed below may be taken as electives to meet program requirements:

- THEO 519 Topics in Biblical Studies
- THEO 529 Topics in Christian History
- THEO 567 Topics in South Asian Religions
- THEO 568 Topics in Abrahamic Religions
- THEO 590 Topics in Theology

Up to 6 credits of graduate level courses, including independent study, may be considered in consultation with the LDA and MALS advisor.

**INDIVIDUALIZED PROGRAM OF STUDY**

Considerable flexibility exists within the MALS program. To enable students to explore their unique interests and educational goals, the opportunity to construct a 36-credit individualized concentration is available.

Students selecting this option are required to formulate a plan of study which focuses on a particular topic, theme, or other special interest that involves several academic disciplines. Examples of such themes include gender issues and multicultural themes. It is expected that students who are pursuing a specific theme will, when enrolled in their various courses, write their paper on a topic related to their individualized concentration. In the individualized study option, students may also use 600-level Liberal Studies courses, including independent study (LS 695) or the Liberal Studies Research Project (LS 692) (required for those students who choose the individualized concentration) to meet a required minimum of 18 credits earned in courses at the 600-level.

To be approved for an individualized concentration, the student must meet the following requirements:

1. Have completed 9 credits of graduate study at Valparaiso University at the level of B (B=3.0) or higher;
2. Submit a personal statement describing the proposed concentration theme or topic, explaining how it will fulfill a personal or professional interest;
3. Identify a faculty sponsor who will serve as the student's academic advisor (the academic advisor will normally, but not necessarily, be the faculty supervisor for the required

- research project);
4. Provide a plan of study to show how the concentration will be completed. The plan must be approved by the student's academic advisor, the Chair of the Master of Arts in Liberal Studies Administrative Committee, and the Dean of the Graduate School;
  5. Complete a research project or thesis.

## MALS Thesis Option

The MALS program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take 3 credits beyond the regular MALS degree (39 credits total) and complete an 18-credit concentration, 9 credits of which must be taken at the 600 level or above.

Thesis work comprises up to 6 credits. Three credits of coursework, applied toward either concentration or elective categories, are first completed as LS 692 Research Project or LS 695 Independent Study and are intended for the development of a thesis proposal. With satisfactory completion of LS 692 or 695 and approval of thesis candidacy, the student may enroll in LS 795 Master's Thesis. These credits are applied to the concentration.

### **Admission to Thesis Candidacy.**

Students meeting the following criteria may be accepted as candidates for the MALS thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty (one from the student's area of concentration) who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 1100 or above (quantitative plus verbal), have achieved a grade point average of 3.7 or higher in all graduate coursework at Valparaiso University, and have successfully completed LS 692 or 695 with a grade of A or A-.

Thesis prospects must have completed 9 credits of LS seminar coursework and 12 credits in their concentration before enrolling in LS 795. Since enrollment in LS 692 or 695 is currently permitted after 12 credits are

completed, the thesis proposal work may be included in the 21 credits of prerequisite coursework.

**Thesis Implementation.** A thesis may involve academic or applied research, or creative work. Research projects may be primarily analytical, critical, and synthetic in nature, or they may be primarily empirical (data based). To ensure an appropriate methodology, students carrying out a research project, particularly one that is empirical, may be advised to complete a course on research methodology in an appropriate discipline prior to undertaking thesis work.

An important step in the thesis process is selection of the thesis committee.

Prospects should not assume that any or all faculty can or will agree to serve on a thesis committee. Rather, they will need to demonstrate through the quality of their graduate coursework as well as the alignment of their topic with faculty interest and expertise that faculty mentoring is both deserving and possible.

Thesis work is generally carried out in two phases. LS 692 or 695 is intended for the development of the thesis proposal and should result in a preliminary review of the field and a detailed proposal of study or of the project (e.g., 30-40 pages plus an appropriate list of references or citations). This course work should be carried out under the supervision of at least one of the faculty who will serve on the thesis committee. If the proposal is approved by the thesis committee, the student may enroll in LS 795 Master's Thesis. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Upon completion, the thesis is reviewed by the faculty of the thesis committee and defended by the student at a public forum announced by email one week in advance to the students and faculty of the program. Two bound copies of the approved thesis must be filed with the Graduate School Office, one of which will be placed in the University Library for archival records.

Thesis work is encouraged during summer sessions when both faculty and students typically have more time available for more intense intellectual interaction.



## MALS Study/Travel Option

Study and travel abroad is valued for the global perspective that it offers, providing a highly effective way to enhance the liberal education of students. The MALS program emphasizes liberal and interdisciplinary study and therefore the opportunity to incorporate study/travel into the MALS curriculum is provided as an optional capstone experience for students in the program.

MALS students may apply up to 6 credits of study/ travel toward their MALS electives. Enrollment in study/travel requires prior completion of 9 credits of core seminars and at least 6 credits in the concentration.

Study/travel opportunities for MALS students include three options:

1. One-time enrollment for 3 credits in a faculty-sponsored summer study/travel abroad course. These 2-4 week trips require advanced reading, a written paper, and a log. Details of the graduate requirement must be worked out for each course individually, but in general graduate students are expected to provide significant depth to their written reports and should relate the content of the report to their area of concentration within the MALS program.
2. Six to nine credits of course work and independent study at either or both the Cambridge or Reutlingen Centers, with participation on a space-available basis. Prior to departure from the U.S., students identify an appropriate faculty sponsor with whom they develop a plan of study. This plan would include goals and objectives, independent travel outside the Center, attendance at lectures at the Centers, etc. During their stay, students could also participate in trips and excursions planned for the other residential students if approved by the Center Director. In addition, students may propose approved independent travel as a component of their overall plan. A travel log detailing events, sights, and information and an extended paper (20-25 pages), both related to the original plan of study, will constitute the basis for academic evaluation for each 3 hours of credit. Both the Dean of the Graduate School and the Director of International Programs must approve the program.
3. One credit of course intensification

through study/travel. With the permission of the instructor, MALS students may intensify an appropriate Valparaiso University graduate level course with 1 credit study/travel involving residency at the Cambridge or Reutlingen Centers. Prior to departure and with the assistance of the instructor, the student must develop a program of study that includes goals and objectives, plans for independent travel during the trip, attendance at lectures at the Centers, etc. The student spends a minimum of two weeks at the study center, but may include independent travel beyond the stay to fulfill the course intensification requirement. A written project is required. Both the Dean of the Graduate School and the Director of International Programs must approve the program.

Just as U.S. students are encouraged to incorporate study abroad as part of their liberal studies education, international students from abroad are encouraged to take advantage of their residency in the U.S.A. to learn more about the country/nation through LS 698 Travel/Study U.S.A. In order to earn 3 credits for travel, students must, prior to their departure, identify an appropriate faculty advisor, submit a travel plan and theme, and identify goals and outcomes that can be evaluated (e.g., extended paper).

## Post-MALS Certificates

Students who have earned an MALS or comparable master of arts degree may add a second concentration by earning additional credits as specified below. Half the credits must be taken at the 600 level. The additional credits will be transcribed as a post-master's certificate on the student's record.

English . . . . .	15 Cr.
Ethics and Values . . . . .	15 Cr.
Gerontology . . . . .	18 Cr.
History . . . . .	15 Cr.
Human Behavior and Society . . . . .	15 Cr.
Theology . . . . .	15 Cr.
Theology and Ministry . . . . .	24 Cr.

For the Theology and Ministry, Gerontology, and Ethics and Values certificates, the credits must be distributed as in the MALS concentration for that area.

## Dual JD/MALS Program

This program enables students in the Valparaiso University School of Law to take advantage of the wide range of concentrations offered through the MALS program. The flexible and individualized nature of the MALS program makes the MALS degree an attractive enhancement to the JD.

The MALS degree is not a professional credential that leads to any type of certification or licensure, but rather aims to provide a complementary body of knowledge for the law student. For example, the Ethics and Values concentration does not qualify an individual as a professional ethicist, but rather gives the law student significant background in the field of ethics that might prove useful in law-related fields where ethics is critically important (e.g., environment, business, philanthropy, health, etc.). The JD/MALS degree combination offers a number of attractive features:

- The law student can choose from a variety of concentrations, including English, Ethics and Values, Gerontology, History, Human Behavior and Society, and Theology.
- The law student may develop an individualized concentration to meet specific needs and interests.
- The curriculum is highly flexible.
- Core courses, as well as many courses in the concentrations, are offered in the evening and during the summer.
- The MALS degree can be completed through summer course work and one additional semester, assuming some coursework is also undertaken during fall and spring of 2L and 3L.

### Admission Requirements.

1. Undergraduate degree from an accredited university.
2. Undergraduate grade point average of 3.0 or higher.
3. TOEFL of 550 or 80 iBT for international students.
4. Two letters of reference.
5. Essay indicating reason for qualifying for admission to the program.
6. For the Ethics and Values and Theology concentrations, at least 6 credits in Theology or Philosophy.

**Curriculum.** Most MALS degrees offered at Valparaiso University require four core seminars (12 credits), five courses in a

field of concentration (15 credits), and three elective courses (9 credits). In general, and consistent with the other joint programs with the School of Law, up to 6 credits of law coursework may apply to the MALS degree, and up to 6 credits of MALS coursework may apply to the JD degree. Thus, 114 credits are required for both degrees. While the exact substitutions must be worked out in consultation with Law and MALS advisors, the two law substitutions may be applied to core, concentration, or elective categories, so long as they match the appropriate domain of study. For example, the core seminar in social sciences might be replaced with one of the following:

- LAW 442 Civil Rights Legislation and Litigation
- LAW 446 Employment Law
- LAW 485 Family Law
- LAW 487 Elder Law (or LAW 488, Selected Topics in Elder Law)

### MALS Core Requirements (12 credits).

- LS 650 Seminar in Religion, Culture and Value . . . . . 3 Cr.
- 9 credits from the following (cannot repeat):
- LS 610 Seminar in the Humanities
  - LS 620 Seminar in the Social Sciences
  - LS 630 Seminar in the Natural Sciences
  - LS 640 Seminar in the Fine Arts

### Concentration (15 credits)

Students concentrate their studies in any one of the following areas: English, Ethics and Values, Gerontology (18 credits), History, Human Behavior and Society, or Theology. Up to three credits in the concentration may be completed through an independent study project which bridges the MALS concentration and the field of law. A student may construct an individualized major by choosing a theme and taking coursework related to that theme (e.g., Gender Issues and Law; Sports and the Law; Criminal Behavior; Religion and Government, etc.).

### Electives (9 credits)

Any three 600-level LS seminar courses may apply toward electives. Law students who are not able to identify any reasonable substitutions in the core or concentration may apply 6 law credits toward this category, with the approval of the Dean of the Graduate School.

## **Administration of MALS Programs**

The Master of Arts in Liberal Studies program is administered by an MALS Administrative Council, composed of three graduate faculty and the Dean of the Graduate School. The Administrative Council is appointed by the Dean of the Graduate School.

# Media and Communication

## **MASTER OF SCIENCE IN DIGITAL MEDIA; MASTER OF SCIENCE IN SPORTS MEDIA; CERTIFICATE IN SPORTS MEDIA**

### Digital Media

The Master of Science in Digital Media is a 37-credit program that prepares U.S. and international students having an undergraduate background in communication for successful careers in the field of digital media (video, audio, desktop publishing, and web technologies). The program has as its goals the development of professionals who will be able to:

1. Explain and apply appropriate technologies and methodologies to help individuals or organizations achieve their goals through the use of digital media;
2. Manage the digital media resources of individuals or organizations;
3. Anticipate the changing direction of digital media;
4. Evaluate and communicate the likely utility of new technologies;
5. Live and work as contributing, well-rounded members of society through ethical application of digital media resources.

In accomplishing these goals, the program will:

1. Familiarize students with the technology/skills required to be successful in the field of digital media;
2. Provide hands-on experience that culminates in a practical project;
3. Enable students to integrate management skills and ethical perspectives into their study.
4. Prepare students for employment in the field of digital media.

**Admission.** Applicants must meet the admission requirements of the Graduate School (page 87). In addition, applicants should have at least an undergraduate minor in communication or one of its components. Some program coursework is available online during the late summer; otherwise, students are strongly encouraged to begin the program in the fall semester.

**Curriculum.** The Master of Science in Digital Media may be completed in 15 to 18 months. The program requires core competencies, additional competencies, experiential, and elective coursework in the Department of Communication and selected other units. Two major projects utilizing multiple digital media components, with presentation to the faculty and students of the Department of Communication, are required.

#### **Core Competencies (16 credits)**

COMM 500 Graduate Digital Media . . .	3 Cr.
COMM 596 Video Editing . . . . .	3 Cr.
COMM 597 Audio Editing . . . . .	3 Cr.
COMM 598 Desktop Publishing . . . . .	3 Cr.
COMM 599 Multi Media and Web Design . . . . .	3 Cr.
COMM 600 Communication Technology Forum . . . . .	1 cr.

#### **Additional Competencies (9 credits)**

*Social, Ethical, and Legal Dimensions*

Take one course from:

COMM 601 Social Networking . . .	3 Cr.
COMM 602 Ethical Issues in Digital Media . . . . .	3 Cr.
COMM 603 Legal Environment of Digital Media . . . . .	3 Cr.

*Management*

Take one course from:

ICP 620 Cross-Cultural Management . . . . .	3 Cr.
ICP 621 Global Leadership and Team Development . . .	3 Cr.
IT 640 Information Management .	3 Cr.

*Communication*

Take 3 credits in Communication as approved by the Program Director.

#### **Experiential Training (6 credits)**

COMM 700 Graduate Project I in Digital Media . . . . .	3 Cr.
COMM 701 Graduate Project II in Digital Media . . . . .	3 Cr.

#### **Electives (6 credits)**

Take 6 credits from courses listed above and not previously used or as approved by the Program Director.

## Sports Media

The Master of Science in Sports Media is a 36-credit program that prepares students for employment in many sports media outlets, especially those on the Internet where sports content has been growing rapidly; those in sports information offices in any sport, collegiate or professional; and those in sports management positions.

The program has as its goals the development of professionals who will be able to explain and apply appropriate information technologies and methodologies to help individuals or organizations achieve their goals through the use of sports media by:

1. Anticipating the changing direction of sports media;
2. Evaluating and communicating the potential utility of new technologies utilized in sports media;
3. Living and working as a contributing, well-rounded member of society through ethical sports media practices.

In accomplishing these goals, the program will:

1. Familiarize students with the technology and skills required to be successful in sports media;
2. Provide significant hands-on internship experience in a real-world setting;
3. Enable students to integrate management skills and ethical perspectives into their study;
4. Prepare students for employment in sports media.

**Admission.** Applicants must meet the admission requirements of the Graduate School (page 87). In addition, an undergraduate minor in Communication or one of its components is desirable. Some program coursework is available online during the later summer; otherwise, students are strongly encouraged to begin the program in the fall semester.

**Curriculum.** The Master of Science in Sports Media may be completed in 15 to 18 months. The program requires core competencies, additional competencies, and elective course work in the Department of Communication and other selected programs.

### Core Competencies (18 credits)

COMM 501 Graduate Sports Media . . .	3 Cr.
COMM 503 Sports Media Formats . . .	3 Cr.
COMM 505 Sports Beat Reporting . . .	3 Cr.
COMM 507 Live Sports Production . . .	3 Cr.
COMM 598 Desktop Publishing . . . . .	3 Cr.
COMM 686 Internship in Sports Media	3 Cr.

### Additional Competencies (one course from each area)

#### *Social, Ethical and Legal Dimensions*

COMM 602 Ethical Issues in Digital Media . . . . .	3 Cr.
COMM 603 Legal Environment of Digital Media . . . . .	3 Cr.
PE 625 Sports Ethics . . . . .	3 Cr.

#### *Management*

ICP 620 Cross-Cultural Management . . . . .	3 Cr.
ICP 621 Global Leadership and Team Development . . . . .	3 Cr.
IT 640 Information Management 2-3	Cr.

#### *Sports Administration*

PE 610 Psychology of Sport . . . . .	3 Cr.
PE 620 Women and Sports . . . . .	3 Cr.
PE 630 Sport and Society . . . . .	3 Cr.

### Electives (9-10 credits)

These credits may be drawn from communication courses or other courses as approved by the Program Director.

### CERTIFICATE IN SPORTS MEDIA

This 15-credit certificate is open to graduate students seeking certification in the broad area of sports media. The employment market for this certificate includes: any sports media outlet, especially those on the Internet where sports content has been growing; sports information offices in any sport, collegiate or professional; and sports management positions.

The department regularly offers sport media courses as well as associated video field production courses, the latter in conjunction with the University's participation in the NCAA Division 1 Horizon League and through the Sports Division of the campus radio station, WVUR. Excellent digital video and audio lab facilities along with two tele-production studios are operated by the Department of Communication in conjunction with this certificate, the master's level programs in Digital Media and Sports Media, and the undergraduate programs in Communication.

## Media and Communication

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The internship experience is carried out in conjunction with Valparaiso University's Horizon League Webcasting requirements and other media functions associated the League participation, and/or the Valparaiso University Sports Information Office functions.

### **Required Courses (6 credits)**

COMM 501 Graduate Sports Media . . . 3 Cr.  
COMM 686 Internship in Sports  
Media . . . . . 3 Cr.

### **Electives (9 credits)**

Three of the following:

COMM 503 Sports Media Formats . . . 3 Cr.  
COMM 505 Sports Beat Reporting . . . 3 Cr.  
COMM 507 Live Sports Production . . . 3 Cr.  
COMM 598 Desktop Publishing . . . . . 3 Cr.

COMM 501 and 503 are taught online.





# Nursing Programs

## **MASTER OF SCIENCE IN NURSING, RN TO MSN PROGRAM, MANAGEMENT CERTIFICATE FOR NURSING, CERTIFICATE IN NURSING EDUCATION, JOINT MSN/MBA DEGREE, DOCTOR OF NURSING PRACTICE, POST-MASTER'S DOCTOR OF NURSING PRACTICE**

The mission of Valparaiso University College of Nursing at the undergraduate and graduate levels is to prepare critically inquiring, competent professional nurses who embrace truth and learning and who respect Christian values while promoting health for persons in dynamic health care environments. Nursing practice incorporates the four metaparadigm concepts: nurse, person, health, and environment. These four components are interconnected in a dynamic, ever-changing milieu.

## **MSN Program with a Focus in Education**

The Master of Science in Nursing degree prepares nurse educators for academic communities and/or health care organizations. At the completion of the 30-credit program, the graduate will be able to:

1. Synthesize the roles of the nurse educator for persons in academic communities or health care organizations.
2. Facilitate, assess, and evaluate learning by developing, managing, and delivering instruction and curricula about nursing knowledge, skill, and attitude.
3. Develop, manage, and implement strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on teaching and learning.
4. Engage in the processes of scholarship, critical thinking, communication, change, and lifelong learning.
5. Serve the academy or organization, the profession, and the community.

**Admission.** In addition to completing the admission requirements of the Graduate School,

students applying to the MSN program must submit the following materials:

1. A completed Master of Science in Nursing application form.
2. Transcripts from an accredited baccalaureate nursing program.
3. Evidence of Indiana Registered Nurse license (waived for international students).
4. Evidence of having completed an undergraduate research course and statistics course.
5. An essay relating graduate study to professional goals.

**Advising.** Advising in the Master of Science in Nursing Program is done by the Dean of the College of Nursing. Students must be admitted to the MSN Program prior to enrolling in nurse educator courses.

### **Program Requirements:**

BIO 590 Advanced Physiology and Pathophysiology . . . . .	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.
NUR 606 Pharmacologic Principles for Advanced Practice Nursing . . . . .	3 Cr.
NUR 612 Foundational Concepts for Advanced Practice Nursing . . . . .	3 Cr.
NUR 641 Foundations of Education in Nursing . . . . .	3 Cr.
NUR 642 Clinical Instruction in Nursing	3 Cr.
NUR 643 Curriculum Development in Nursing . . . . .	3 Cr.
NUR 662 Theoretical Foundations for Advanced Practice Nursing . . . . .	3 Cr.
NUR 670 Research Methods for Advanced Practice Nursing . . . . .	3 Cr.
Graduate Elective . . . . .	3 Cr.

**Total Degree Requirements . 30 Cr.**

**Note:** A Nursing Lab Fee of \$100.00 is payable by each graduate nursing student enrolled in NUR 605.

## RN-MSN Program

The RN-MSN Option is for registered nurses who have an associate degree or diploma in nursing who wish to obtain both the BSN and MSN degrees. Through this program, students may realize savings in both time and tuition.

**Admission requirements.** Application is made through the Office of Admissions and through the Graduate School Office as a non-degree graduate student. When students complete the courses required for the BSN, they are formally reviewed for acceptance into the MSN program, which requires the following:

1. 3.0 grade point average in previous college level work.
2. Updated copies of transcripts.
3. Evidence of Indiana Registered Nurse license.
4. Two letters of reference.

All academic policies listed on pages 90-95 apply to the RN-MSN program.

**Program Requirements.** In addition to completing all courses required for the BSN at Valparaiso University, the student must complete the following Core Requirements:

NUR 275 Transition to Professional Nursing . . . . .	4 Cr.
NUR 318 Global Health Issues . . . . .	3 Cr.
NUR 460 Public Health Nursing . . . . .	5 Cr.
NUR 470 Management and Leadership Strategies for the Professional Nurse . . . . .	3 Cr.
BIO 590 Advanced Physiology and Pathophysiology . . . . .	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.
NUR 606 Pharmacologic Principles for Advanced Practice Nursing . . . . .	3 Cr.
NUR 612 Foundational Concepts for Advanced Practice Nursing . . . . .	3 Cr.
NUR 641 Foundations of Education in Nursing . . . . .	3 Cr.
NUR 642 Clinical Instruction in Nursing	3 Cr.
NUR 643 Curriculum Development in Nursing . . . . .	3 Cr.
NUR 662 Theoretical Foundations for Advanced Practice Nursing . . . . .	3 Cr.
NUR 670 Research Methods for Advanced Practice Nursing . . . . .	3 Cr.
Theology . . . . .	3 Cr.
Graduate Elective . . . . .	3 Cr.

**Policy for Readmission.** MSN students who leave in good academic standing may resume enrollment in the program within three years after taking their

first course by enrolling in courses required to complete the degree requirements. If an MSN student is on leave from the program from 3-5 years, the completed coursework will be reviewed and an individualized program for completion will be determined by the Dean of the College of Nursing based on the courses taken, the current information needed for advanced nursing practice, and student experience. Student remediation may be part of this individualized program. Students who have left the MSN program in good academic standing and wish to reenroll in the program five years or more after taking their first course in the graduate program will have their transcripts reviewed on an individual basis. Readmission to the program may require retaking courses and/or remediation.

In addition to the College of Nursing policy for readmission, all MSN students must follow the readmission procedures for the Graduate School. All academic policies listed on pages 90-95 apply to the MSN program.

**Progression and Graduation Requirements.** In order to progress to masters level courses, a student must have both a 3.0 cumulative and nursing grade point average. All academic policies listed on pages 90-95 apply to the MSN program.

**Note:** A Nursing Lab Fee of \$100.00 is payable by each graduate nursing student enrolled in NUR 605.

**Nursing Liability Insurance – \$24.00 (Family Nurse Practitioner \$88.00).** In connection with the clinical practice component of the nursing program, all students in the MSN and DNP Programs, beginning with their first clinical course, must secure professional liability insurance provided by the University.

## Management Certificate for Nursing

The Management Certificate for Nursing is intended for current MSN or DNP students at Valparaiso University who want to add a management component to their graduate studies. The program is also open to applicants who are not enrolled in a VU graduate nursing program but who have a BSN degree and wish to take a set of courses to increase their management education and abilities. The certificate consists of 15 credits and includes the

following courses:

MBA 501 Foundations in Economics . . .	2 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . . . . .	2 Cr.
MBA 520 Financial Management . . . . .	2 Cr.
MBA 530 Marketing Management . . . . .	2 Cr.
MBA 550 Psychological Foundations of Management . . . . .	2 Cr.
NUR 662 Theoretical Foundations for Advanced Practice Nursing . . . . .	3 Cr.

Should a student already have an undergraduate equivalent to one or more of the above courses, appropriate MBA 600 or 700 level classes will be substituted. All substitutions require the approval of the director of the MBA program and the Dean of the Graduate School.

Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Business Administration and the Graduate School. In addition, applicants should have successfully completed a college level statistics course within the past 5 years. Nursing students at Valparaiso University who are in good standing will be considered for admission following review of a Management Certificate for Nursing application and their VU graduate transcript. Students who are not graduate nursing students at VU should submit the Management Certificate application, remit the \$30.00 application fee, and arrange to have undergraduate and/or graduate transcripts and one letter of reference submitted on their behalf.

## Certificate in Nursing Education

The College of Nursing will recognize non-degree graduate students completing the following three courses with a Certificate in Nursing Education:

NUR 641 Foundations of Education in Nursing . . . . .	3 Cr.
NUR 642 Clinical Instruction in Nursing . . . . .	3 Cr.
NUR 643 Curriculum Development in Nursing . . . . .	3 Cr.

## Joint MSN/MBA Degree

Graduates of this joint degree program between the College of Nursing and the

College of Business Administration receive both the MSN and MBA degrees. The curriculum prepares nurse leaders with a unique blend of nursing, administration, and leadership skills. Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Nursing, the College of Business Administration and the Graduate School. Applicants must complete the graduate application for the MSN program, the supplemental MSN/MBA Degree Application Form, take the Graduate Management Admission Test (GMAT), and submit the application fee.

### CURRICULUM

#### **College of Nursing requirements (24 credits)**

BIO 590 Advanced Physiology and Pathophysiology . . . . .	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.
NUR 606 Pharmacologic Principles for Advanced Practice Nursing . . . . .	3 Cr.
NUR 612 Foundational Concepts for Advanced Practice Nursing . . . . .	3 Cr.
NUR 662 Theoretical Foundations for Advanced Practice Nursing . . . . .	3 Cr.
NUR 670 Research Methods for Advanced Practice Nursing . . . . .	3 Cr.
NUR 701 Role of the Advanced Practice Nurse . . . . .	3 Cr.
Graduate Nursing Elective . . . . .	3 Cr.

#### **College of Business Administration requirements (44 credits)**

##### **MBA Foundation Courses (14 credits)**

Note: These courses may be waived if a student has completed an equivalent undergraduate management course with appropriate performance or has completed the Management Certificate for Nursing.

MBA 501 Foundations in Economics . . .	2 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . . . . .	2 Cr.
MBA 520 Financial Management . . . . .	2 Cr.
MBA 530 Marketing Management . . . . .	2 Cr.
MBA 540 Managerial Statistics . . . . .	2 Cr.
MBA 550 Psychological Foundations of Management . . . . .	2 Cr.

##### **MBA Core Courses (26 credits)**

MBA 601 Business, Society, and the Natural Environment . . . . .	2 Cr.
MBA 602 Managing Technology and Innovation . . . . .	1 Cr.
MBA 603 Business and the Natural Environment . . . . .	1 Cr.

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MBA 604 Contemporary Legal Issues	2 Cr.
MBA 610 Accounting Information for Decision Analysis	2 Cr.
MBA 620 Financial Analysis	2 Cr.
MBA 630 The Customer Challenge	2 Cr.
MBA 640 Quantitative Business Analysis	2 Cr.
MBA 642 Operations Management	2 Cr.
MBA 645 Information Systems and Information Technology	2 Cr.
MBA 650 Creating High Performance Organizations	2 Cr.
MBA 651 Leadership and Team Development	2 Cr.
MBA 652 Developing People	2 Cr.
MBA 670 Strategic Thinking and Action for a Changing World	2 Cr.
<b>Electives</b>	<b>4 Cr.</b>

All academic policies on pages 90-95 apply to the MSN/MBA program.

## Doctor of Nursing Practice Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing practice. The DNP curriculum builds on the baccalaureate program by providing clinical preparation as an advance practice nurse, education in evidence-based practice, quality improvement, and systems thinking among other key areas. DNP graduates will likely seek practice leadership roles such as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty responsible for clinical program delivery and clinical teaching.

At the completion of the 70-credit program, the graduate will be able to:

1. Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science-based theory.
2. Demonstrate organizational and system leadership to improve the quality of health care for persons.
3. Design, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on health outcomes.

4. Engage in the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse.

**Admission.** In addition to completing the admission requirements of the Graduate School, students applying to the DNP program must submit the following materials:

1. A baccalaureate degree in nursing from an accredited university with a grade point average of at least 3.0.
2. Unencumbered license or eligibility for RN licensure in the State of Indiana (license will need to be obtained prior to any clinical experiences).
3. Clear criminal background check and negative drug screen.
4. Completion of graduate application.
5. An essay relating doctoral study to professional goals.
6. Submission of a portfolio to include curriculum vita/resume that includes a description of current and past clinical practice as well as any presentations and or publications.
7. Official transcripts.
8. Copy of all registered nurse licenses.
9. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (VU alumni are required to submit two letters of recommendation).
10. Interview with the Dean of the College of Nursing and Faculty.

**Advising.** Advising in the Doctor of Nursing Practice program is done by the Dean of the College of Nursing. Students must be admitted to the DNP Program prior to enrolling in clinical courses.

**Note:** A Nursing Lab Fee of \$100.00 is payable by each graduate nursing student enrolled in NUR 605.

**Nursing Liability Insurance.** In connection with the clinical practice component of the nursing program, all students in the DNP program, beginning with their first clinical course, must secure professional liability insurance provided by the University (\$88.00).

### Course Requirements (70 credits)

BIO 590 Advanced Physiology and Pathophysiology	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.

NUR 606 Pharmacologic Principles for Advanced Practice Nursing . . . . .	3 Cr.
NUR 612 Foundational Concepts for Advanced Practice Nursing . . . . .	3 Cr.
NUR 662 Theoretical Foundations for Advanced Practice Nursing . . . . .	3 Cr.
NUR 670 Research Methods for Advanced Practice Nursing . . . . .	3 Cr.
NUR 701 Role of the Advanced Practice Nurse . . . . .	3 Cr.
NUR 702 Family Theories . . . . .	3 Cr.
NUR 703 Epidemiology . . . . .	3 Cr.
NUR 711 Ethical Issues in Advanced Practice Nursing . . . . .	3 Cr.
NUR 712 Organizational and Systems Leadership in Healthcare . . . . .	3 Cr.
NUR 713 Business and Legal Aspects of Advanced Practice Nursing . . . . .	3 Cr.
NUR 721 Health Promotion Across the Lifespan . . . . .	3 Cr.
NUR 722 Application of the Advanced Practice Nurse Role I . . . . .	2 Cr.
Lab A: Adult Clinical Nurse Specialist	
Lab B: Geriatric Clinical Nurse Specialist	
Lab C: Adult Nurse Practitioner	
Lab D: Family Nurse Practitioner	
NUR 731 Managing Common Health Conditions . . . . .	3 Cr.
NUR 732 Application of the Advanced Practice Nurse Role II . . . . .	4 Cr.
Lab A: Adult Clinical Nurse Specialist	
Lab B: Geriatric Clinical Nurse Specialist	
Lab C: Adult Nurse Practitioner	
Lab D: Family Nurse Practitioner	
NUR 741 Managing Complex Health Conditions . . . . .	3 Cr.
NUR 742 Application of the Advanced Practice Nurse Role III . . . . .	4 Cr.
Lab A: Adult Clinical Nurse Specialist	
Lab B: Geriatric Clinical Nurse Specialist	
Lab C: Adult Nurse Practitioner	
Lab D: Family Nurse Practitioner	
NUR 770 Evidence-based Practice for Advanced Practice Nurses . . . . .	2 Cr.
NUR 799 Doctor of Nursing Practice Project	
Lab A Project: Development . . . . .	3 Cr.
Lab B Project: Implementation . . . . .	3 Cr.
Lab C Project: Evaluation . . . . .	3 Cr.
Lab D Project: Continuation (if needed) . . . . .	3 Cr.
Elective . . . . .	3 Cr.

**Program Requirements.** Students may be admitted to the DNP program for two semesters on conditional status. If requirements for unconditional admission are not met at this time, then the student cannot

progress. DNP students must meet the admission, progression, and graduation requirements of the University Graduate Catalog. No more than 9 transfer credits can be applied to program requirements.

**Note:** A \$175 technology fee is assessed for each course taken offered through Learning House.

## Post-Master's Doctor of Nursing Practice Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing practice. The Post-Master's DNP curriculum builds on the master's program by providing education in evidence-based practice, quality improvement, and systems thinking among other key areas. DNP graduates will likely seek practice leadership roles such as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty responsible for clinical program delivery and clinical teaching.

At the completion of the 24-credit program, the graduate will be able to:

1. Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science-based theory.
2. Demonstrate organizational and system leadership to improve the quality of health care for persons.
3. Design, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on health outcomes.
4. Engage in the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse.

**Admission.** In addition to completing the admission requirements of the Graduate School, students applying to the DNP program must submit the following materials:

1. A completed Post-MSN DNP application form.
2. Official transcripts from an accredited Master of Science in Nursing program indicating a 3.25 grade point average or above.

## Nursing Programs

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- Evidence of an unencumbered Indiana Registered Nurse license.
- Copy of all registered nurse licenses.
- Copy of current APN certification for advanced practice nursing specialty.
- An essay relating doctoral study to professional goals.
- Portfolio to include curriculum vita/ resume that includes a description of current and past clinical practice as well as any presentations and/or publications.
- Letter of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (Valparaiso University alumni need only submit two letters of recommendation).

Once all materials are submitted, arrangements will be made for an interview with the Dean of the College of Nursing or Faculty.

Prior to beginning clinical courses, students must submit a clear criminal background check and negative drug screen.

**Advising.** Advising in the Post-Master's Doctor of Nursing Practice program is done by the Dean of the College of Nursing.

**Nursing Liability Insurance.** In connection with the clinical practice component of the nursing program, all students in the Post-Master's DNP program, beginning with their first DNP project course, must secure professional liability insurance provided by the University (\$88.00).

### Course Requirements (24 credits)

NUR 703 Epidemiology . . . . .	3 Cr.
NUR 711 Ethical Issues in Advanced Practice Nursing . . . . .	3 Cr.
NUR 712 Organizational and Systems Leadership in Healthcare . . . . .	3 Cr.
NUR 713 Business and Legal Aspects of Advanced Practice Nursing . . .	3 Cr.
NUR 770 Evidence-based Practice for Advanced Practice Nurses . . . . .	2 Cr.
NUR 799 DNP Project:	
Lab A Project: Development . . . . .	2 Cr.
Lab B Project: Implementation . . .	4 Cr.
Lab C Project: Evaluation . . . . .	4 Cr.
Lab D Project: Continuation (if needed) . . . . .	3 Cr.

**Program Requirements.** The Post Master's Doctor of Nursing Practice program is only available to students who have been admitted into the DNP program.

Post-MSN DNP students must meet the admission, progression, and graduation requirements of the University Graduate Catalog. All course requirements must be taken in residence.

**Note:** A \$175 technology fee is assessed for each course taken offered through Learning House.

**Policy for Readmission.** DNP students who leave in good academic standing may resume enrollment in the program within three years after taking their first course by enrolling in courses required to complete the degree requirements. If a DNP student is on leave from the program for 3-5 years, the completed coursework will be reviewed and an individualized program for completion will be determined by the Dean of the College of Nursing based on the courses taken, the current information needed for advanced nursing practice, and student experience. Student remediation may be part of this individualized program. Students who have left the DNP program in good academic standing and wish to reenroll in the programs five years or more after taking their first course in the graduate program will have their transcripts reviewed on an individual basis. Readmission to the program may require retaking courses and/or remediation.

In addition to the College of Nursing policy for readmission, all DNP students must follow the readmission procedures for the Graduate School. All academic policies listed on pages 90-95 apply to the DNP program.

## Accreditation

Valparaiso University College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE); One DuPont Circle, NW, Suite 530, Washington, DC, 20036-1120; Tel: 202.887.8476; [www.aacn.nche.edu](http://www.aacn.nche.edu).



# Sports Administration

## MASTER OF SCIENCE; DUAL LAW (JD) AND MS PROGRAM

### Master of Science in Sports Administration

The Master of Science with a concentration in Sports Administration (MSSA) is a 39-credit program for individuals interested in developing competence and pursuing careers in the management of sports personnel and facilities. Graduates of this program may assume supervisory and administrative positions in a variety of settings, including public recreation systems, voluntary agencies, facility and event management, community based athletic programs, college athletic administration, and professional sports organizations. The program is jointly administered through the Department of Physical Education and the Graduate School.

The program emphasizes competency in seven core areas:

- Leadership, management, and organization of recreation and sport
- Research methods
- Legal aspects of sports
- Marketing of programs and facilities
- Ethics in sports management
- Sports in a social context
- Financial aspects of sport

In addition, students in the program are encouraged to elect coursework in the areas of Financial Accounting and Financial Management.

In this interdisciplinary program, students take graduate coursework through the Department of Physical Education and other programs in the Graduate School, including Education, Psychology, Communication, and Liberal Studies.

#### Admission Requirements.

1. Undergraduate degree, preferably with the equivalent of 12 credits in PE, a PE-related area (e.g., Recreation and Leisure) or Business.
2. Undergraduate grade point average of 3.0 or higher.
3. Two letters of reference.

4. Essay detailing purpose for undertaking graduate study in Sports Administration.
5. Other requirements as stipulated by the Graduate School.

**Curriculum.** Students in the program complete 6 credits of University requirements intended to distinguish the degree as uniquely Valpo. In addition, students fulfill a number of distribution requirements and complete 3 credits of electives.

#### General Requirements (6 credits)

Choose one:

- LS 620 Seminar in Social Science 3 Cr.  
 LS 650 Seminar in Religion, Culture,  
 and Value . . . . . 3 Cr.

Choose one:

- LS 555 Ethics in Business . . . . . 3 Cr.  
 LS 655 Professional Ethics . . . . . 3 Cr.  
 PE 625 Sports Ethics . . . . . 3 Cr.

#### Concentration (30 credits)

- PE 615 Research Methods in Sport and  
 Physical Education . . . . . 3 Cr.  
 PE 621 Global Leadership and  
 Team Development . . . . . 3 Cr.  
 PE 633 Management and Development  
 of Facilities . . . . . 3 Cr.  
 PE 643 Sports Marketing, Promotions  
 and Fund Raising . . . . . 3 Cr.  
 PE 653 Financial Aspects of Sport . . . 3 Cr.  
 PE 670 Sport and the Law . . . . . 3 Cr.

Two of the following:

- PE 610 Psychology of Sport . . . . 3 Cr.  
 PE 620 Women and Sports . . . . . 3 Cr.  
 PE 630 Sport and Society . . . . . 3 Cr.

One of the following:

- PE 686 Internship in Sports  
 Administration . . . . . 6 Cr.  
 PE 692 Research Project **and**  
 PE 795 Master's Thesis . . . . 6 Cr.

#### Electives (3 credits)

Select from:

- COMM 501 Graduate Sports Media . . 3 Cr.  
 COMM 512 Leadership Communication 3 Cr.  
 COMM 598 Desktop Publishing . . . . . 3 Cr.  
 LS or PE Graduate Elective  
 (e.g., Economics of Sports,  
 History of Sports, etc.) . . . . . 3-6 Cr.

## Sports Administration

PE 671 Law and Legal Principles . . . .	2 Cr.
PE 689 Professional and Career Development . . . . .	0-1 Cr.
Maximum of 6 credits from:	
MBA 501 Foundations in Economics . . . . .	2 Cr.
MBA 504 Business Law . . . . .	2 Cr.
MBA 510 Financial Accounting . .	2 Cr.
MBA 520 Financial Management .	2 Cr.
MBA 530 Marketing Management	2 Cr.

## Dual Law (JD) and MS Program

Students in the Valparaiso University School of Law may enroll in the dual Law (JD) and Sports Administration (MS) degree programs. Together these programs require 114 credits. Law students must meet all the standard admission requirements for the program.

### JD REQUIREMENTS

In addition to meeting the requirements of the JD degree, up to 6 credits from the following Graduate School courses may be applied toward the 90 credit JD degree.

One of the following:

LS 555 Ethics in Business . . . . .	3 Cr.
LS 655 Professional Ethics . . . . .	3 Cr.
PE 625 Sports Ethics . . . . .	3 Cr.

### SPORTS ADMINISTRATION REQUIREMENTS

#### General Requirements (6 credits)

Choose one:

LS 620 Seminar in the Social Sciences . . . . .	3 Cr.
LS 650 Seminar in Religion, Culture, and Value . . . . .	3 Cr.

Choose one:

LS 555 Ethics in Business . . . . .	3 Cr.
LS 655 Professional Ethics . . . . .	3 Cr.

PE 625 Sports Ethics . . . . .	3 Cr.
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### Concentration (30 credits)

PE 615 Research Methods in Sport and Physical Education . . . . .	3 Cr.
PE 621 Global Leadership and Team Development . . . . .	3 Cr.
PE 633 Management and Development of Facilities . . . . .	3 Cr.
PE 643 Sports Marketing, Promotions and Fund Raising . . . . .	3 Cr.
PE 653 Financial Aspects of Sport . . .	3 Cr.
PE 670 Sport and the Law . . . . .	3 Cr.
Two of the following:	
PE 610 Psychology of Sport . . . .	3 Cr.
PE 620 Women and Sports . . . . .	3 Cr.
PE 630 Sport and Society . . . . .	3 Cr.
One of the following:	
PE 686 Internship in Sports Administration . . . . .	6 Cr.
PE 692 Research Project <b>and</b> PE 795 Master's Thesis . . .	6 Cr.

### Electives (3 Credits)

Law students may fulfill elective credits by taking any approved elective for the Sports Administration program except MBA 504. Up to 6 credits of elective coursework may be chosen from the following Law courses:

LAW 100 Contracts . . . . .	4 Cr.
LAW 235G Legal Drafting: Intellectual Property and Entertainment Law	2 Cr.
LAW 401 Law and Accounting . . . . .	2 Cr.
LAW 409 Labor Arbitration . . . . .	2 Cr.
LAW 437 Intellectual Property . . . . .	3 Cr.
LAW 438 Entertainment Law . . . . .	3 Cr.
LAW 443 Antitrust Law . . . . .	3 Cr.
LAW 445 Labor Law . . . . .	3 Cr.
LAW 446 Employment Law . . . . .	3 Cr.

Substitutions require the approval of the Dean of the Graduate School and the Associate Dean of the School of Law.

# TESOL

## MASTER OF ARTS IN TEACHING OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The rapid increase in the numbers of American citizens whose first language is not English, as well as the continuing internationalization of American businesses, indicates a growing need for professionals in commerce, technology, education, and language instruction who have advanced theoretical and practical knowledge of how languages (especially second languages) are acquired and function. For U.S. and international educators, there is a specific pedagogical training need/opportunity, as English language instruction becomes a worldwide phenomenon.

The 36 credit MA TESOL prepares individuals from a variety of backgrounds for teaching English to non-native speakers. The program emphasizes competency in the theory and teaching practices involved in second language acquisition, and in its assessment, and provides supporting coursework in linguistics and grammar. All students are expected to acquire practical experience during the course of the program, most typically achieved through a practicum.

The student may select up to 12 credits of elective coursework based on individual need and interest. Students may include one elective related to the world region of their interest or anticipated employment.

The program is currently under review by the Indiana Department of Education for approval for professional EL (English Learners) certification.

**Admission.** Applicants must meet all the admission requirements of the Graduate School (page 87), including a grade point average of at least 3.0, transcripts, two letters of reference, and a personal essay/statement. Applicants should also have at least 15 credits of college English coursework (e.g., a minor in the field of English or a foreign language). International applicants who are non-native English speakers must have an undergraduate English major or its equivalent, and a TOEFL

score of at least 83 (or an IELTS of 6.5, with no individual score below 6.0), or a Gateway English course with a grade of A- or higher.

### Core Curriculum (24 credits)

ENGL 543 Introduction to Linguistics . . .	3 Cr.
ENGL 544 Sociolinguistics: Language Across Cultures . . . . .	3 Cr.
ENGL 568 TESOL Theory & Methods	3 Cr.
ENGL 569 TESOL Theory & Practices	3 Cr.
ENGL 612 ESL Curriculum & Assessment . . . . .	3 Cr.
ENGL 613 ESL Grammar . . . . .	3 Cr.
ENGL 614 Seminar in ESL . . . . .	3 Cr.
ENGL 685 Practicum . . . . .	3 Cr.

### Electives (12 credits):

ENGL 531 Advanced Composition . . .	3 Cr.
ENGL 541 History of English Language	3 Cr.
ENGL 542 Modern English Grammar .	3 Cr.
ENGL 580 Topics in Writing . . . . .	3 Cr.
ENGL 601 New Literacies, Cultures & Technologies of Writing . . . . .	3 Cr.
ENGL 602 Computer Assisted Language Learning (CALL) . . . . .	3 Cr.
ENGL 686 Internship . . . . .	3 Cr.
Related Courses as approved by the department or advisor . . . . .	3 Cr.

Other credit-bearing courses or experiences related to TESOL will be offered periodically, depending on need or interest. Possible options include training in English for Special Purposes, coursework in Managing TESOL Programs, world regions courses, and internships throughout the USA and abroad.

# World Regions Certificates

## CERTIFICATES IN ASIAN STUDIES, EUROPEAN STUDIES, HISPANIC STUDIES, AFRICAN STUDIES

These 12 credit certificates for graduate students provides a survey of the cultures, governments, and histories of specific regions of the world. These certificates may be added to any Master's degree for specialization or taken as a stand-alone certificate to familiarize those working in these regions with the people who inhabit them. In particular, students seeking degrees in TESOL, International Commerce & Policy, International Economics & Finance, and Arts & Entertainment Administration may find such certificates helpful in understanding a specific geographic region and culture, as well as useful in demonstrating familiarity and knowledge about that region to employers. For some Master's degrees, up to 6 credits of certificate coursework may be incorporated into the degree requirements through careful planning and selection of electives.

For any certificate, students must include at least one history or geography course, or show evidence that they have met the requirement inherent in such coursework. Students may apply up to 8 credits of foreign language coursework to the certificate.

### ASIAN STUDIES CERTIFICATE

- GEO 501 Regional Geography: Asia . . . . . 3 Cr.  
 HIST 541 Revolution and its  
 Roots: Making of Modern China . . . . . 3 Cr.  
 HIST 542 Tragedy and Triumph: Making  
 of Modern Japan . . . . . 3 Cr.  
 THEO 563 Religions of China and Japan  
 Transactions . . . . . 3 Cr.  
 THEO 561 Indian Religions and Culture . . . . . 3 Cr.  
 CHST 590 Topics in Chinese Studies . . . . . 1-3 Cr.  
 THTR 534 Theatre of the Non-Western  
 World (Asian Topics) . . . . . 3 Cr.  
 POLS 535 Politics of Developing States  
 (when focused on the Far East) . . . . . 3 Cr.  
 POLS 590 Seminar in Political Science:  
 China and Public Policy in China . . . . . 3 Cr.  
 LS 610/ENGL 610 (when topics are Asian  
 American Writers or The Good Earth) . . . . . 3 Cr.

Approved topics courses that may include, but are not limited to: Introduction to East Asian Culture, Philosophy of Asia, Chinese or Japanese Language, Topics in Japanese Literature and Fine Arts, Christianity in China.

### EUROPEAN STUDIES CERTIFICATE

- HIST 504 European Imperialism and  
 the Colonial Experience . . . . . 3 Cr.  
 HIST 512 Europe in the Age of Reformation . . . . . 3 Cr.  
 HIST 513 History of Modern Britain . . . . . 3 Cr.  
 HIST 515 Contemporary Europe:  
 Century of Violence . . . . . 3 Cr.  
 HIST 516 Blood and Iron: Imperial  
 Germany, 1871-1918 . . . . . 3 Cr.  
 HIST 517 Hitler and the Third Reich . . . . . 3 Cr.  
 HIST 560 The Old Regime and the  
 French Revolution . . . . . 3 Cr.  
 HIST 635 Problems in European History . . . . . 3 Cr.  
 ENGL 509 Medieval Literature . . . . . 3 Cr.  
 ENGL 510 Shakespeare . . . . . 3 Cr.  
 ENGL 520 Literature of the 16th and  
 17th Century . . . . . 3 Cr.  
 ENGL 530 Literature of Restoration . . . . . 3 Cr.  
 ENGL 550 British Literature of the  
 19th Century . . . . . 3 Cr.  
 ART 518 Nineteenth Century European Art . . . . . 3 Cr.  
 POLS 530 Politics of Industrialized States . . . . . 3 Cr.

Approved topics courses that may include, but are not limited to: European History, Medieval Europe, French or German or Spanish Language, 17<sup>th</sup> and 18<sup>th</sup> Century European Art, Early 20<sup>th</sup> Century European Art.

### HISPANIC STUDIES CERTIFICATE

- GEO 501 Regional Geographies:  
 Latin America . . . . . 3 Cr.  
 HIST 529 Revolution! Insurgence  
 in Latin America . . . . . 3 Cr.  
 HIST 533 Latin America in the Cold War . . . . . 3 Cr.  
 HIST 535 Modern Mexico . . . . . 3 Cr.  
 POLS 535 Politics of Developing States  
 (when focused on Latin America) . . . . . 3 Cr.

Approved topics courses that may include, but are not limited to: Hispanic Literary Studies, Latin American History and Society, Spanish Language.

### AFRICAN STUDIES CERTIFICATE

- GEO 501 Regional Geographies: Africa . . . . . 3 Cr.  
 ICP 690 Developing Nations: Politics  
 and Economics . . . . . 0-3 Cr.  
 POLS 535 Politics of Developing States  
 (when focused on Africa) . . . . . 3 Cr.  
 ECON 536 Economics of Developing  
 Nations . . . . . 3 Cr.  
 THTR 534 Theatre of the Non-Western  
 World . . . . . 3 Cr.  
 THEO 562 Islamic Religion and Culture . . . . . 3 Cr.

Approved topics courses that may include, but are not limited to: African History and Society.

# Application and Admission

## **ADMISSION**

**General Requirements.** Admission requirements vary depending on the applicant's degree status and the program to which the applicant is seeking admission. All graduate study requires that an applicant have graduated from an accredited college or university and have a standing of 3.00 (B) in all undergraduate or graduate work undertaken. An applicant whose native language is not English is required to submit a TOEFL score of 550 (213 computer-based version or 80 iBT version). Students who do not meet these requirements but have reason to believe that they can succeed in and benefit from graduate study will be considered on an individual basis and, if appropriate, admitted conditionally. When an admission is made conditionally with the stipulation of a certain number of credits at the level of B or better, all credit must be earned at Valparaiso University.

Admission requirements (beyond those of the Graduate School) for specific graduate programs are provided under descriptions of those programs in this catalog. Specific requirements for different admission statuses are given below. The Graduate School Office will provide comprehensive application packets, including a complete list of the admission requirements for both the Graduate School and the specific graduate program in response to an application request. Online applications may be submitted through the Graduate School web site <[www.valpo.edu/grad/](http://www.valpo.edu/grad/)>. All application materials, including transcripts, become part of the records of Valparaiso University and may not be returned to the applicant for any reason.

## **DEGREE-SEEKING STUDENTS**

Admission to the Graduate School is decided by the Dean of the Graduate School following receipt of the following materials:

1. A completed application form.
2. Graduate application fee of \$30.00 for U.S. applicants, \$50.00 for international applicants.
3. Official transcripts of all previous undergraduate and graduate work.

4. A reflective essay of 3 double-spaced pages indicating the student's reasons for pursuing a graduate degree and the relationship of graduate study to any professional goals.
5. Two or three letters of recommendation depending on the choice of program. Recommendation forms for each degree are available either online or from the Graduate School Office. Persons writing the recommendations should not be related to the applicant. Applicants holding an undergraduate degree from Valparaiso University and applying for the Master of Arts in Liberal Studies, Master of Education, or the Master of Science in Nursing degrees need only one letter of recommendation, which should be from either the student's undergraduate advisor or department chair.

In addition to the above, the decision of the Dean takes into consideration the admission requirements of the specific graduate program as well as the recommendation of the department or college through which the program is administered.

## **NON-DEGREE SEEKING STUDENTS**

Students wishing to take graduate courses at Valparaiso University, but not seeking a degree, must still be admitted to the Graduate School. Requirements are a completed application form, the \$30.00 application fee, and an official transcript of the undergraduate degree. Letters of recommendation and reflective essay are not necessary. Non-degree seeking Education students must complete all of the admission requirements for degree-seeking students. Students should be aware that not more than 9 credits earned as a non-degree student may apply toward a degree program. Students who wish to change to degree-seeking status must complete all application and admission requirements for the degree program to which they are seeking admission.

## Application and Admission

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### **VISITING STUDENTS**

Students enrolled in graduate degree-seeking programs at other accredited colleges and universities may take graduate courses at Valparaiso University with the intention of transferring such credits to their degree programs. Visiting students must complete the Valparaiso University application for admission to the Graduate School, remit the \$30.00 application fee, an official transcript of current program, and submit a statement from their faculty advisor at the degree institution verifying their enrollment and good standing as degree-seeking students.

### **DEFERRAL OF ADMISSION**

Admitted degree-seeking students may request deferral of the beginning of their graduate study for up to one academic year beyond their intended start date. While deferral of one semester will be granted in most cases, programs having limited spaces will generally be unable to accommodate requests for one-year deferrals. Such students may be encouraged to reapply for admission for the next academic year.

### **APPLICATION FOR READMISSION**

Students who do not enroll in courses in their degree program for more than two consecutive semesters (fall, spring) and have not been granted a leave of absence will be required to reapply for admission and undergo reevaluation by the Program Admissions Committee in order to determine whether they may continue in the program.

### **SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS**

Undergraduate seniors at Valparaiso University who have a standing of at least 3.00 in all work and a standing of at least 3.00 in all the work taken in their major field, and who need only nine or fewer semester

hours of credit in their last undergraduate semester to meet the requirements for the baccalaureate degree, may be granted provisional admission to the graduate program. Students who have been granted such admission will be permitted to enroll for a maximum of 12 semester hours of combined graduate and undergraduate credit during their last semester. These credits must include those necessary to meet their undergraduate degree requirements. During each six-week summer session, students with nine or fewer credits needed to meet the requirements for a baccalaureate degree may take a total of six credit hours, of which three may be at the graduate level. Courses taken for graduate credit may not be counted toward fulfilling the requirements for a baccalaureate degree.

### **ADMISSION OF UNDERGRADUATE STUDENTS TO THE GRADUATE SCHOOL THROUGH EARLY ENTRY PROGRAMS**

Nearly all graduate programs at Valparaiso University permit junior-level undergraduate students at Valparaiso University to apply for early admission to select graduate programs and, if provisionally admitted, to enroll in graduate coursework during their senior year that may be applied to both their undergraduate and graduate degrees. For more information, contact the Director of Academic Advising in the Graduate School or the specific Director of the Graduate Program.

### **ADVISING**

Once admitted to the Graduate School, all students are assigned an advisor according to the selected area of academic concentration. Most graduate programs maintain a student handbook which provides detailed information regarding the requirements and policies for the program.



# International Students

Valparaiso University welcomes international scholars to its graduate student community. Currently, the University is host to students from nearly 50 different countries around the world, and a number of these are enrolled in the graduate and law programs.

## **PROGRAMS OF STUDY FOR INTERNATIONAL STUDENTS**

International students are eligible to apply to most graduate programs at Valparaiso University, including those in Business, Counseling, Digital Media, English Studies and Communication, Information Technology and Management, International Commerce and Policy, International Economics and Finance, Liberal Studies, Nursing, Sports Administration, and Sports Media. Limited study in the graduate field of Education is also possible. Certain professional programs (such as Nursing) may have special requirements of international students before admission can be granted.

Many graduate programs are designed especially with international students in mind. Most students can complete these programs within 15–18 months.

International students interested in the Master of Law (LL.M.), a degree primarily for international lawyers holding a law degree and wishing to enhance their understanding of the American legal system, should contact the Valparaiso University School of Law directly by emailing [valpolaw@valpo.edu](mailto:valpolaw@valpo.edu) or by visiting their web site at [www.valpo.edu/law](http://www.valpo.edu/law).

## **ACADEMIC SUPPORT SYSTEMS**

International graduate students at Valparaiso University receive strong academic mentoring and individualized support from the Graduate School Program advisor. Some graduate programs

incorporate a 3 or 4 credit English language enhancement component designed to assist students with interpretation of their texts, written assignments, and oral presentations. For those needing intensive English language, the on-campus INTERLINK Language Center can provide extensive instruction in communication skills, reading and writing skills, and cultural orientation. Admissible international students who do not meet the TOEFL score requirement may be able to substitute INTERLINK study to meet the admission requirements.

Both the Writing Center and Graduate Tutoring Lab work closely with international students and visiting scholars. The services provide help with written and oral English and other academic matters. At Conversation Group, a weekly event organized by the writing consultants, international and American students meet for games and activities related to language and culture.

## **BECOMING PART OF THE COMMUNITY**

While academic success is important, so is the feeling of being part of a learning community. The International Programs Office helps students deal with problems that might arise regarding paperwork, employment, advising, and transportation from the airport. The Valparaiso International Student Association (VISA) provides a social support system for international students, with the International Student Office serving as headquarters for its many events, including just meeting friends.

International students interested in learning more about opportunities for graduate study are encouraged to visit the Graduate School web site [www.valpo.edu/grad](http://www.valpo.edu/grad) or contact the Graduate School Office at [graduate.school@valpo.edu](mailto:graduate.school@valpo.edu).

# Academic Policies

## GRADING SYSTEM AND QUALITY POINTS

The course grades reported and recorded in the Office of the Registrar are as follows. The corresponding number of quality points per credit hour are also indicated.

Grade		Quality Points/Cr.
A	excellent	4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F	failure	0.0
I	incomplete	
W	authorized withdrawal	

**All students, degree and non-degree seeking, must maintain a grade point average of 3.00 (B = 3.00) in all graduate work undertaken at Valparaiso University.**

A new grade point average is calculated with the completion of each graduate degree at Valparaiso University, unless a student is enrolled in two graduate degree programs simultaneously.

Students whose cumulative grade point average falls below 3.00 may be dismissed from graduate studies if a 3.00 grade point average is not re-established within a time-frame specified by the Dean.

Students who have been dismissed from the graduate program may petition for readmission, usually after having discontinued their studies for a semester or longer. Readmission will usually be on a non-degree seeking status. After re-establishing good standing, the student may apply for readmission to candidacy status.

**Grades A through C** generate semester credits and quality points in meeting degree requirements, but no more than three credit hours (4 credits for MBA students when involving 2 credit courses) of

C or C+ may be counted toward meeting degree requirements. Grades of C- and below do not constitute credit toward the degree, but are included on the student's transcript and are calculated into the student's official cumulative grade point average.

A student who receives a grade of C+ or lower in a second course is placed on academic probation and receives an official notice from the Graduate School. The student must replace one of these grades within one academic year or will be dropped from the program. Receipt of a third grade of C+ or lower will result in dismissal from the Graduate School.

Degree-seeking students who need to replace a grade of C+ or lower may do so by repeating the course. Only one course with a grade of C+ or lower may be replaced by retaking the course, and no course may be repeated more than once. The course may be repeated only at Valparaiso University and permission to do so must be obtained from the student's advisor, department chair, and Dean of the Graduate School. The credits, grade, and quality points received when the course is repeated shall be used in determining credits and the cumulative grade point average for graduation. The student's transcript shall record both grades, original and repeat. A grade of W shall be excluded from this policy. The policy on grades of C+ or lower begins anew after completion of each graduate degree.

**Grades of S/U.** Graduate students may not use the S/U grading option, except in courses in which the option is indicated as part of the catalog course description. For courses graded on an S/U basis, the student's work is considered satisfactory if the grade is comparable to a B- or higher. Course credit hours with grades of S count toward graduation but are not used in computing the student's grade point average. Course credit hours with grades of U are not counted toward graduation nor are they used in computing the student's grade point average. For determining academic deficiency, a grade of U is equivalent to a grade of C+ or lower.

**The grade I (Incomplete)** may, at the discretion of the instructor, be given to a student whose completed work in a course indicates the probability of passing the course but who has failed to complete a segment of the assigned work of the course because of circumstances beyond the student's control.

An I (incomplete) received in one semester or summer session must be removed by the beginning of the official examination period of the next succeeding semester or it automatically becomes a grade of F. The student's deadline for submitting the outstanding work to the instructor shall be one week before that date. A student may petition one extension of a grade of Incomplete before it becomes a grade of F. Once an I grade becomes an F, the student loses the option of completing the course work and must retake the course and pay the appropriate tuition. A student with two or more incompletes may be denied further registration until the incomplete grades are removed.

**Authorized withdrawal** from a course or from the University within the published deadlines gives the grade of W to each course withdrawn. This mark carries no credit. Only in exceptional cases, such as prolonged or serious illness, will the Graduate School permit a student to withdraw from a course without a grade of F after the end of the seventh week of the semester or after the third week of a summer session.

#### **DUAL DEGREE PROGRAMS WITH THE VALPARAISO UNIVERSITY SCHOOL OF LAW**

For dual degree programs where credits from the Valparaiso University School of Law are applied to a graduate degree, only one course (maximum 3 credits) of D or D+ work will be permitted. Grades below D are not accepted. Dual degree students who have earned more than three credits of D or D+ in coursework required for their graduate degree must take additional courses in their graduate program to substitute for credits that are not accepted.

#### **POLICY ON AUDITING COURSES**

An admitted graduate student may register in a course as an auditor only with the permission of the advisor and the chair of the program offering the course. An auditor may not be admitted to the final examination

and is never granted credit for the course audited. Auditors are charged the same rate as the regular tuition for the course.

#### **ADMISSION TO COURSE INTENSIFICATION**

Upon consultation with an academic advisor and instructor, and with the approval of the Program Director, Department Chair, and Dean of the Graduate School, students may propose in writing a special project for earning one additional credit in a 3-credit course in which they plan to enroll. The course intensification option may not be used more than once by a graduate student and is not available in some programs.

#### **CREDIT HOURS**

A credit hour (abbreviated Cr. in lists of courses) represents one hour of recitation or lecture, or two or more hours of laboratory, each week for one semester. If time outside the laboratory is required to prepare laboratory notes or reports, two hours may be equivalent to one period of class work. Drawing, studio work, and other courses demanding no outside preparation require a minimum of three hours for one credit hour. See specific course descriptions for the exact number of hours required.

#### **ACADEMIC PREREQUISITES**

Certain courses may be taken only by students who have had previous training in the same subject. The extent or level of such preparation is usually stated in the course description. Unless otherwise noted, these statements refer to college or graduate level work.

#### **COURSELOAD**

To be considered full time, a student must register for 9 credit hours in the fall or spring semesters, 4.5 credit hours in either of the six-week summer sessions (9 credits across both summer sessions), and three credit hours in a four-week course during a summer session. A student may not register for more than 12 credit hours during fall and spring semesters, unless otherwise noted.

Students in the M.Ed. LEAPs program are considered full-time graduate students even though they may be registered for only 6 credits in fall and spring semesters because they complete 24 credits within each 12-month period.

## Academic Policies

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Students enrolled in the Master of Business Administration and Master of Engineering Management programs may not register for a combined total of more than 15 credit hours for each semester (consisting of two terms) in which they are enrolled without special permission from the MBA Program Director and the Dean of the Graduate School.

### **CHANGE OF SCHEDULE**

Regular courses may be added or dropped (with no grade recorded) and sections changed by means of a drop-add card available in the Graduate School Office until 5:00 p.m. on the sixth class day of the semester. The Graduate School Office will notify the instructor, department chair, and when appropriate, the student's advisor. For purposes of academic grading policies and tuition refund, the date on which the Graduate School Office receives the written request is recorded as the official drop date.

Students may withdraw from a regular course with a grade of W (authorized withdrawal) by notifying the Graduate School Office between the last date to file drop-add cards and 5:00 p.m. on the 45th class day of the semester during the regular school year. The request must be approved by the Dean of the Graduate School. After this period, students receive an F if they withdraw from a course, unless a petition to the Graduate School is approved because of special circumstances, such as serious or prolonged illness. Students who withdraw from courses after the first week should read the regulations in this catalog concerning grades of W and F. **Notifying only the instructor of an intent to add or drop a course does not constitute an official enrollment or withdrawal.**

Exact deadlines are listed in the University Calendar on the inside front cover of this catalog. Note that deadlines for the summer session and MBA terms may deviate from the schedules provided herein.

### **ABSENCE FROM CLASS**

All students are expected to attend every one of their classes unless their absence has been approved by the instructor or the appropriate dean. Absence from class is primarily a matter between the student and the instructor of the class. It is the students' responsibility to discuss with their instructors the reason for their absence and to learn what makeup work may be required.

### **INDEPENDENT STUDY**

With the permission of the chairperson of the department concerned and of the Graduate School Dean, a student may earn up to six of the minimum credits required for a degree by means of independent study and research projects. No students may apply for permission to undertake an independent study project until they have satisfactorily completed at least twelve credit hours of their approved master's degree program. Furthermore, unless indicated as part of the catalog requirements, no student may apply more than 3 credits of independent study to an MALS concentration.

Before registering for an independent study project, a student must place on file with the Graduate School Office an outline of the project, together with a bibliography, which has the written approval of the directing professor and the department chairperson. Forms are available in the Graduate School Office. This procedure must be followed before registration can be completed.

An independent study project will be recorded as course 695 if completed in a department which offers a degree or concentration (including the individualized concentration in the Master of Arts in Liberal Studies program). Independent study in departments which offer graduate courses but not degrees or concentrations are given the course number 595. Research projects are numbered 692 and may be taken only in departments that offer 600-level graduate courses. Classification as independent study or a research project is determined by the nature of the project. None of these courses may be repeated for credit toward the fulfillment of degree requirements.

The titles and typical descriptions of these courses are as follows:

#### **595 or 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the appropriate department upon completion of the project. Prerequisite: The project must be approved prior to registration.

#### **692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the appropriate department upon

completion of the project. Prerequisite: The project must be approved prior to registration.

Students who wish to register for an independent study or research project during the summer may do so. However, because such courses normally require an extended period of study, research, and reflection, and because students need to arrange for a faculty sponsor, students are encouraged to arrange their independent study or research project during the spring and begin work as soon as possible. These courses will be officially registered for the second summer session to permit the maximum time for completion.

An offered undergraduate-only or regularly-scheduled graduate class may not be taken as a graduate level independent study unless a petition has been submitted and approved by the Graduate School Dean prior to registration.

All independent studies and research projects must be approved by the Dean of the Graduate School prior to registration.

#### **PRACTICA AND INTERNSHIPS**

Professional programs typically require a practicum or other form of experiential training as part of the curricula. These experiences involve training under supervision of both an onsite staff member and a member of the faculty. For professional programs, a minimum number of clock hours is usually specified by a licensing or accrediting agency.

As part of a capstone experience, MALS students may also elect practicum or internship work as a means of connecting theoretical and classroom knowledge to practical issues and applications of the discipline. Although most practicum and internship experiences are tightly regulated by the respective professions, MALS experiential course work may be broadly defined and creatively implemented to accommodate the intellectual interests of the student. For example, students in History might work with state or local archives for a historic preservation group; students in Human Behavior and Society might observe the juvenile court system; and students studying the arts might contribute effort to local museum or theatre groups. For the MALS program, no more than 6 credits of Independent Study, Research Project, or Practicum (LS 685) may be

applied toward the degree, and only 3 credits of such course work may count toward the concentration.

#### **MASTER'S THESIS AND RESEARCH PROJECTS**

Students who complete a master's thesis must submit one electronic copy of the final version of the approved thesis to the Graduate School Office.

Students who complete a research project must submit an electronic copy to the Graduate School Office.

Forms for registering for a master's research proposal and master's research and thesis are available in the Graduate School Office.

#### **CREDIT FOR WORKSHOPS**

Graduate coursework offered in workshop format by Valparaiso University will generally be accepted for credit toward a master's degree with the following limitation: a candidate may not submit more than a total of 6 credits of workshops or six one-credit courses to fulfill degree requirements.

#### **TRANSFER CREDITS**

Appropriate graduate coursework may be accepted for transfer credit towards a graduate degree with the following stipulations: No course presented with a grade of less than B (3.00) will be accepted for transfer. Transfer credits may not be used to meet 600-level course requirements, except in the Master of Science in Nursing program, without the approval of the Dean of the Graduate School.

Transfer credits of S (satisfactory) or P (passing) will be accepted toward fulfilling graduate degree requirements only if a comparable grading requirement/option is given for an equivalent course at Valparaiso University. Normally, courses critical to a degree program (e.g., internships, practica) must be completed at Valparaiso University. Exceptions to these requirements must be approved by the Dean of the Graduate School.

**Currency of Credits.** All graduate courses earned prior to the date of admission are subject to evaluation for currency in the knowledge base of the discipline. Credits earned more than five years prior to admission shall not be accepted toward a master's degree unless approved by the Graduate School Dean in consultation with the appropriate dean, chair, or director.



## Academic Policies

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**Number of Credits Transferrable.** A maximum of 6 semester hours of transfer credit from an accredited graduate institution will be accepted for graduate degrees in Chinese Studies, Comparative Global Inquiry, Computational Science, Digital Media, English Studies and Communication, Humane Education, Information Technology and Management, International Commerce and Policy, International Economics and Finance, Liberal Studies, Sports Administration, Sports Media, Business Administration and Engineering Management, and 9 credits for graduate degrees in Community Counseling or in Community Mental Health Counseling, Education, and Nursing programs. Students applying for admission to the Master of Science in Nursing program may submit transfer credits which meet specific degree requirements; once admitted, however, nursing students may transfer only elective credits. Students in the JD/MA Psychology or M.Ed. Initial Licensure programs may not apply transfer credit to their degree program; all applicable work must be completed at Valparaiso University. Students in the MEd/EdS School Psychology program may transfer up to 21 credits.

**Transfer of Credits for Workshops.**

Transfer credit is subject to all of the restrictions that apply to short-term classes and workshops offered by Valparaiso University (see above). With the exception of study/travel, only graduate courses that meet a minimum of one calendar week will be eligible for credit transfer. In addition, workshop courses that carry two semester credits must meet for a minimum of two calendar weeks. All requests for transfer credit must be in writing and will be evaluated by the Dean of the Graduate School. Forms for transfer of credit are available in the Graduate School Office.

**OTHER ACADEMIC POLICIES**

A course previously taken for undergraduate credit at Valparaiso University or elsewhere cannot be taken again as a graduate-undergraduate course for graduate credit.

Credits used to fulfill requirements for one degree may not be used toward another degree unless explicitly permitted as part of a dual degree program.

All coursework taken elsewhere to be applied to a Valparaiso University degree must be approved in advance. Forms are

available in the Graduate School Office.

Unless otherwise noted, at least half of the credits for any degree program must be taken at the 600 level or above.

All work for the master's degree must be completed within a period of five calendar years from the date of admission into the program. A student may petition for a maximum of one extension of up to five years. Students who have not been registered for one year or more are considered inactive. In some instances, the student may have to reapply to the program. To reinstate active status, students must complete a readmission form and are assessed a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students.

Students should confer frequently with their advisors. This is especially important at the beginning of their degree program, at the time of filing for candidacy, and when applying for graduation. Students normally need to have the permission of their advisor to complete registration for each term.

**PETITIONS**

It is to the student's advantage to adhere to published requirements and regulations. A petition for approval to deviate from requirements must be made to the Dean of the Graduate School.

**APPEAL PROCEDURE**

Written appeals of administrative decisions regarding students' admission, program, or completion of degree requirements may be filed with the Dean of the Graduate School for presentation to the Graduate Educational Policy Committee.

**DEGREE PLAN AND ADMISSION TO CANDIDACY**

To become a candidate for a degree, a student must have completed at least nine semester hours at Valparaiso University with a standing of a least 3.00 (B=3.0) and submit a degree plan approved by the advisor(s) to the Graduate School. The degree plan must be filed before the student has completed one-half of the required graduate work. Submission and approval of this plan constitutes admission to candidacy. Forms for this purpose may be downloaded from the Graduate School web site.



**APPLICATION FOR GRADUATION**

To receive the graduate degree or certificate from Valparaiso University, students must make formal application to the Dean of the Graduate School during the term in which they expect to complete their work and receive their degree. They must give evidence that they have fulfilled or will fulfill all of the requirements for the degree. All graduate degree candidates must be formally approved by the Graduate Educational Policy Committee. Students must have on file a degree plan and application for candidacy (see above) to be eligible to receive a degree.

**COMMENCEMENT**

The University holds convocations for the conferring of degrees in May and December. Students with 8 or fewer credits yet to complete for their degree will routinely be approved to participate in the commencement ceremony assuming that they intend to finish their program requirements during the subsequent semester. Students with 9-12 credits yet to complete must petition to participate in commencement and will be approved only on the condition that they are registered for the remainder of the credits during the next semester. Dual degree students have the option of not counting their crossover credits from Law as unfinished credits for their

graduate degree for the purposes of participation in commencement.

Students are strongly encouraged to celebrate their accomplishments with the University community by attending the commencement ceremony.

**RECORDS**

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides, in part, that the institution will maintain the confidentiality of student academic records.

No one outside the University shall have access to, nor will the University disclose any information from, student academic records without the written consent of students, except to persons, organizations or agencies which are permitted to receive such information under the Act.

Official transcripts of academic records are released by the Registrar only upon the written request of the student. No transcript of a student's record is released until the student has met in full all obligations to the University.

As of July 1, 2011, there is a charge of \$5.00 for each official transcript requested from the Office of the Registrar.



# Student Policies and Procedures

## Graduate Student Services, Governance and Opportunities

In addition to providing administrative oversight for graduate programs and implementing the policies of the Graduate Educational Policy Committee, the Graduate School sponsors a variety of co-curricular opportunities that enhance graduate student life at Valparaiso University. Selected examples are provided below.

**Orientation Sessions.** New graduate students must attend an orientation session designed specifically to meet the needs of this group. This session provides information about the University's policies and regulations, gives practical advice for getting settled (e.g., obtaining library cards, student IDs, computer accounts, parking stickers), and informs students of the many resources and opportunities available to them as members of the University community. First-time graduate students also use this opportunity to confirm their registration.

**The Graduate Student Advisory Council.** GSAC is comprised of graduate student representatives from each degree program. It meets each semester to address issues of concern to graduate students and to make recommendations to the Graduate School, Program Directors, and the Graduate Educational Policy Committee. Each year, one member of GSAC is elected to serve on the University Council.

**Writing Seminar.** Each fall and spring the Graduate School Office sponsors a writing workshop to assist graduate students in preparing literary papers, essays, and professional reports for the coursework in their program. Students choose between APA or MLA styles depending on the requirements of their graduate field of study.

**Graduate Tutoring Service.** The Graduate Tutoring Lab serves the academic needs of graduate students and strongly encourages international students to take advantage of its services. In touch with graduate curricula, the tutors offer suggestions on the organization of papers,

assist in research and citations, or help in understanding difficult assignments. If a graduate student expresses interest in additional one-on-one tutoring for a particular class, the graduate tutors will do all they can to find someone to help.

Graduate tutoring is available for drop-in or scheduled appointments. Summer hours vary. Also, students may submit their papers to [graduate.tutor@valpo.edu](mailto:graduate.tutor@valpo.edu). After a tutor reviews the paper, students can make an appointment to receive feedback.

**Recognitions and Awards.** Each fall and spring, the Dean of the Graduate School invites a number of graduate students to present their research projects to a forum of graduate faculty and students at the Graduate Research Symposium. In addition, graduating students with grade point averages of 3.8 or higher are recognized as "graduating with distinction." Students from these groups are honored with a special certificate as part of the fall or spring banquets for all graduating graduate students.

**Services Through the Web Site.** Prospective and current graduate students are encouraged to use the Graduate School web pages <[www.valpo.edu/grad](http://www.valpo.edu/grad)> to submit inquiries, obtain current program information, download petition and request forms, browse the Graduate School Newsletter (*The Graduate*), or learn about the many other services and opportunities offered through the Graduate School.

## The Athenaeum Honor Society for Graduate Students

The Athenaeum is an honor society sponsored by the Graduate School that recognizes the scholarly, creative, and intellectual pursuits of graduate students. Students meeting the following criteria may be nominated for membership and recognition.

1. Completion of 24 credits in the final semester of coursework at nomination.

2. Attainment of an overall graduate grade point average of 3.8.
3. Presentation or publication of scholarly or creative work in a public forum (this may include the Symposium for Graduate Research at Valparaiso University).
5. Evidence of good character.

Nominees are reviewed and recommended by members of the Council of Graduate Program Directors and recognized each semester at the Graduate School Banquet.

## Honor Code

### HONOR CODE ADMINISTRATION

The student-initiated and administered Honor System is a strong distinguishing characteristic of Valparaiso University. In sanctioning the Honor System, the University assumes that students are able and willing to accept the rights and responsibilities of honorable conduct both as a matter of personal integrity and as a commitment to the values to which the University community commits itself.

It is the responsibility of instructors to define what constitutes authorized and unauthorized aid in their courses. It is the responsibility of students to honor such definitions and to inquire for additional clarification if and when questions arise about possible violations of the Honor Code. Actions that would be considered violations of the Honor Code include:

1. Misrepresentation;
2. Using unauthorized materials during examinations;
3. Failing to observe examination time limits;
4. Plagiarism;
5. Willful obstruction of the educational process for others.

The Graduate Educational Policy Committee is responsible for administering the Honor Code in the Graduate School and for supervising procedures of adjudication and penalty. To this end the Graduate Educational Policy Committee establishes annually the Honor Court and the Honor Commission.

The Honor Court consists of three graduate students from the Graduate Student Advisory Council and one faculty

member chosen by the Graduate Educational Policy Committee. The Honor Commission consists of three graduate students from the Graduate Student Advisory Council and two faculty members chosen annually by the Graduate Educational Policy Committee. Memberships on the Honor Court and the Honor Commission are mutually exclusive.

Notices, complaints, or information relating to possible violations of the Honor Code should be brought to the Dean of the Graduate School. The graduate student to whom a formal complaint has been addressed (the respondent) may consent to an informal resolution made by the Dean under the review of the executive committee (three faculty members) appointed by the Graduate Educational Policy Committee.

The formal process leading to adjudication is as follows: a graduate student who is not a member of either the Honor Court or the Honor Commission will be appointed by the Dean of the Graduate School. This student (the presenter) is responsible for obtaining and presenting information and evidence which will assure an informed and fair administrative review and hearing, and which will serve the interests of the respondent, the graduate, and University communities. The presenter, on referral from the Dean, files formal complaint with the Honor Court of the Graduate School and presents the information and evidence as she or he has found them.

A finding of "no violation" by the Honor Court is final. Finding of violation of the Honor Code or an imposed sanction or both are appealable to the Honor Commission. The Commission may reverse the finding or reduce (but not increase) the sanction.

The faculty of the University reserves the right to abrogate the Honor System at any time.

## Student Academic Fair Practices (SAFP) for Graduate Students

### PRINCIPLES AND PROCEDURES-PREAMBLE

Valparaiso University is a scholarly community whose aim is to create an environment for humane learning. Toward this end, students and faculty, working

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## Student Policies and Procedures

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together in close relationship, pursue not only knowledge but wisdom. In their mutual devotion to intellectual discovery and professional development, each stimulates the other. The prerequisite for the continuing success of this endeavor is academic freedom—the freedom to teach and to learn. As full members of the college community, therefore, students, like faculty, are encouraged to develop their capacity for critical judgment and to engage in a sustained and independent search for the truth. The rights, freedoms, and responsibilities of students outlined below are essential for the realization of this goal.

The vitality of academic freedom depends on appropriate conditions in the classroom, on the campus, at applied training sites, and in the larger community. The responsibility to secure and maintain these conditions is shared by the students, faculty, and administration.

### **I. GUIDING PRINCIPLES**

Students are responsible for learning and demonstrating an understanding of the content and skills of any course of study in which they enroll. Furthermore, students are free to express careful and reasoned criticism of data and opinion offered in any such course.

Students are entitled to objective, professional evaluation of their academic work and professional development. Students are also entitled to fair, equitable treatment in the course of their academic relationships with members of the faculty. Members of the Valparaiso University faculty observe these criteria as part of their professional responsibilities.

Misunderstandings have been and are to be resolved informally, in discussion between students and professors, and this manner of resolving problems and concerns continues to be deemed appropriate in this academic community.

In order to assure that students are accorded courteous, fair and reasonable treatment by members of the faculty, the following statements of principles, students' rights and responsibilities, and grievance procedures are set forth as part of the policies and practices of the Valparaiso University Graduate Programs. Thus the document intends to be consistent both with other official statements and goals of

members of the University community as published in the *Graduate Catalog*, *Graduate Program Handbooks* and the *Faculty Handbook* and with rights guaranteed in the Constitution of the United States as applied in this institution.

The Statement of Students' Rights and Responsibilities that follows outlines the rights and responsibilities of graduate students attending this University. The academic rights of students, by their definition, imply certain responsibilities of the faculty. The objectives of the procedures delineated here are intended to encourage prompt and informal resolution of both concerns and complaints and to provide a recourse, when necessary, to orderly formal procedures for the satisfactory resolution of a grievance. This grievance procedure is relevant only to fair academic evaluation (as noted below) and does not pertain to appeals that may result from deviations from published requirements and guidelines of the Graduate School and any of its programs.

### **II. STUDENTS' RIGHTS AND RESPONSIBILITIES**

#### **A. Students' Rights**

1. Students have a right to pursue an education free from discrimination based on factors that have no bearing on a candidate's potential academic and/or professional success.
2. Students have a right to fair academic evaluation.
3. Students have a right to a classroom environment conducive to intellectual freedom.
4. Students have a right to be free from improper disclosure of their views, beliefs, and political association that professors or administrators may acquire in the course of their work as advisors and counselors. Such information shall be considered confidential unless the student gives permission to release the information or a law or an event requires public disclosure. Courses may require personal disclosure, as appropriate to course goals and/or the profession for which the student is being trained.

#### **B. Students' Responsibilities**

1. Students have a responsibility to help maintain the academic standards

established by the University by participating fully in the learning process.

2. Students have a responsibility to act in a manner that does not infringe upon the rights of other members of the University community.
3. Students have a responsibility to contribute to an educational atmosphere that promotes respect for learning and human dignity.
4. Students have a responsibility to abide by applicable laws and discipline-specific ethical standards.

### III. STUDENT GRIEVANCE PROCEDURES

#### A. Definitions

1. *Student grievance*: A student grievance shall exist when a student alleges that a faculty member has infringed upon student rights as described in Section II.A. of this document.
2. *Student*: A student is any person who has officially enrolled for academic credit at Valparaiso University.
3. *Faculty member*: A faculty member is any person at Valparaiso University holding an academic appointment.

#### B. Grievance Resolution Process

##### Level I. Student and Faculty Discussion.

Students must, if they have a concern or complaint, contact the faculty member involved and department chairperson (or when appropriate the Dean of the College) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and that the student has not received. If the instructor is absent from campus, the departmental chairperson or Dean will have access to the appropriate documents. If at this level of information and calculation, the faculty member or student acknowledges an error, misjudgment, or unfair bias has occurred, each will respond appropriately. If the fault lies with the faculty member, the faculty member is expected to respond either by altering subsequent classroom practice or by changing the student's grade or both; if the fault lies with the student, the

student is expected to cease further pursuit of the grievance. It is expected that most, if not all, problems will be resolved at this level with the assistance of the department chair, when appropriate. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

**Level II. Mediation Within the Graduate School.** Graduate students pursue Level II mediation through the Graduate School. Within twelve (12) calendar days (excluding University holidays) of the completion (i.e., rendering of a judgment within the Department or College) of the discussion at Level I, the student must send a letter to the Dean of the Graduate School and a copy to the faculty member, informing the Dean of the nature of the unresolved grievance and of the student's intent to proceed with Level II. If informal discussion between the Dean and the two parties does not resolve the issue, the Dean shall then appoint a committee to determine whether there is cause for further consideration of the grievance. If the committee chooses to consider the grievance, the student, the faculty member involved, and their representatives may be invited as resource people for a more formal consideration of the grievance. The committee may also solicit the opinions of the Dean or Director and any advisory committees of the College/Program in which the student is enrolled.

All committee meetings shall be private and all committee documents shall be confidential. Any committee opinion, including a recommendation for a change of grade, shall be given to the student, the faculty member involved, and the Provost/Vice President for Academic Affairs, orally and in writing. The opinions and recommendations of the committee shall be retained in a confidential committee file kept by the Provost/Vice President for Academic Affairs. It is expected that the faculty member and the student involved will accede to the committee's recommendation.

**Composition.** The Committee shall consist of:

1. The Dean of the Graduate School.
2. Three faculty members, two appointed by the Dean from the Graduate Educational Policy Committee and one from the Council of Graduate Program Directors. The Faculty appointment from the Council of Graduate Program

## Student Policies and Procedures

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Directors shall not be drawn from the program in which the student is filing the grievance. Faculty members involved in any grievance before the committee or having any other conflict of interest regarding the student shall not be appointed to the committee.

3. Two student members appointed by the Dean. Student members must be degree-seeking graduate students and when possible members of the Graduate Student Advisory Council. Each student representative shall also have an appointed alternate. Student committee members involved in any grievance before the committee shall request their alternate attend the meeting in their place.

### **Procedure.**

1. When the student's letter of grievance is received in the Dean's Office, the Dean will set a hearing date and notify the committee members and the faculty person or persons involved. This date shall be set within fifteen class days of receipt of the notification.
2. The student's letter of grievance shall include at least these areas of information but not be limited to these:
  - a. a statement of the problem or complaint,
  - b. concrete evidence to support the student's case,
  - c. necessary background documentation, including written evidence that the Level I procedure has been exhausted,
  - d. a statement of the desired outcome of the grievance procedure.
3. The Dean will appoint a chair from among the faculty who will lead a hearing of the situation before the committee.
4. At this level, if the committee decides it to be helpful, both the student and the faculty member may be invited to attend a meeting of the committee. If so, each may bring an advocate from the University community, such as an ombudsman, a counselor, a faculty member or another student.
5. If the student and faculty member are present, both will be given a fair opportunity to make a statement and

to ask and answer questions. If present, the involved student, faculty member and their advocates shall then be excused. The committee will discuss the grievance and formalize their conclusions in a written recommendation to the Dean adopted by a majority vote.

6. The Dean will attempt to inform both parties of the decision orally within five (5) calendar days (excluding University holidays) of the meeting and confirm the decision in writing within ten (10) calendar days (excluding University holidays).
7. If the mediation process at Level II does not resolve the grievance, the Dean must be notified that the student is proceeding to Level III.

### **Level III: Appeal to the Provost.**

Appeals from Level III by the student must be made in writing to the Provost/Executive Vice President for Academic Affairs within seven (7) calendar days (excluding University holidays) after receiving the committee's written opinions and recommendations. The Provost/Executive Vice President shall deal with the student appeal in a manner appropriate to the specific requirements of the case. If there is any question about the student's academic status during the appeal process, the Provost/Executive Vice President shall determine the student's status during the process.



# Financial Policies

## FEES

**Application Fee.** This nonrefundable fee of \$30.00 must accompany the application for admission. International students pay an application fee of \$50.00. Dual degree applicants pay a \$20.00 non-refundable application fee. This fee is payable only once, upon initial application.

**Tuition.** The tuition charge for graduate courses is \$560.00 per credit hour for the 2011-2012 academic year. The tuition for the Master of Science in Nursing and Doctor of Nursing Practice programs is \$635.00 per credit hour. The tuition for the Master of Business Administration and Master of Engineering Management programs is \$710.00 per credit hour. Auditors pay the tuition rate for the program in which the course is offered.

Graduate students may not enroll in undergraduate courses unless approved by the Dean of the Graduate School. If the undergraduate coursework is related to the student's program of study, the graduate student may be permitted to enroll in the course at the graduate tuition rate.

Selected graduate programs may require preparatory work at the undergraduate level prior to full admission. When students have been admitted with the condition of undergraduate coursework, the tuition charge may be assessed at the graduate rate. Each case is subject to the review of the Dean of the Graduate School.

On occasion, graduate students may, with the special permission of the Dean of the Graduate School, enroll in courses (6 credits maximum) in the School of Law at the graduate tuition rate. These courses must be approved by the Graduate Dean and can apply only to the graduate program, not to Law School (JD) requirements.

**Policy for Law Students.** Law students who wish to take courses in the graduate or undergraduate programs at Valparaiso University must apply to be admitted as a graduate student through the Graduate School. Students enrolled in the full-time law program may take up to a cumulative total of 6 credits (no more than 3 credits each semester) in the graduate school or

undergraduate division during either the fall or spring semesters at no additional charge above the full-time law tuition.

Law students taking graduate or undergraduate credits during the fall or spring semester above the cumulative total of 6 credits will be charged the per credit graduate tuition rate for the specific program for each additional credit. Exceptions to the 6-credit limit may be granted by the Dean of the Graduate School.

Law students taking courses in the graduate or undergraduate programs during either of the summer sessions will be charged the per credit graduate tuition rate for the specific program for each course. If they are concurrently taking law courses in the summer, law students will be charged the law tuition rate for each law course.

Students enrolled in the part-time law program who wish to concurrently take graduate or undergraduate courses during the fall or spring semesters will be charged the law tuition rate for law courses and the graduate tuition rate for the specific program for graduate courses, unless otherwise noted.

**Students in Dual or Joint Degree Programs, including those with the School of Law.** Because dual and joint degree programs provide significant savings in tuition, time, and credit hours through mutual exchange of credit, law students in such programs are not extended the courtesy of 6 credits in the graduate or undergraduate division during either fall or spring semester at no additional charge. Exceptions may be requested to the Dean of the Graduate School for graduate and undergraduate coursework that does not apply to the graduate degree. Generally, students carrying a mixed load of law and graduate credits may not take more than 18 credit hours per semester.

JD/MBA students enrolled in a mixed course load (i.e., in both Law and MBA courses) will pay the lesser of either the per credit hour rate for the number of credits taken that semester in each program, or the full-time JD tuition rate for that same semester. Specifically, the tuition for a student taking a mixed course load will not exceed

## Financial Policies

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the one semester full-time JD tuition rate.

Students enrolled in the JD/MBA program pay the graduate general fee while enrolled solely in the MBA program. Once beginning law school, students pay the general fee of the Law School until they have completed their law program.

JD/MBA students may take no more than 15 credits per semester (fall and spring) while enrolled in the MBA program only and no more than 18 credits per semester (fall and spring) once beginning Law School. Students enrolled in summer sessions may take no more than 14 credits, only 7 of which may be Law credits.

Students in the MSN/MBA program may take up to 6 credits from the MBA program at the MSN rate, or not more than 27 credits of combined MSN/MBA (21 MBS plus 6 MBA) coursework at the MSN rate.

**General Fee.** A nonrefundable fee of \$183 is charged to all full-time graduate students (\$100/part-time) for administrative costs, use of computer network services, library services, and so on. The fee also permits students to use all recreational facilities and to attend athletic and cultural events.

**Late Registration Fee.** This fee of \$50.00 becomes effective after the close of the last official day of formal registration (the first class day of the semester). In no case will late registrants be exempted from this fee, unless for valid reasons they have been given written authorization for exemption by the Dean of the Graduate School.

**Late Confirmation Fee.** A fee of \$40.00 for continuing students becomes effective after the deadline set by the Registrar for confirming registration on DataVU.

**Placement Fee.** A fee of \$20.00 will be charged to each teacher candidate who wishes to use the Teacher Placement Service. This fee provides placement service for one placement year (October 1 through September 30).

**Readmission Fee.** Students who have not been registered for one year or more are considered inactive. To reinstate active status, students are required to complete a readmission form and submit a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students, and for degree students who have petitioned and been granted a leave of absence.

**Graduation Fee.** A graduation fee of \$20.00 is payable at the time of application for the degree. This application must be submitted by February 15<sup>th</sup> for the spring commencement and by September 15<sup>th</sup> for the fall commencement. Students submitting degree applications after this time will be assessed a late fee of \$10.00.

**Performance Music Fees.** The University encourages students to continue performance music instruction by charging modest fees for private lessons. Students pay a fee of \$350.00 per semester per course for instruction in private or class lessons in performance music. There is no additional charge for use of an instrument or practice room.

Students taking private lessons are responsible for making arrangements with the instructor to complete all lessons during the semester. If the student is unable to complete within the semester the series of lessons for which he was assessed, a report should be made immediately to the Chair of the Department of Music by the student.

**Seat Deposit.** Admitted applicants to some programs may be charged a deposit (usually \$100) in order to hold their place in the program. After a specified period of time, the deposit becomes nonrefundable but may be applied to the tuition charges for the semester of admission.

**Transcript.** An official transcript of a student's record is not released until the student has met all obligations to the University in full.

A student will be charged \$5.00 for each official transcript requested from the Office of the Registrar.

**Vehicle Registration.** This fee of \$115.00 covers Fall Semester through Summer Session. Stickers are purchased at the Campus Police Department. Vehicle registration is required to purchase a parking sticker.

**Payment.** Tuition, fees, and any other charges are due at the time registration is complete. Drafts, checks and money orders should be made payable to Valparaiso University. Students may also pay with American Express, Mastercard, or Discover Card through DataVU. An installment plan for tuition may be arranged through Tuition Management Systems. For more information, contact Student Accounts at Valparaiso University.

## Refund Policy

### Withdrawal from all classes.

Students who withdraw from Valparaiso University may be eligible for a refund of a portion of the tuition charges for the semester of their withdrawal. The University and/or the student may be required to return some of the federal financial aid, if any, awarded to the student. If the student received financial aid from state, University or private funds (other than family), a portion of the refund may also be returned to the grant, scholarship or loan source from which it was received.

Valparaiso University's refund policy exists for calculating the refund of institutional charges. The federal "Return of Title IV Funds" formula dictates the amount of Federal Title IV aid that must be returned to the federal government by the school and the student. The federal formula is applicable to a student receiving federal aid other than Federal Work Study, if that student withdraws on or before the 60% point in time in the semester. The student may also receive a refund of institutional charges through the University's refund policy (below). The amount of refund of institutional charges will be the greater of the amount the school must return to federal Title IV programs or the amount determined by the University's refund policy.

The date of withdrawal and basis for calculating all refunds will be the date on which the student notifies the Office of Student Affairs of their intent to withdraw from the University, provided the withdrawal form is completed and submitted to the Office of the Registrar no later than the end of the next working day. Each semester, a schedule of the applicable refund dates is available in the Finance Office, the Office of Financial Aid, and the Office of the Registrar.

Valparaiso University's refund policy is as follows: Students who withdraw from the University will receive a prorated refund of tuition and room fees according to the following schedule:

During the first week of classes . . . . .	90%
During the second week of classes . . . . .	80%
During the third week of classes . . . . .	70%
During the fourth week of classes . . . . .	60%
During the fifth week of classes . . . . .	50%
During the sixth week of classes . . . . .	40%
During the seventh week of classes . . . . .	30%
After seventh week of classes . . . . .	none

Students who withdraw from the Master of Business Administration will receive a prorated refund of tuition and room fees according to the following schedule:

Prior to first day of class . . . . .	100%
First week of class . . . . .	80%
Second week of class . . . . .	60%
Third week of class . . . . .	40%
After third week of class . . . . .	none

There will be no refund of general, special and laboratory fees.

If a student is receiving financial aid, University and state funds will be reduced according to the above University refund policy. However, the schedule is different for federal funds. If a student withdraws on or before the 60% point of the semester, the percentage of funds that must be returned to the federal government is equal to the number of calendar days remaining in the semester, divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.

Note: If funds are released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants if the student withdraws.

Students considering withdrawing from all classes should consult with the staff in the Student Accounts and/or Financial Aid Offices if they are concerned about the financial impact of withdrawing.

**Dropping Courses.** Students who drop one or more courses but continue to be enrolled in at least one course for the semester will have tuition charges refunded according to the University's refund policy. There will be no refund of the special, laboratory or general fees.

The financial aid award, if any, is subject to revision if the student drops one or more courses.

### FINANCIAL AID

There are several scholarship and grant resources for graduate students at Valparaiso University. Most are for the graduate nursing program and are available through the College of Nursing. A limited number of assistantships and traineeships are available to students in other programs, including Community

## Financial Policies

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Counseling, School Psychology, and Chinese Studies. Students should inquire with the Director of their Graduate Program or with the Graduate School Office. The major resource for graduate students in all programs is the William D. Ford Federal Direct Loan Program, which has three components.

**Subsidized Direct Loan.** This loan is based on need, and requires at least half-time enrollment (4.5 hours per semester or 4.5 hours for the combined summer sessions). Students may borrow up to their calculated financial need less other aid, or \$8,500 annually, whichever is less, and the loan accrues no interest as long as the student remains a half-time student. Repayment begins six months after the last date of half-time enrollment, at a fixed interest rate of 6.8%. A Loan Origination Fee of 1.5 percent is deducted from the Federal Direct Loan before it is credited toward a student's charges. However, 0.5 percent of the fee is immediately refunded back to the student in the form of an interest rebate. The net effect of this rebate is that the student will receive the loan amount requested less 0.5 percent. To keep the interest rebate, the student must make the first twelve required monthly payments on time when the loan enters repayment. If all twelve payments are not made on time, the rebate amount will be added back to the loan amount.

**Unsubsidized Direct Loan.** This loan has a fixed interest rate of 6.8% and the same fees as the Subsidized Direct Loan, but it is not based on need, and students may borrow up to the cost of education less other aid, or \$20,500 annually, whichever is less. Interest accrues while the student is in school, and may be paid while enrolled or deferred until repayment of principal begins six months after the last date of half-time enrollment. Students may have both the Subsidized and Unsubsidized loans concurrently, but the total annual loan amount between the two programs cannot exceed \$20,500 or the cost of education, whichever is less.

**Federal Direct Graduate PLUS Loans** are available to graduate students who have been awarded their maximum Federal Stafford Loan and who still need additional loan funds to cover educational expenses. You must be enrolled at least half-time and meet the federally defined credit worthiness standards. The interest rate on this loan is fixed at 7.9% and there is

a loan origination fee of 4% deducted from the loan before it is credited toward your charges. However, 1.5 % of the fee is immediately refunded back to you in the form of an interest rebate. The net affect of this rebate is that you will receive the loan amount requested less 2.5 %. To keep the interest rebate, you must make your first twelve required monthly payments on time when your loan enters repayment. If you do not make all twelve payments on time, the rebated amount will be added back to your loan account. Repayment begins 60 days after the loan is disbursed. However, you may apply for an in-school deferment. If approved, you may defer repayment until 6 months after you are no longer enrolled at least half time. To apply for this loan, complete the Graduate PLUS Loan Data Sheet. It can be found at [www.studentloans.gov](http://www.studentloans.gov).

**Application for Financial Aid.** The process is as follows:

1. Apply for admission to the Graduate School. Loans may not be processed until the student is admitted to a graduate degree program.
2. File the Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.gov](http://www.fafsa.gov). List Valparaiso University as one of the schools with school code 001842. Additional documents, such as tax returns, may also be required for submission to the Office of Financial Aid.
3. The University's Office of Financial Aid will send an award letter with loan eligibility and other information. In addition, you will be required to complete an electronic Direct Loan Master Promissory Note if you do not already have one on file, as well as online Loan Entrance Counseling if you have not previously done so. Both of these may be completed at [www.studentloans.gov](http://www.studentloans.gov). Once the promissory note and entrance counseling have been completed and all required documentation has been submitted and reviewed, the loan proceeds are credited to the student's account. If the credit exceeds tuition charges, the student may apply for a refund.

**Cost of Education.** The Office of Financial Aid constructs the financial aid

budget for loan eligibility based on the number of hours enrolled, and the student's reported living arrangements. The typical financial aid budget for a full-time graduate student (18-24 hours per year) living off-campus is approximately \$23,000 annually, with approximately \$11,000-\$12,000 as the tuition and fees component. Please consult the Office of Financial Aid for program specific budgets.

**Satisfactory Academic Progress.**

Financial Aid recipients must maintain minimum standards of satisfactory academic progress for receipt of federal, state, and most University aid programs. All students receiving financial assistance must maintain matriculated status in a degree program. Regulations require a maximum time frame for degree completion, a quantitative measurement (credits earned toward a degree), and a qualitative measurement (cumulative grade point average). These three criteria are checked at the end of each academic year in May to determine whether students are maintaining satisfactory academic progress.

**Specific Requirements.** Graduate students may not receive financial aid for credits which exceed 50 percent above that required for their graduate degree. Graduate programs vary in length from 30 to 68 credit hours. Students must complete at least two-thirds of all credit hours attempted each academic year. The minimum cumulative grade point average requirement is 3.00.

**Incompletes, Withdrawals,**

**Repeated Courses.** Incompletes will count as hours attempted but not completed. If Incompletes are later completed, this will be reflected when progress is again checked, or sooner if the student appeals. Repeated courses will add to total hours attempted and, if credits are earned, towards hours completed; however, the grade will be replaced by the new grade in the calculation of the grade point average, which will be considered when progress is again checked, or sooner if the student appeals.

**Appeals and Reinstatement.**

Students whose academic progress is not in compliance with these standards will be notified in writing after the spring semester that their eligibility for aid has been terminated. They will also be advised of the appeal and reinstatement policy at that time.

Students may appeal termination of their financial aid eligibility based on extenuating circumstances, which may include illness, death in the family, other circumstances beyond the student's control, or special academic circumstances. Students who do not appeal, or whose appeal is denied, will not regain financial aid eligibility until the semester after they have attained the appropriate grade point average and achieved credit hours standards. Appeals should be directed to the Office of Financial Aid Appeals Committee.

**Related Considerations.** Summer school credits may be considered in evaluating attainment of the academic progress standards on an appeal basis. Certain aid programs have shorter time-frame limits and different grade point average requirements. Federal loan programs have cumulative limits that may be reached before the maximum time-frame limits are exhausted.

**OTHER CONSIDERATIONS**

**Tax Deduction/Credits.** The Internal Revenue Service may allow deductions for some educational expenses. Consult your financial advisor to determine whether your expenses meet the IRS requirements.

**Employer Assistance.** Many corporations and agencies offer some type of tuition assistance to those employees who are continuing their education. Students are encouraged to investigate such programs at their place of employment.

**Veterans' Programs.** In addition to working with the Veterans' Administration (VA), military veterans should consult with the Office of Financial Aid as soon as possible when preparing to enroll at Valparaiso University. The University does participate in the Yellow Ribbon Program under the recently enacted Post 9/11 GI Bill otherwise known as Chapter 33. The University awards the Patriot Award which in conjunction with the base Chapter 33 benefit and the additional Yellow Ribbon benefit will cover up to 100% of tuition and general fee for graduate students pursuing a master's level degree. Students enrolled in the School of Law are eligible for the Patriot Award and should refer to the policy in the 2011-12 Law Bulletin. The University does limit the number of Yellow Ribbon recipients it funds and priority goes to returning students



## Financial Policies

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already in the program and then on a first-come, first-served basis for new students. If University scholarships/grants are part of the veteran's financial aid award, the total resources including VA scholarships and stipends may not exceed the veteran's cost of attendance as determined by the Financial Aid Office. Veterans may elect to decline University scholarship/grant aid in order to utilize federal student loan assistance which allows the veterans to receive aid in excess of the cost of attendance. Veterans are asked to meet with Office of Financial Aid staff to discuss their options before enrolling.





# Course Offerings

Graduate courses are open only to students officially admitted to the Graduate School. Courses that are dual listed at the graduate and undergraduate level require additional work on the part of graduate students.

No more than 12 semester hours (15 for MBA and MEM students in consecutive seven week terms) may be carried by graduate students in any one semester without the approval of the Dean of the Graduate School. No more than 6 semester hours may be taken in any summer session without the approval of the Dean of the Graduate School.

Graduate students may not enroll in undergraduate courses without approval from the Dean of the Graduate School.

## Actuarial Science

### **ACRS 525. Actuarial Modeling.**

Cr. 3. A study of actuarial modeling in the context of insurance. Core topics include autoregressive time series, random walks, forecasting and estimation with linear time-series models, annuities and basic life contingencies. Additional topics may be included as appropriate.

## Aeronautical Principles

### **AERO 501. Private Pilot Instruction.**

Cr. 2. The Private Pilot ground school consists of 24 hours of classroom instruction and 48 hours of home study. This course includes such content as aircraft familiarity, aerodynamics, navigation, aeronautical charts, decision making, and weather theory, and prepares the student to take the FAA written exam which is required before the student can take the FAA Private Pilot Practical flight check.

### **AERO 502. Instrumentation Rating.**

Cr. 3. The Instrument Pilot ground school consists of 36 hours of classroom instruction and approximately 72 hours of home study. Content includes such topics as ground operations, aerodynamics and icing, weight and balance, navigation, cross country instrument flying, radio communications, various approaches, flight computer familiarity and usage, cloud formations, frontal systems, severe weather, hazardous weather, and weather services and support. This course prepares the student to take the FAA

written exam which is required before the student can take the FAA Instrument Pilot Practical flight check. Prerequisite: AERO 501.

### **AERO 503. Commercial Pilot Instruction.**

Cr. 2. The Commercial Pilot ground school consists of 24 hours of classroom instruction and approximately 48 hours home study. Content includes such topics as in-depth aircraft familiarity (to a higher level than private pilot), advanced aerodynamics, advanced performance, weight shift computations, navigation, advanced flight maneuvers, radio communications for the professional, aeronautical decision making, flight computer familiarity and usage, and advanced weather theory, services, and support. This course prepares the student to take the FAA written exam which is required before the student can take the FAA Commercial Pilot Practical flight check. Prerequisite: AERO 502.

## Art

### **ART 511. Topics in the Theory and History of Art.**

Cr. 1-4. Investigation of major periods of development in the visual arts. Includes topics as modern art since 1945, art and religion in the Modern period, or theory topics such as aesthetics or color. Field trip. May be repeated when topics vary.

### **ART 518. Nineteenth Century European Art.**

Cr. 3. A seminar tracing major themes in 19th century European art.

### **ART 521. American Art and Architecture.**

Cr. 3. A survey of American painting, sculpture and the building arts, beginning with the earliest settlements in Virginia and New England. Includes field trips to museums and an architectural tour of landmark buildings. Emphasis placed on colonial and modern architecture, nineteenth century realism and romanticism and the emergence of modernism and abstraction in the twenties century.

### **ART 562. Advanced Black and White Photography.**

0+6, Cr. 3. Advanced studies in techniques, history and aesthetics of black and white photography. Medium and Large formats are available. Each student must have a working 35 mm camera. Field trip.

### **ART 563. Advanced Digital Photography.**

0+6, Cr. 3. Advanced studies in techniques, history and aesthetics of digital photography in camera and software applications. Each student must have a working digital camera. Field trip.

## Art, Arts and Entertainment Administration

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### **ART 590. Special Studies.**

Cr. 1-3. Specialized work in the practice, teaching, and history of art, arranged with one or more advanced students. Work in crafts, liturgical design, etc., may be included. S/U grade option. May be repeated when topics vary. Field trip required. Prerequisite: undergraduate art major or approval of instructor.

### **ART 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Arts and Entertainment Administration

### **AE 501. Arts and Entertainment Administration.**

Cr. 3. A general survey of the field covering all basic elements of arts and entertainment, including a brief overview of investigational and assessment methodologies, mission development, and strategic planning processes.

### **AE 610. Managing Facilities.**

Cr. 2. The process of preparing, maintaining, using, and assessing venues for events related to the performing and visual arts, entertainment, and other exhibitions.

### **AE 615. Event Planning and Promotion.**

Cr. 2. A review of the organizational, administrative, technical, and digital strategies in the development and marketing of events.

### **AE 630. Financial Management for Arts.**

Cr. 2. Basic accounting and budgeting procedures and analysis, as well as financial reporting for non-profit organizations.

### **AE 635. Volunteerism and Philanthropy.**

Cr. 3. Current trends in developing funding and support strategies for the arts and non-profit endeavors. Includes development of individual, corporate, foundation, and governmental grants and gifts.

### **AE 650. International Arts and Entertainment.**

Cr. 2. An introduction to the planning and implementing productions and performances across national boundaries, including an understanding of cultural, policy, legal, and logistical issues.

### **AE 670. Entertainment Law.**

Cr. 3. This course will focus on five major areas of entertainment litigation: protection of ideas through property, tort and contract theories; aspects of defamation directly related to literary and artistic works; right of privacy issues; developing legal

theories in protecting publicity values; and First Amendment considerations. Matters that will be considered include: 1) the scope of authors' moral rights in American law; 2) the common law of intellectual property and the protection of ideas; 3) contract rights to compensation for an idea; 4) an examination of the law of libel as applied to works of fiction; 5) constitutional problems with protecting the right of privacy; and 6) property rights in names, likenesses and personal histories. No more than 6 credits may be taken from AE 670-674. Prerequisite: ICP 670.

### **AE 671. Art and the Law.**

Cr. 2. This course will examine the intersection of art and the law, both historically and in contemporary society. The material is divided into three main topic areas: intellectual property law (copyright, trademark, moral rights, economic rights, and right of publicity issues), First Amendment law (protest art, censorship of obscenity and pornography, and private and indirect censorship), and transnational and international law (international movement of art in peacetime and wartime, and preservation of art and cultural property). Along the way, it will discuss the problems of working artists in dealing with these issues and in their relationships with clients, galleries, and museums. No more than 6 credits may be taken from AE 670-674. Prerequisite: ICP 670.

### **AE 672. Media Law.**

Cr. 2. This course will examine the role of the media in American society. The class will begin with the history of the First Amendment Free Press Clause, and a review of various theories for freedom of expression in this country. It will then explore both the common law rules and public regulations affecting those who write or publish books, magazines, or newspapers, or who are connected with the broadcasting or telecommunications industries. Finally, it will examine issues presented by the development of new multimedia technologies, and by the significant changes in telecommunications law adopted recently by Congress. Offered alternate years. No more than 6 credits may be taken from AE 670-674. Prerequisite: ICP 670.

### **AE 673. Sports and the Law.**

Cr. 2. This course will survey the major legal issues involved in both amateur and professional sports in the United States. Under the heading of amateur sports, the course will look at the powers of the NCAA, the rights created by athletic scholarships, and gender equity. Under the heading of professional sports the course will look at league decision-making power, antitrust exemptions, collective bargaining and salary arbitration. Finally, the course will examine the growing area of drug-testing issues. No more than 6 credits may be taken from AE 670-674. Prerequisite: ICP 670.

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## Arts and Entertainment Administration, Biology, Chemistry, Chinese Studies

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### **AE 674. Intellectual Property.**

Cr. 2. Patents, trademarks, and copyrights are examined from the following perspectives: the objects of constitutional statutes and the common law; the prerequisites to federal protection including standards of patentability and the subject matter of copyrights; applications and regulation procedures; the administrative process; judicial reviews; the protection of ideas; rights of patent holders, trademarks, and copyrights; grants, licenses, and assignments; infringement, plagiarism, and unfair competition; and the doctrine of fair use. No more than 6 credits may be taken from AE 670-674. Prerequisite: ICP 670.

### **AE 680. Comprehensive Project Planning and Implementation.**

Cr. 2. An advanced level experience in which students proceed through the planning, implementation, and assessment process of a major production or performance.

### **AE 685. Internship.**

Cr. 1-4. Hands-on experience with a group or organization active in the management and production of arts or entertainment events. Carried out under the supervision of a faculty member.

### **AE 690. Topics in Arts and Entertainment Administration.**

Cr. 1-3. Selected topics related to arts and entertainment. May be repeated when topics vary.

### **AE 692. Research Project.**

Cr. 1-4. Development and implementation of a research or investigation related to arts or entertainment management. Carried out under the supervision of a faculty member.

### **AE 699. Continuity and Change in Arts and Entertainment.**

Cr. 1. Seminar series dealing with how economic, demographic, social policy, and leisure preferences affect arts and entertainment.

## Biology

### **BIO 590. Special Topics in Biology.**

Cr. 1-3. Special topics, issues, or themes, such as Biostatistics, and Advanced Physiology and Pathophysiology. May be repeated when the topics vary. Prerequisite: Approval of the Chair of the Department and program advisor.

## Chemistry

### **CHEM 590. Special Topics in Chemistry.**

Cr. 1-3. An accelerated course discussing various topics in modern chemistry, including advanced instrumentation and experiments for use in

secondary school settings. Prerequisite: consent of the Chair of the Department. Not intended for transfer to a graduate degree program in chemistry.

### **CHEM 592. Special Problems in Chemistry.**

Cr. 1-3. For middle and high school teachers, each student addresses a chemical problem by studying the literature and working in the laboratory. An oral and a written report are required. Prerequisite: approval of the Chair of the Department. Not intended for transfer to a graduate program in chemistry.

## Chinese Studies

### **CHST 520. Introduction to Chinese Literature.**

Cr. 3. An introduction to the field of Chinese literature using selected works in English translation. Some reading may be done in Chinese by qualified students.

### **CHST 521. Selected Readings in Chinese Literature.**

Cr. 3. Reading and discussion of works of Chinese literature representing various literary eras and genres, with emphasis on the techniques of literary analysis. Some readings may be in Chinese for qualified students. Offered in China and on campus.

### **CHST 531. Contemporary Chinese in Mass Media I.**

Cr. 4. (Also offered as FLC 531.) Builds advanced language skills and explores contemporary Chinese culture using Chinese-language mass media sources. Particular emphasis on speaking and aural comprehension. Prerequisite: FLC 306 or equivalent.

### **CHST 532. Contemporary Chinese in Mass Media II.**

Cr. 4. (Also offered as FLC 532.) A continuation of CHST 531 with particular emphasis on film and television materials. Prerequisite: CHST 531.

### **CHST 541. The Chinese Language.**

Cr. 3. Introduction to the historical development of the Chinese language through the study of linguistics, phonetics, and philology. Offered primarily in China.

### **CHST 581. Cooperative Education in Chinese.**

Cr. 0.5-3. Work experience with a cooperating employer. A written report is required. Prerequisites: CHST 607 or equivalent and approval of the program director. S/U grade only.

### **CHST 589. Pedagogical Issues in Teaching the Chinese Language.**

Cr. 3. A study of the methods of teaching Chinese to English speakers, including strategies, pedagogical methods, content, and materials that prove most effective. Taught partly in Chinese. Offered in China and on campus.

## Chinese Studies, Communication

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### **CHST 590. Topics in Chinese Studies.**

Cr. 1-3. Special topics relating to specific elements of Chinese culture, politics, and life. Sample topics include Politics and Policy in China; Comparing Chinese and Indian Economic Systems; Psychology and Chinese Society; Modern Chinese History; Women and Chinese Society; Religion in China; Doing Business with China. May be repeated when topics vary.

### **CHST 591. Introduction to Classical Chinese I.**

Cr. 3. An introduction of classical Chinese with the emphasis of the basics of the classic language and its impact on the modern Chinese language. Taught primarily in Chinese. Offered primarily on campus.

### **CHST 592. Introduction to Classical Chinese II.**

Cr. 3. Continuation of study of classical Chinese. Taught primarily in Chinese. Prerequisite: CHST 591.

### **CHST 607. Intensified Fourth Year Chinese I.**

Cr. 5. (Also offered as FLC 607.) An advanced language course that develops students' proficiency in all language skills. Prerequisite: FLC 306 or equivalent.

### **CHST 608. Intensified Fourth Year Chinese II.**

Cr. 5. (Also offered as FLC 608.) A continuation of CHST 607. Prerequisite: CHST 607.

### **CHST 609. Survey of Chinese Literature.**

Cr. 3. Survey of classical, modern, and contemporary Chinese literature. Texts will be used in both Chinese and translated form.

### **CHST 686. Internship in China.**

Cr. 0-3. Students are assigned to a local Chinese institution relevant to their professional development under faculty and on site supervision. Most communications in Chinese. 100 contact hours for each 3 credits. May be repeated for up to 6 credits.

### **CHST 690. Seminar in Chinese Studies.**

Cr. 0-6. Graduate seminar in special topics relating to specific elements of Chinese culture, literature, politics, commerce, and life. May be repeated when topics vary.

### **CHST 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **CHST 695. Supervised Reading and Research in Chinese Studies.**

Cr. 1-3. Opportunity for students and faculty to collaboratively pursue topics of common interest in the area of Chinese Studies. May be done as independent study or in small group format.

### **CHST 696. Graduate Seminar in Chinese Studies I.**

Cr. 0.5. Semimonthly lecture series covering a variety of current topics relevant to Chinese studies. Fall semester only.

### **CHST 697. Graduate Seminar in Chinese Studies II.**

Cr. 0.5. A continuation of CHST 696 with a focus on preparing students for careers and assisting in professional development. Spring semester only.

### **CHST 699. Preparation for Standardized Test.**

Cr. 0-1. Course is designed to prepare students to take standardized Chinese language proficiency test such as HSK, OPT, and WPI. Offered in Spring Semester only.

### **CHST 795. Master's Thesis.**

Cr. 3. Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate School Office. Prerequisite: CHST 692 or 695 with a grade of A/A- or Dean's approval.

## Communication

### **COMM 500. Graduate Digital Media.**

Cr. 3. Overview of the constituent components of digital media (digital video and audio, desktop publishing, and web design), program software and facilities, and literature of the field. Includes online course content delivery.

### **COMM 501. Graduate Sports Media.**

Cr. 3. Overview of the constituent components of sports media (delivery modalities, interfaces with Sports Information Offices, writing types, and literature of the fields). Includes online course content delivery.

### **COMM 503. Sports Media Formats.**

Cr. 3. An overview of the ever-changing landscape of sports media. Emphasis is placed on the history, industry and current issues that affect each medium. Taught online.

### **COMM 505. Sports Beat Reporting.**

Cr. 3. Detailed study of how to cover a sports beat. Topics include story construction, relationship building, and the art of the interview.

### **COMM 507. Live Sports Production.**

Cr. 3. Examination of the process of putting a live sports production on the air from beginning to end. Students work extensively with the Horizon League Network.

### **COMM 510. Global Public Relations: Cases and Campaigns.**

Cr. 3. This course examines the connections between theory and practice in experiential public

relations campaigns, and emphasizes research and evaluation for academic and/or public presentation. The course also focuses on critical thinking, creativity, problem solving, and strategy in communication with a variety of publics in a multicultural/global society.

**COMM 512. Leadership Communication.**

Cr. 3. This course examines leadership communication in a variety of global and multicultural contexts. May include the topics of issue and risk communication among corporate, non-governmental (NGO), and public relations (PR) agency relationships.

**COMM 561. Feature Writing.**

Cr. 3. Study and understanding of the various components of feature writing. Practical editing, style and format considerations prepare students for further writing possibilities and introduce them to the real problems of ethics and deadline pressures.

**COMM 570. Communication Law and Ethics.**

Cr. 3. This course provides an introduction to the legal regulation of communication in traditional and digital environments. Topics include the First Amendment, defamation and privacy, reporter privileges and rights, government regulation of broadcast media, indecent and obscene speech, commercial speech, and an introduction to copyright law. This course also explores moral and ethical dilemmas which arise in the context of media communication.

**COMM 571. Case Studies in Communication Law.**

Cr. 3. This course offers an in-depth exploration of current communication law issues, including FCC regulation, commercial speech, and Internet law. Emphasis is placed on case studies and court decisions. Prerequisite: COMM 570 or permission of the instructor.

**COMM 572. Intellectual Property.**

Cr. 3. This course explores legal rights in non-tangible property including creative works. Emphasis placed on copyright and trademark law, software and digital media protection, and unfair competition.

**COMM 590. Special Topics in Communication.**

Cr. 1-3. Selected topics on contemporary issues and themes in communication. May be repeated when topics vary.

**COMM 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

**COMM 596. Video Editing.**

Cr. 3. Overview, principles, functions and operation of advanced digital video editing software and hardware. Incorporates significant project-based video work and class projects. Includes online course content delivery components.

**COMM 597. Audio Editing.**

Cr. 3. Provides students with an overview of advanced digital audio editing software and hardware. Principles, functions, and operation will be examined through significant project-based audio work and class projects. Includes online course content delivery components.

**COMM 598. Desktop Publishing.**

Cr. 3. Provides students with desktop publishing skills using software to produce printed and digital content. Includes implementing principles of design, typography, composition, and graphics, as well as understanding principles of communication and defining audiences.

**COMM 599. Multi-Media and Web Design.**

Cr. 3. Use of the World Wide Web for communication objectives. Includes functions and operation of advanced web design software, integration of digital audio and video with web content, and individual projects. Includes online course content delivery components.

**COMM 600. Communication Technology Forum.**

Cr. 1. Current issues in digital media, including ethical, management, and content developments. Includes online course content delivery. May be taken twice for credit.

**COMM 601. Social Networking.**

Cr. 3. An examination of the history and development of social networking sites developed through Web 2.0 and other initiatives. Critiques of social networking objectives and ethical consideration form the core focus for this course.

**COMM 602. Ethical Issues in Digital Media.**

Cr. 3. Ethical realities posed by digital media will be explored as they routinely appear in communication environments and management of those environments. Topics may include digital image alteration, copyright infringement, abuse of social networking, management intrusion in the workplace through digital observation, and other related topics.

**COMM 603. Legal Environment of Digital Media.**

Cr. 3. Exploration of legal decisions and government regulation which form the legal environment of digital media and communication. Topics include rights and restriction on the distribution of electronic media content, rights to privacy, copyright and trademark law, content licensing, and legal issues affecting designers

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## Communication, Comparative Global Inquiry, Computational Science

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and hosts of online digital media. Emerging topics of digital media creation and distribution are also discussed.

### **COMM 645. Intercultural Communication.**

Cr. 3. Study of the interaction between people who are culturally different on the basis of ethnicity, nationality, self-determination, gender, age, or some other grouping factor. Provides students with the theory, models, terminology, and techniques of communication to evaluate and synthesize the processes of effective interpersonal and intercultural communication.

### **COMM 686. Internship in Sports Media.**

Cr. 3. A 150-200 hour internship involving the Horizon League and/or VU's Sports Information Office.

### **COMM 700. Graduate Project I in Digital Media.**

Cr. 3. A significant digital media project requiring incorporation of at least three forms of digital media (digital video, digital audio, desktop publishing and web design). Project consists of an approved proposal and results in public presentation before faculty and students at the end of the semester.

### **COMM 701. Graduate Project II in Digital Media.**

Cr. 3. A second significant digital media project requiring incorporation of at least three forms of digital media comprising the program (digital video, digital audio, desktop publishing, and web design). Project consists of an approved proposal and results in public presentation before faculty and students at the end of the semester. Instructor determines whether the project is significantly different from the COMM 700 project or a substantial enhancement and continuation of that project.

## Comparative Global Inquiry

### **GI 601. Global Strategies.**

Cr. 1. General preparation and orientation for study and travel abroad, including planning of study sites, contacting site directors and institutions, assessing local resources, developing a realistic implementation plan to include coursework and approvals (e.g., IRB), and submitting the plan for approval by the Graduate School.

### **GI 680. Project Development.**

Cr. 2. In conjunction with a faculty mentor, students select a topic with which they have familiarity and/or interest (one related to an undergraduate major or concentration, for example) for development as a cross-cultural research project during their international study.

A 10-page proposal indicating the goals, strategies, methods, and literature background of the project is required.

### **GI 792. Cross-Cultural Project I.**

Cr. 3. An in-depth study of a social, cultural, economic, political, legal, humanities, business, technical, or art topic across several different cultures, beginning with residency at the first study abroad center. A minimum 25-page paper review of methods and findings is required. Prerequisite: GI 601 and approval of advisor and dean.

### **GI 793. Cross-Cultural Project II.**

Cr. 3. Continuation of GI 792 at the second international residency site. A minimum 25-page review of methods and findings is required. Prerequisite: GI 792 and approval of advisor and dean.

### **GI 799. Cross-Cultural Thesis.**

Cr. 4. Capstone project, building upon reviews generated for GI 792 and 793. The thesis consists of four chapters: the first, the literature review; two chapters developed from the study at each center, with each chapter representing a specific cultural experience or perspective; and a final chapter comparing and/or integrating the research findings. Suggested length of 100 pages. Prerequisite: GI 793 and approval of advisor and dean.

## Computational Science

### **CTS 530. Meteorological Computer Applications.**

Cr. 3. An introduction to computing in an atmospheric science context. FORTRAN programming in Windows and UNIX environments is used to analyze meteorological processes such as convection, advection, phase changes, etc. Additional programming languages may be included as appropriate. Prerequisite: MET 216.

### **CTS 545. Evolutionary Algorithms.**

Cr. 3. An introduction to evolutionary algorithms, genetic programming, and other complex adaptive systems. Students will apply these techniques to the solution of multi-objective optimization problems in science, mathematics, and engineering. Prerequisites: a course in probability and statistics and a course in programming.

### **CTS 550. Scientific Visualization.**

Cr. 3. Students are introduced to a variety of techniques for visualizing scientific data, with an emphasis on representing large datasets in informative ways. Data from a variety of disciplines is studied and taxonomies for viewing this data are developed. The interfaces used to manipulate views of such datasets in a virtual environment are also studied. Prerequisites: CS 157 and CS 325/525.



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## Computational Science, Counseling and Psychology

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### **CTS 560. Computational Molecular Science.**

Cr. 3. This course provides an introduction to a variety of computational methods used in biochemistry, chemistry, materials sciences, and physics for the determination of molecular structure, dynamics, and reactivity. Students learn both the theoretical foundation for these techniques and their practical application through state-of-the-art programs used by academic and industrial scientists. Topics include methods such as molecular mechanics, molecular docking, and semi-empirical and first-principles quantum chemistry. Prerequisites: MATH 132 and CHEM 122.

### **CTS 590. Topics in Computational Science.**

Cr. 1-3. Study of special and timely topics in computational science. May be repeated more than once when topics differ.

### **CTS 610. Business Analytics.**

Cr. 3. Application of computational techniques to the business environment, including problems in management, finance, marketing, consumer behavior, forecasting, and related areas. Prerequisites: a course in inferential statistics.

### **CTS 620. Bioinformatics.**

Cr. 3. The application of algorithms, statistics, and computational techniques for solving problems that arise from the management and analysis of biological data. Prerequisite: a course in inferential statistics.

### **CTS 640. Topics in Biostatistics.**

Cr. 3. A study of statistical concepts and methods common to the field of biostatistics. Content will include study design, logistic regression, and survival analysis. Specific topics may include study design (cross-sectional, case-control, and cohort studies, and incidence, prevalence, relative risk, and odds ratios), logistic regression (model, interpreting, diagnostics, etc.), and survival analysis (life tables, Kaplan Meier, log rank test, hazard, Cox regression). Analyses will be conducted in a statistical software package such as SAS or R. Prerequisite: one of MATH 340, IDS 340, or MATH 540.

### **CTS 650. Computational Social Science.**

Cr. 3. The application of mathematics, statistics, and other numerical solutions for the purpose of understanding and managing data in the social sciences, including aspects of sociology, political science, psychology, and health-related sciences. Prerequisite: a course in inferential statistics.

### **CTS 690. Advanced Topics in Computational Science.**

Cr. 1-3. Study of special advanced topics in computational science. May be repeated more than once when topics differ.

### **CTS 786. Internship.**

Cr. 3. An initial supervised work experience related to computational science. Each credit requires 100 clock hours. No more than 3 credits of CTS 786 may be applied to the degree without approval of the program director and/or Dean of the Graduate School. Prerequisite: 12 credits of CTS coursework and approval prior to registration.

### **CTS 792. Research Project.**

Cr. 1-3. Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. No more than 3 credits of CTS 792 may be applied toward the degree without approval of the program director and/or the Dean of the Graduate School. Prerequisite: 12 credits of CTS coursework and project approval prior to registration.

## Counseling and Psychology

### **COUNSELING**

#### **COUN 530. Child and Adolescent Development.**

Cr. 3. Study of the maturational, cognitive, social and behavioral changes associated with infancy, childhood, and adolescence.

#### **COUN 532. Adulthood and Aging.**

Cr. 3. Examination of adult development from the end of adolescence to old age from a psychological perspective.

#### **COUN 535. Psychology of Personality.**

Cr. 3. Examination of the central concepts in personality theory, including the self-concept, basic motives, emotional conflicts, mechanisms of adjustment, and personality integration.

#### **COUN 545. Community and Health Counseling.**

Cr. 3. An introduction to the theories and practice of both community and health psychology with an emphasis on the relationship and synthesis of these two disciplines as well as their unique perspectives and differences.

#### **COUN 550. Psychological Foundations of Management.**

Cr. 2. (Also offered as MBA 550.) This course examines the foundation of knowledge from the behavioral sciences as applied to business. Included are discussion of emotions, social and self-perceptions, social influence, decision making, and creativity and innovation. Students learn about how organizations can enhance or repress human growth, particularly how organizations can be both productive and humane.

#### **COUN 570. Assessment in Counseling: Testing and Appraisal.**

Cr. 3. Principles and methods of psychological measurement and evaluation with application to specific testing situations. Prerequisite: a course in statistics or research methods.

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## Counseling

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**COUN 575. Human Neuropsychology in Counseling and School Settings.**

Cr. 3. An introduction to the structure and function of the human brain, and the effects of various neurological disorders on cognition, emotion, behavior, learning, and other important aspects of the human person. Assessment and treatment strategies for problems such as learning disabilities, head injury, epilepsy and degenerative neurological diseases are discussed.

**COUN 591. Special Topics in Counseling.**

Cr. 1-3. Selected topics in counseling based on the interest areas of students and faculty.

**COUN 600. Introduction to Student Services and Educational Systems.**

Cr. 3. (Also offered as SPSY 600.) An introduction to the roles and responsibilities of school psychologists in current education service delivery systems. Prospective school psychologists are also introduced to legal, ethical and professional requirements of this role. A 50-hour field placement experience provides students with opportunities to observe and interact within an educational system.

**COUN 602 (formerly PSY 602). Research Methods.**

Cr. 3. A study of research designs used in counseling and psychological studies and program evaluation, including appropriate application of statistical techniques and understanding of descriptive and inferential statistics.

**COUN 620. Human Development: Biological and Learned Bases of Behavior.**

Cr. 3. An examination of human development across the life-span, with an integrated presentation of biological and learning principles. Special attention is devoted to discussion of developmental theories.

**COUN 625. Social and Cultural Bases of Behavior.**

Cr. 3. A review of foundational theories in social psychology and an examination of cultural influences on behavior. Cross-cultural contexts for mental health counseling are considered.

**COUN 635. Introduction to Psychopathology.**

Cr. 3. Description of the major types of mental and behavioral disorders and their development, with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

**COUN 640. Professional Issues, Ethics, and Law.**

Cr. 3. (Also offered as SPSY 640.) Review and discussion of ethical, professional, and legal standards relevant to the practice of school psychology and counseling, and overview of public policy development that is applicable to services for children and their families.

**COUN 642. Advanced Psychopathology.**

Cr. 3. Analysis of major types of psychopathology and the formulation of strategies for treatment in the counseling setting, including the interface between counseling and pharmacotherapy. Prerequisite: COUN 635 or permission of instructor.

**COUN 651. Leadership and Team Development.**

Cr. 2. (Also offered as MBA 651.) Focus is on issues related to being an effective leader, follower, and team member in the modern business world. This course explores interpersonal skills, effective leadership and followership, empowerment and delegations, conflict resolution and negotiation, team problem solving, team development, and entrepreneurship. Emphasis is given to the importance of values-based leadership in creating ethical and humane organizations. Prerequisite: COUN 550 or equivalent.

**COUN 652. Developing People.**

Cr. 2. (Also offered as MBA 652.) This course focuses on recruiting, training, and developing human resources, thereby enabling them to be competent performers within organizations. Areas covered include designing/redesigning jobs, coaching/mentoring, conducting performance appraisals, providing feedback, and administering discipline. A major focus relates to developing people and workforce environments that creatively capitalize on today's information technologies. The course addresses ethical concerns related to dealing with people and their development in changing organizations. Prerequisite: COUN 550 or equivalent.

**COUN 660. Helping Relationships: Counseling Theories.**

Cr. 3. Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.

**COUN 662. Helping Relationships: Counseling Processes.**

Cr. 3. Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the process of psychotherapy. Prerequisite: COUN 660.

**COUN 664. Career Counseling: Appraisal and Intervention.**

Cr. 3. A life-span approach to the examination of career development and career counseling. Elucidates commonalities between career counseling and psychotherapy with equal priority given to the acquisition of theory and skill.

**COUN 665. Family Counseling and Dynamics.**

Cr. 3. An examination of family dynamics and the use of counseling techniques to help families in distress.

**COUN 667. Substance Abuse Counseling.**

Cr. 3. An examination of factors related to the onset and continuance of substance abuse, and dependence, as well as counseling techniques used to help individuals overcome addictions.

**COUN 668. Group Counseling.**

Cr. 3. An examination of theory and practice in group dynamics, group processes, group counseling, and consultation. Includes a significant experiential component involving participation in group processes.

**COUN 671. Intellectual Assessment.**

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess intellectual functioning in children and adolescents.

**COUN 674. Assessment of Social and Emotional Functioning.**

Cr. 3. An introduction to the psychological tests used to assess social and emotional functioning in children and adolescents.

**COUN 682. Practicum in School Counseling.**

Cr. 3. A brief exposure to the application of counseling and guidance principles in the school setting. Students spend 150 hours per semester in an educational setting doing counseling and/or guidance work under supervision. Prerequisite: satisfactory completion of the pre-practicum review and permission of the Chair of the Department. Grading is on an S/U basis.

**COUN 683. School Counseling Internship I.**

Cr. 3. A supervised experience in school counseling. Includes on-campus group supervision. A minimum of 300 hours is spent working in a school setting under the supervision of an onsite supervisor. Grading is on an S/U basis. Prerequisite: satisfactory completion of COUN 682 and permission of the Counselor Training Coordinator.

**COUN 684. School Counseling Internship II.**

Cr. 3. A supervised experience in school counseling. Includes on-campus group supervision. A minimum of 300 hours is spent working in a school setting under the supervision of an onsite supervisor. Grading is on an S/U basis. Prerequisite: satisfactory completion of COUN 683 and permission of the Counselor Training Coordinator.

**COUN 686. Counseling Internship I.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. Grading is on an S/U basis. Prerequisite: satisfactory completion of COUN 685 and permission of the Counselor Training Coordinator.

**COUN 687. Counseling Internship II.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. Grading is on an S/U basis. Prerequisite: satisfactory completion of COUN 686 and permission of the Counselor Training Coordinator.

**COUN 688. Advanced Counseling Internship.**

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum experience of the student. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. Includes on-campus group supervision. Grading is on the S/U basis. Prerequisite: satisfactory completion of COUN 687 and permission of the Counselor Training Coordinator.

**COUN 691. Advanced Topics in Counseling.**

Cr. 1-3. Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.

**COUN 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

**COUN 693. Foundations of Professional and Ethical Issues in Counseling.**

Cr. 3. Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.

**COUN 694. Counseling Proseminar.**

Cr. 0. Discussion of various topics related to the counseling profession. Course generally meets once per semester (Fall and Spring). Grading is on an S/U basis.

**COUN 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty advisor. The department may require literature review or research. Concluding paper is required and must be filed in the department office. Prerequisite: The project must be approved in advance.

**COUN 698. Master's Research Proposal.**

Cr. 3. Development of a literature review and research proposal which could form the basis of a master's thesis or research project. Prerequisite: approval of the Chair of the Department. Grading is on an S/U basis.

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## Counseling and Psychology, Economics

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### **COUN 699. Master's Research and Thesis.**

Cr. 3. Supervised research for master's thesis. Required written report may be a review paper or research project submitted in APA style, and should be of publishable quality. Report must be submitted to and approved by the faculty of the Psychology Department. Two bound and approved copies must be filed with the Graduate School Office, one of which will be placed in the University archives. Prerequisite: COUN 698, and approval of the Chair of the Department. May be repeated once. Grading is on an S/U basis.

## **PSYCHOLOGY**

### **PSY 550. Human Cognition.**

Cr. 3. Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.

### **PSY 560. History and Systems of Psychology.**

Cr. 3. This course is a survey of the individuals and schools of thought that have influenced and still influence psychology. The philosophical beginnings of psychology and the development of a scientific approach to studying human nature are discussed in an attempt to understand contemporary trends in the field of psychology.

### **PSY 565. Psychology and Law.**

Cr. 3. The application of psychological knowledge to the legal system. Topics include eyewitness testimony, jury decision-making, the insanity defense, jury selection and lie detection.

### **PSY 575. Human Neuropsychology.**

Cr. 3. An introduction to the structure and function of the human brain, and the effects of various neurological disorders on cognition, emotion, behavior, learning, and other important aspects of the human person.

### **PSY 590. Special Topics in Psychology.**

Cr. 1-3. Selected topics based on the special interest areas of students and faculty.

### **PSY 670. Introduction to Law and Legal Principles.**

Cr. 3. (Also offered as ICP 670, LS 670, and PE 671.) Basic aspects of law, including legal domains, the judicial process, litigation, and legal research. Offered online and onsite.

### **PSY 687. Psychology Internship.**

Cr. 1-3. A supervised experience involving the practical application of psychological theory, research, and practices in a work or community setting. A minimum of 100 hours placement time is required for each credit hour. The experience does not fulfill experiential training requirements for the Clinical Mental Health Counseling program, but may fulfill requirements for other psychology or counseling programs with the approval of the program director and the Counselor Training

Director. May be repeated for up to a total of 6 credits. Grading is on an S/U basis. Prerequisite: permission of the Counseling Training Director.

### **PSY 689. Professional and Career Development.**

Cr. 0-1. (Also offered as ICP 689, LS 689, or PE 689.) Encourages students to reflect upon their career goals, strengths, and challenges as they plan their entry into the job market, and to develop successful skills and strategies for a job search. Includes resume and cover letter preparation, networking, interviewing, approaching references, and other topics relevant to preparation for either career advancement, including further graduate study. S/U grade only.

### **PSY 690. Special Topics in Psychology.**

Cr. 1-3. The analysis, assessment, and discussion of current topics in psychology. This course may be repeated for credit if the topics vary. Prerequisite: six credit hours of graduate psychology or consent of the Chair of the Department.

### **PSY 700. Law and Psychology: Integrative Project.**

Cr. 3. Intensive study of a selected topic in the nexus of law and psychology. Student selects a committee of two faculty, one each from Law and Psychology, with one designated as Chair. The student is responsible for successfully proposing a topic and defending a final written project. Two approved copies of the final project must be submitted to the Graduate School, and two to the Law School. Prerequisite: 12 credits of psychology course work in the MA/JD program. Grading on S/U basis.

## **Economics**

### **ECON 536. Economics of Developing Nations.**

Cr. 3. An analysis of economic variables, both theoretical and institutional, which characterize developing nations. Emphasis is placed on cyclical poverty, allocation of resources, and policy planning.

### **ECON 537. Public Finance.**

Cr. 3. An analysis of the role of the government sector in a market economy. Causes of market failure, the efficient provision of public goods, and the effects of taxation are considered as they relate to economic activity.

### **ECON 539. Money and Banking.**

Cr. 3. A study of the institutions, principles, and problems of money and banking in the United States. Special attention is given to the basic elements of monetary theory and policies.

### **ECON 590. Topics in Economics.**

Cr. 1-3. Intense study of various topics in economics, with varying topics from year to year.

**ECON 593. Seminar in Applied Statistics.**

Cr. 3. (Also offered as MATH 593.) An intensive study of selected topics, methods, techniques, and problems in applied statistics.

**ECON 621. Managerial Economics.**

Cr. 3. Applied microeconomic theory, statistics, and mathematics as used in the process of managerial decision making are developed. Using problems and short case studies, topics such as estimating demand, cost, productivity, and pricing policies are discussed.

**ECON 622. Global Macroeconomic Business Conditions.**

Cr. 3. Theoretical frameworks developed along with data analysis are used to explain aggregate, economy-wide and global economic behavior. The determinates of long-run economic growth, and the causes of short-run fluctuations in economic activity associated with business cycles, along with potential influences of economic policy will be examined.

**ECON 623. International Economics.**

Cr. 3. The gains from international trade including the effects of growth and development on a nation's welfare are examined. Also explored are tariffs and other trade restrictions, the international mobility of capital and labor, and the historical development of multilateral trade agreements. Balance of payments, accounting, foreign exchange markets, and international monetary institutions are also covered.

**ECON 625. Applied Econometrics.**

Cr. 3. The application of mathematical and statistical techniques to the analysis of economic issues. Development of simple and multiple regression as tools of analysis. Use of computer facilities and statistical programs to apply the tools to current economic data.

**ECON 626. International Trade.**

Cr. 3. The gains from international trade including the effects of growth and development on a nation's welfare are examined. Also explored are tariffs and other trade restrictions, the international mobility of capital and labor, and the historical development of multilateral trade agreements.

**ECON 627. International Monetary Economics.**

Cr. 3. A study of the role of money in international trade decision making is investigated using the IS-LM framework and the Mundell-Flemming model. Topics include exchange rate theory, various instruments of currency (used for both hedging risks and speculation), balance of payments, international investment position, currency regimes, policies related to currency valuation, and currency agreements. Prerequisite: ECON 626.

**ECON 690. Topics in Economics.**

Cr. 1-3. Specialized topics dealing with current issues and study in fields related to economics. May be repeated for credit when topics vary.

**ECON 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under the supervision of a faculty advisor. Requires research, creative work, and/or a concluding paper. A copy of the paper is to be filed in the department and the Graduate School Office upon completion of the project. Prerequisite: the project must be approved prior to registration.

## Education

**ED 504. Educational Psychology.**

Cr. 3. This course will focus on human learning in the educational setting. Building on concepts introduced in the general psychology course, students will explore theories of child development, learning, and motivation. Students will investigate a variety of theories and apply them to educational situations to achieve a deeper understanding of how children develop as learners. The course will center on a range of concepts, both cognitive and social, and on ways students might use these to become more insightful, sensitive, and skilled as educators. Field work required.

**ED 506. School and Society.**

Cr. 2. This course will provide an historic overview of the cultural and economic forces that have shaped the purposes of schooling in the United States.

**ED 507. Media Education.**

Cr. 3. This course provides an introduction to media education and its dialogic perspective on production, text, and audience. Emphasis is placed on seminar media education scholarship and its utility as both theory and practice in educational settings.

**ED 508. Technology as Pedagogy.**

Cr. 2. This course prepares teachers to theorize and integrate educational technologies in their teaching as a way to support student learning and technology skill-building.

**ED 510. Foundations in Emergent and Early Literacy.**

Cr. 3. This course focuses on the emergent and early stages of literacy development. Drawing upon the evidence gleaned through case study research into literacy development in families and schools, the course highlights the professional characteristics, instructional practices, and assessment approaches that foster literacy learning in early childhood environments.

**ED 523. Methods of Teaching Science.**

Cr. 3. This course will (1) explore the basic orientations that will have survival value in our world, (2) study the philosophy of science education with an understanding of three methods used for science instruction: Discovery Model, Inquiry Model, and Experiential Model. This course includes assessment practices for science education and a field component.

## Education

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### **ED 524. Methods of Teaching Mathematics in the Elementary School.**

Cr. 3. A study of techniques and instructional materials for teaching mathematics in the elementary school. Topics include sequencing, diagnostic and remediation strategies, appropriate use of concrete materials in planning, and organizing, implementing and evaluating instructional practice. This course includes assessment practices for mathematics education and a field component.

### **ED 527. Methods of Teaching Social Studies.**

Cr. 3. This course is designed to (1) study the historical development and present trends in the subject area of social studies, (2) explore the role of social studies in school curriculum, (3) examine current methods and materials unique to social studies, and (4) plan and implement a social studies unit. This course includes assessment practices for social studies education and a field component.

### **ED 528. Foundations of Literacy Development.**

Cr. 3. This course is a detailed study of developmental literacy processes, including concepts about print, phonemic awareness, phonics, word identification, strategic reading, vocabulary development, and comprehension. A field component is included.

### **ED 529. Literacy in the Elementary School.**

Cr. 3. With a focus on the relationship between assessment, instruction, and curriculum, this course presents evidence-based paradigms for planning a classroom environment for literacy learning, designing diagnostic teaching sequences for individual learners, documenting responsiveness to intervention, and supporting literacy development for all learners in a diverse elementary classroom setting.

### **ED 530. Methods of Teaching Science and Social Studies in the Elementary School.**

Cr. 3. This course will explore the basic orientations that will have survival value in our world and study the philosophy of science education with an understanding of three methods used for science instruction: Discovery Model, Inquiry Model, and Experiential Model. It is also designed to study the historical development and present trends in the subject area of social studies, explore the role of social studies in school curriculum, examine current methods and materials unique to social studies, and plan and implement a social studies unit. This course includes assessment practices for science and social studies education and a field component.

### **ED 560. Literacies in the Content Areas.**

Cr. 3. Readings, experiences, writing opportunities, and discussions lead to an understanding of literacy, the reading process, and the critical role language plays in the learning

process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies for helping students read to learn.

### **ED 565. Literacy in Socio-Cultural Contexts.**

Cr. 3. This course requires students to plan responsive instruction in a whole class setting and to prepare differentiated instructional plans for individuals and small groups within that classroom setting. Based upon an analysis of the classroom environment and the diverse learning needs of learners in that environment, students will prepare and implement literacy studies appropriate for the setting of their field placement.

### **ED 572. Data-driven School Improvement.**

Cr. 3. This course will present research and practice for school improvement through developing skills in reviewing different types of data, analyzing data from multiple sources, and using different methodologies of interpreting and presenting data. Focus on literature reviews, the use of data within curriculum, instruction, and comprehensive school improvement efforts, and how to develop a data-driven school culture.

### **ED 575. Principles of Middle Level Education.**

Cr. 2. A study of the developmental characteristics of early adolescents, the organization of schooling to respond to those needs, and developmentally responsive curriculum in junior high/middle level education settings. This course will also focus on the interdisciplinary nature of the middle school curriculum.

### **ED 580. Developing Professional Learning Communities.**

Cr. 3. This course develops knowledge and skills for implementing sustainable, results-oriented professional learning communities to improve student learning in schools through individual and collective action. Focus on history, theory, research, and practice of PLCs, leadership, collective inquiry.

### **ED 589. Content Area Curriculum and Instructional Methods.**

Cr. 3. Content-specific instructional methodology is individualized for students in different content areas and applicable to the curriculum that is found in today's middle and secondary schools. Focus is on content most important for students in grades 6 through 12 to learn, instructional methods appropriate to use in teaching this content, and methods of assessment for determining whether students have acquired this content.

### **ED 590. Current Problems in Education.**

Cr. 1-3. An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.



**ED 610. Research in Education.**

Cr. 3. A course designed to develop skill in reading, interpreting, and evaluating research in general and special education. Emphasis is given to applications of research findings in educational areas of interest to students.

**ED 611. Teacher Research.**

Cr. 3. An introduction to the field of qualitative teacher research, i.e., the type of investigation teachers do within the context of their classrooms and schools. Students explore and practice various qualitative and teacher research methodologies.

**ED 612. Decision Making in Curriculum and Instruction.**

Cr. 3. The foundations of school curriculum: social forces, human development, learning, and knowledge. Various instructional models and techniques are studied and demonstrated. Students select a specific project focus in elementary and/or special education. Curriculum and instruction issues are dealt with through lecture, discussion, and individual research.

**ED 617. Assessment and Management of the Learning Environment.**

Cr. 3. Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus. Topics include issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment.

**ED 618. Curriculum Design and Differentiation.**

Cr. 2. This course prepares K-12 educators to take an active role in planning instructional experiences in various content areas, determining what products constitute evidence of learning, and providing differentiated instructional activities appropriate for all students being taught. Course includes a field component.

**ED 621. Teaching of Religion.**

Cr. 1. The teacher of religion facilitates the transmission of knowledge and delves into the affective realm and application of principles taught to contemporary church and society. The course assumes background in Christian knowledge, preparation, and practice. Topics include relational ministry, faith active in love, and practical applications in congregation and school settings. S/U grade only.

**ED 622. Living and Learning in Community.**

Cr. 1. Designed to assist LEAPs teachers in the integration of professional, communal, and spiritual dimensions of their lives, and structured to reflect the three components of the LEAPs Program: becoming a professional educator, living in community, and developing a more mature spirituality and faith. Students engage in

active listening exercises, interactive and collaborative learning projects with other LEAPs teachers, and reflective writing exercises about their progress in integrating the three components of LEAPs into their lives.

**ED 623. Mentoring I.**

Cr. 0.5. Designed to address knowledge, skills, and dispositions associated with successful support systems among and between new and experienced educational professionals. Topics include roles of mentors and per/expert coaches, mentoring skills, peer and expert coaching skills, conducting classroom observation to improve instruction, and promoting collaborative learning in school environments. Course is also designed to address IPSB standards for mentor teachers as well as NBPTS standards in this area.

**ED 624. Living and Learning in Community.**

Cr. 1. Designed to assist LEAPs teachers in the integration of professional, communal, and spiritual dimensions of their lives, and structured to reflect the three components of the LEAPs Program: becoming a professional educator, living in community, and developing a more mature spirituality and faith. Students engage in active listening exercises, interactive and collaborative learning projects with other LEAPs teachers, and reflective writing exercises about their progress in integrating the three components of LEAPs into their lives.

**ED 625. Mentoring II.**

Cr. 0.5. Designed to address knowledge, skills, and dispositions associated with successful support systems among and between new and experienced educational professionals. Topics include roles of mentors and per/expert coaches, mentoring skills, peer and expert coaching skills, conducting classroom observation to improve instruction, and promoting collaborative learning in school environments. Course is also designed to address IPSB standards for mentor teachers as well as NBPTS standards in this area.

**ED 626. Internship in Education I.**

Cr. 2.5. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only.

**ED 627. Internship in Education II.**

Cr. 2.5. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom

## Education

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teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only.

### **ED 628. Internship in Education III.**

Cr. 2.5. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only.

### **ED 629. Internship in Education IV.**

Cr. 2.5. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only.

### **ED 630. Supervised Teaching.**

Cr. 10. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only.

### **ED 651. Seminar: Efficacy in Professional Practice.**

Cr. 0. The primary aim of this seminar is to help future educators integrate their student teaching experience with university coursework and educational research. Course readings, assignments, and activities structure students and allow evaluation of their own teaching practice more broadly through collaborative, critical inquiry. The class supports development of the summative assessment for Checkpoint 3.

### **ED 652. Seminar: Research.**

Cr. 1. This course promotes inquiry into the questions of educational practice through action research. Periodic meetings over the course of a semester support students in conducting a scholarly review of professional literature, drawing conclusions from published research,

formulating a plan for action research in an education setting, gathering and interpreting data, and sharing conclusions with professional audiences.

### **ED 665. Diagnosis of Reading Difficulties.**

Cr. 3. Theory and techniques of testing and evaluation in reading; analysis and interpretation in several areas including physical capacity, mental ability, emotional adjustment and academic achievement. Prerequisite: ED 561 or equivalent.

### **ED 666. Clinical Practicum in Reading.**

Cr. 3. Guided experience in clinical practice in reading instruction with emphasis on specific remedial theory and techniques. Prerequisite: ED 665 or the equivalent.

### **ED 667. Research in Reading.**

Cr. 3. A review of basic research in reading as applied to principles of learning, instructional processes, and curricular organizations. Prerequisites: ED 561 or equivalent and a course in statistics or measurement.

### **ED 670. Home, School, and Community Relationships.**

Cr. 3. This course will focus on the relationships within K-12 schools in a diversity of school settings with emphasis on cultural and socioeconomic issues. Forty (40) hours of off-campus activities will include field experiences focusing on educators' interpersonal relationships within school communities.

### **ED 671. Cultural Leadership in a Multicultural Society.**

Cr. 3. This course provides a foundation for understanding intercultural competence, critical pedagogy, and critical multiculturalism. The course provides an opportunity for students to develop new and existing curriculums and policies that focus on multiculturalism and social justice. Students explore dimensions of gender, race, social class and equity in the classroom. Multiple approaches to multicultural education reform will be discussed as students design action plans that address multicultural issues in their school district.

### **ED 688. Statistical Interpretation for School Program Evaluation.**

Cr. 2. (Also offered as SPSY 688.) A course that addresses how school professionals analyze descriptive and inferential statistical data for school program evaluation, and how this information is used collaboratively to facilitate individual, group, and system level changes through policies and practice.

### **ED 690. Seminar in Education.**

Cr. 1-3. An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit if topics vary.

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## Education, Transition to Teaching

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### **ED 692. Research Project.**

Cr. 2-3. The study of a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required, with copies filed in the department and with the Graduate School Office upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **ED 693. Capstone Project.**

Cr. 3. This is a continuation of the research capstone project initiated in ED 692.

### **ED 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: All projects must be approved by the department chair prior to registration. One and two credit studies must also be approved by the Graduate Education Coordinator prior to registration.

### **ED 699. Thesis.**

Cr. 3. Formulates the student's primary research into a question of importance to the researcher and the discipline. The researcher may use qualitative or quantitative research methods, but must include a review of the relevant research literature and a discussion of its relationship to the student's research.

## **TRANSITION TO TEACHING**

### **TT 501. Educational Psychology.**

Cr. 2. This course will focus on human learning in the educational setting. Building on concepts introduced in the general psychology course, students will explore theories of child development, learning, and motivation. Students will investigate a variety of theories and apply them to educational situations to achieve a deeper understanding of how children develop as learners. The course will center on a range of concepts, both cognitive and social, and on ways students might use these to become more insightful, sensitive, and skilled as educators.

### **TT 502. Assessment and Management of the Learning Environment.**

Cr. 2. Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus. Topics include issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment.

### **TT 503. Curriculum Design and Differentiation.**

Cr. 2. This course prepares K-12 educators to take an active role in planning instructional

experiences in various content areas, determining what products constitute evidence of learning, and providing differentiated instructional activities appropriate for all students being taught. Course includes a field component.

### **TT 504. Foundations in Emergent and Early Literacy.**

Cr. 3. This course focuses on the emergent and early stages of literacy development. Drawing upon the evidence gleaned through case study research into literacy development in families and schools, the course highlights the professional characteristics, instructional practices, and assessment approaches that foster literacy learning in early childhood environments.

### **TT 505. Methods of Teaching Mathematics in the Elementary School.**

Cr. 3. A study of techniques and instructional materials for teaching mathematics in the elementary school. Topics include sequencing, diagnostic and remediation strategies, and appropriate use of concrete materials in planning, organizing, implementing and evaluating instructional practice. This course includes assessment practices for mathematics education and a field component.

### **TT 506. Methods of Teaching Science and Social Studies in the Elementary School.**

Cr. 2. This course will explore the basic orientations that will have survival value in our world and study the philosophy of science education with an understanding of three methods used for science instruction: Discovery Model, Inquiry Model, and Experiential Model. It is also designed to study the historical development and present trends in the subject area of social studies, explore the role of social studies in school curriculum, examine current methods and materials unique to social studies, and plan and implement a social studies unit. This course includes assessment practices for science and social studies education and a field component.

### **TT 507. Principles of Middle Level Education.**

Cr. 1. A study of the developmental characteristics of early adolescents, the organization of schooling to respond to those needs, and developmentally responsive curriculum in junior high/middle level education settings. This course will also focus on the interdisciplinary nature of the middle school curriculum.

### **TT 508. Literacies in the Content Areas.**

Cr. 2. This course will consist of readings, experiences, writing opportunities, and discussions which lead to an understanding of literacy, the reading process, and the critical role language plays in the learning process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies for helping students read to learn.

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## Transition to Teaching, Special Education

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### **TT 551. Technology as Pedagogy.**

Cr. 1. This course prepares teachers to theorize and integrate educational technologies in their teaching as a way to support student learning and technology skill-building.

### **TT 552. Learning Exceptionalities.**

Cr. 2. A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

### **TT 553. Home, School, and Community Relationships.**

Cr. 2. This course will focus on the relationships within K-12 schools in a diversity of school settings with emphasis on cultural and socioeconomic issues. Forty (40) hours of off-campus activities will include field experiences focusing on educators' interpersonal relationships within school communities.

### **TT 554. Literacy in the Elementary School.**

Cr. 3. With a focus on the relationship between assessment, instruction, and curriculum, this course presents evidence-based paradigms for planning a classroom environment for literacy learning, designing diagnostic teaching sequences for individual learners, documenting responsiveness to intervention, and supporting literacy development for all learners in a diverse elementary classroom setting.

### **TT 555. Content Area Curriculum and Instructional Methods for Middle School/High School.**

Cr. 2-3. Content specific instructional methodology individualized for students in different content areas and applicable to the curriculum that is found in today's middle and secondary schools. Focus is on content most important for students in grades 5 through 9 to learn, instructional methods appropriate to use in teaching this content, and methods of assessment for determining whether students have acquired this content.

### **TT 570. Supervised Teaching.**

Cr. 2. Candidates teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure. S/U grade only. Students taking TT 570 are required to pay a Student Teaching fee published annually by the Graduate Office.

### **TT 571. Seminar: Efficacy in Professional Practice.**

Cr. 0. The primary aim of this seminar is to help future educators integrate their student teaching experience with university coursework and educational research. Course readings, assignments, and activities structure students; evaluation of their own teaching practice more broadly through collaborative, critical inquiry. The class supports development of the summative assessment for Checkpoint 3.

## **SPECIAL EDUCATION**

### **SPED 540. Learning Exceptionalities.**

Cr. 3. (Also offered as SPSY 540.) A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

### **SPED 541. Assistive Technology.**

Cr. 1. This course provides an overview of Assistive Technology (AT) that supports or enhances learning for students with special needs. Emphasis will be on developing an awareness of the diverse AT devices and software readily available which, when used according to the principles of universal design, may improve learning for all students.

### **SPED 547. Characteristics of Individuals with Mild Disabilities.**

Cr. 3. Provides information on academic, cognitive, social, behavioral, and emotional characteristics of individuals with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Topics include federal and state laws governing special education since 1970; processes involved in identifying students as having one of the disabilities considered "mild"; specific characteristics of students who have mild disabilities in cognitive, academic, behavioral or social/emotional areas; characteristics of various education service delivery systems; and interventions for students with mild disabilities in grades 1-12. Field work required.

### **SPED 548. Initial Preparation in Special Education.**

Cr. 1-3. Initial field experience for prospective special education teachers of students with mild intervention needs and prospective school psychologists. Emphasis on direct observation of diagnostic, teaching, and classroom management techniques. According to each teacher candidate's developmental level concentration, a field experience of 120 clock hours minimum is

arranged with a special education teacher. Students seeking more than one developmental level of licensure may repeat this course for each developmental level up to 9 credits total. This practicum is waived if the student has at least one year of teaching experience in a school setting. Prerequisite or corequisite: SPED 547 or consent of graduate advisor.

**SPED 550. Models of Collaboration and Consultation in Special Education.**

Cr. 3. The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration. Prerequisite or corequisite: SPED 547 or consent of the instructor.

**SPED 551. Applied Behavior Analysis.**

Cr. 3. Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed to provide them with appropriate educational programming. This course provides education professionals with knowledge and experiences assessing behavior through various techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included. Prerequisite or corequisite: SPED 547 or consent of the instructor.

**SPED 566. Teaching Reading to Students with Disabilities.**

Cr. 3. This course teaches the organization of formal and informal assessment, planning, and instruction required to meet the needs of students with disabilities. A field component is included.

**SPED 590. Current Issues in Special Education.**

Cr. 1-3. An extensive study of professional issues and problems found in current theory-driven research on best teaching practices, policy, delivery systems, law, and technology for high incidence (LD, MiMH, ED) disability areas.

**SPED 644 (formerly SPED 544). Assessment in Special Education.**

Cr. 3. Provides information on the legal and technical aspects of standardized tests; practice in skills related to test selection and administration, and practice in interpretation of standardized test scores. Standardized tests of intelligence, academic achievement, behavior,

psychological processes, adaptive behavior, learning aptitude, and career interests are examined. Knowledge and skills in observational assessment, portfolio and performance assessment, and curriculum-based assessment are also addressed with case study and/or IEP contexts. Prerequisites: SPED 547 or consent of instructor.

**SPED 645. Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-12).**

Cr. 3. Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-12. Curriculum, instructional methods, and instructional materials for various content areas and for general and special education settings are addressed in the context of individual education planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Field work required. Prerequisite: SPED 547; prerequisite or corequisite: SPED 544.

**SPED 646. Advanced Practicum in Special Education.**

Cr. 1-3. Special education teacher candidates participate in an advanced supervised practice teaching experience with students having mild disabilities at a particular developmental level. Emphasis is placed on the identification, diagnosis, selection, implementation, and evaluation of effective, research-based instructional strategies for students with mild intervention needs. Minimum of 40 clock hours per credit hour at a developmental level. Candidates seeking licensure at more than one developmental level may repeat this course for additional developmental levels up to 3 credits total. Prerequisites: SPED 544, SPED 547; and SPED 645 or SPED 689.

**SPED 690. Seminar in Education.**

Cr. 1-3. An intensive study of a significant topic in special education. May be repeated for credit if the topics vary.

**SPED 692. Research Project in Special Education.**

Cr. 3. Required for all Master of Education degree students in special education. An extensive investigation of a research topic selected by the candidate and approved by the candidate's faculty mentor. This critical inquiry will be theory driven and systematic. Under the supervision of the mentor, an in-depth paper will be prepared that will delineate the research findings. The final report must be submitted in APA style for approval to the Coordinator of Graduate Studies in Education and the Dean of the Graduate School; copies will be filed with the department and the graduate office. Prerequisite: SPED 695.

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## Special Education, School Psychology

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### **SPED 695. Independent Study.**

Cr. 3. A focused investigation of a relevant research topic in a specific disability area. This course provides an opportunity to apply and further develop research skills and to explore the research literature pertinent to the candidate's future master's research project or thesis.

### **SPED 699. Master's Thesis.**

Cr. 3. Supervised research for master's thesis. The thesis may be a review paper or research project submitted in APA style and approved by the candidate's thesis advisor. A copy must be filed with the Graduate School Office. Prerequisite: approval of the Chair of the Department and a research or statistics course.

## **SCHOOL PSYCHOLOGY**

### **SPSY 540. Learning Exceptionalities.**

Cr. 3. (Also offered as SPED 540.) A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

### **SPSY 590. Special Topics in School Psychology.**

Cr. 1-3. Topics of interest to the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

### **SPSY 600. Introduction to School Services and Educational Systems.**

Cr. 3. (Also offered as COUN 600.) An introduction to the roles and responsibilities of school psychologists in current education service delivery systems. Prospective school psychologists are also introduced to legal, ethical, and professional requirements of this role. A 50-hour field placement experience provides students with opportunities to observe and interact within an educational system.

### **SPSY 610. Academic Achievement: Assessment for Intervention.**

Cr. 3. This course provides a comprehensive overview of both formal (e.g., standardized tests) and informal assessment (e.g., curriculum-based assessment) techniques used to assess learning processes across academic content areas. Emphasis placed on the use of assessment for intervention planning and measurement of intervention outcomes. An introduction to Response-to-Intervention models will be provided. Students must demonstrate both knowledge and skills to meet course requirements.

### **SPSY 630. Cognitive Ability: Assessment for Intervention.**

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess individuals at all developmental levels. Emphasis is placed on the use of assessment for intervention planning and measurement of intervention outcomes. Students must demonstrate both knowledge and skills to meet course requirements.

### **SPSY 640. Professional Issues, Ethics, and Law.**

Cr. 3. (Also offered as COUN 640.) Review and discussion of ethical, professional, and legal standards relevant to the practice of school psychology and counseling, and overview of public policy development that is applicable to services for children and their families.

### **SPSY 650. Socialization and Development of Life Skills.**

Cr. 3. Comprehensive overview of formal and informal assessment measures used to measure behavioral, affective, adaptive, and social skills, and direct and indirect services applicable to the development of these processes. Collaborative case study activities will require the development of appropriate behavioral, affective, adaptive, and social skill goals, and will necessitate an evaluation of intervention effectiveness. Student diversity in development and learning will be emphasized with special attention to individual differences (e.g., biological, social, cultural, linguistic, socioeconomic), abilities, and disabilities. Prerequisite: COUN 620.

### **SPSY 660. Consultation in School and Community Settings.**

Cr. 3. Provides overview of specific collaborative and consultative models and methods, and their application to particular situations in the practice of school services at the individual group and system levels. Family systems will be included in this overview, with review of methods for involving families in education and service delivery. Practice activities will address the role of the school service professional as a facilitator of prevention and intervention (including crisis intervention) programs, designed to promote the overall physical well-being and mental health of students.

### **SPSY 679. Practicum in School Psychology.**

Cr. 3. A 120-clock hour field placement designed to provide students with opportunities to apply knowledge and skills in an educational, clinical, and/or mental health setting under the supervision of properly credentialed field and university supervisors. Online course requirements must be fulfilled, and students must attend 10 clock hours of seminar at the university. Grading is on an S/U basis.



**SPSY 681. Practicum in School Psychology.**

Cr. 3. A 120-clock hour field placement designed to provide students with opportunities to apply knowledge and skills in a school setting under the supervision of a properly credentialed school psychologist and the university supervisor. Online course requirements must be fulfilled, and students must attend 10 clock hours of seminar at the university. Grading is on an S/U basis.

**SPSY 683. Internship in School Psychology.**

Cr. 6. First of a full-time two-semester placement in a school or educational agency for a total of 1200 hours, with 600 hours in a school setting. Prerequisites: completion of all required courses and practicum field training experiences in M.Ed. and Ed.S. components of the program, completion of a pre-internship review, and approval of the Chair of the Department or the School Psychology Coordinator. Grading is on an S/U basis.

**SPSY 684. Internship in School Psychology.**

Cr. 0. Continuation of internship experience in a school or educational agency for a total of 1200 hours. Grading is on an S/U basis.

**SPSY 688. Statistical Interpretation for School Program Evaluation.**

Cr. 2. (Also offered as ED 688.) A course that addresses how school professionals analyze descriptive and inferential statistical data for school program evaluation, and how this information is used collaboratively to facilitate individual, group, and system level changes through policies and practice.

**SPSY 690. Advanced Topics in School Psychology.**

Cr. 1-3. Advanced study in the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

## English

Courses designated with an asterisk (\*) may vary in content depending on the instructor and the year given. Such courses may be taken twice for credit, provided that the topics are different and there is no significant overlap in the reading lists.

**ENGL 501. Introduction to Creative Writing.**

Cr. 3. This course examines the process and product of creative writing. Topics include stages of creative writing from invention and imagination to description and dramatization. Attention focuses on the elements of fiction, poetry, drama, nonfiction and their forms, their differences and the reasons for distinguishing among them; and the ways in which they have contributed to one another as boundaries between them have blurred. Students will practice writing in the various genres. Assignments also address issues such as the relations of authors' autobiographies

to their art, and the need to craft concrete metaphors to represent abstract ideas.

**ENGL 502. Introduction to Professional Writing.**

Cr. 3. This course offers a detailed study of writing and speaking practices for effective communication in business, industry, and not-for-profit organizations. It combines analysis and praxis in composing and executing various messages in formats including letters, memoranda, reports, proposals, and oral presentations. It also emphasizes audience analysis, organizational strategies and motivational appeals, style and language choice, format and appearance. Current issues include communication ethics, intercultural communication, electronic communication technologies in the workplace.

**ENGL 508. Methods of Literary Criticism and Research.**

Cr. 3. Designed to give students practical experience in the theories and methods of modern literary scholarship and criticism. The course aims to acquaint students with the presuppositions about literature which underlie critical writing and thus to provide standards for evaluating critical and scholarly works. It also provides intensive training in the analysis of literary texts.

**ENGL 509. Literature of the Medieval Period.**

Cr. 3. A survey of medieval English lyric, ballad, narrative, drama, and romance (including Chaucer), with attention to intellectual, religious, and social background materials.

**ENGL 510. Shakespeare.**

Cr. 3. Close readings of representative plays: histories, comedies and tragedies.

**ENGL 511. Introduction to Technical Writing.**

Cr. 3. This course teaches engineering and science students to write and talk about design and research problems in terms that satisfy a specialist and also enable a nonspecialist to understand what the problem is and how it was (or can be) solved.

**ENGL 520. Literature of the Sixteenth and Seventeenth Centuries.**

Cr. 3. An intensive survey of the poetry, prose, and drama of the English Renaissance, excluding Shakespeare, with attention to the historical and cultural backgrounds of the period. Representative writers may include More, Sidney, Spenser, Jonson, Donne, and Milton.

**ENGL 521. Intermediate Composition.**

Cr. 3. Students examine and practice procedures common to all kinds of academic and professional writing. Particular attention is given to editing, revising, and evaluating prose forms. Not open to students who have taken ENGL 531.

## English

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### **ENGL 523. Short Story Writing.**

Cr. 3. A workshop in the various techniques of writing short fiction. English majors (not writing majors or minors), as well as other students, may take this course on the S/U basis.

### **ENGL 524. Poetry Writing.**

Cr. 3. A workshop in the various techniques of writing poetry. English majors (not writing majors or minors), as well as other students, may take this course on the S/U basis.

### **ENGL 525. Creative Nonfiction.**

Cr. 3. A workshop in various techniques of writing creative nonfiction, a genre that explores how the essay generates new forms when it borrows the techniques of fiction, poetry, and/or drama.

### **ENGL 530. Literature of the Restoration and Eighteenth Century.**

Cr. 3. An intensive survey of English poetry, fiction, nonfiction prose, and drama from 1660-1785, with attention to the historical and cultural background of the period. Representative writers may include Dryden, Swift, Pope, Fielding, Johnson, and Sheridan.

### **ENGL 531. Advanced Composition.**

Cr. 3. A course for students who have mastered fundamental writing skills and are prepared to study and practice writing processes in a more sophisticated and rigorous fashion. The course considers how to generate and organize ideas, how to adapt writing for various audiences and purposes, and how to revise, edit, and polish writing components of a developing and mature style.

### **ENGL 541. History of the English Language.**

Cr. 3. An introduction to the development of modern English from Indo-European with emphasis upon structure and vocabulary.

### **ENGL 542. Modern English Grammar.**

Cr. 3. An introduction to such recent linguistic developments as structural grammar and transformational-generative grammar.

### **ENGL 543. Introduction to Linguistics.**

Cr. 3. Introduction to the theory and methodology of linguistics. Includes descriptive and historical linguistics, basic notions of grammatical theory and exploration of some of the relations of linguistics to other branches of knowledge. The presentation of general principles is supplemented by practical problems in linguistic analysis.

### **ENGL 544. Sociolinguistics: Language Across Cultures.**

Cr. 1-3. A variable topics course which considers intersections of language, social structure, and culture, with emphasis on the study of linguistic and cultural diversity. Possible topics include the study of language variation cross-culturally on a global scale and the study of language variation cross-culturally in the U.S. (may be repeated when topics differ).

### **ENGL 550. British Literature of the Nineteenth Century.**

Cr. 3. A survey of British poetry and prose of the Romantic and Victorian eras, with reference to the context of British and European social and political history. Major writers may include Wordsworth, Coleridge, Keats, Hazlitt, Scott, Carlyle, Tennyson, Browning, Arnold, Dickens, Newman, and Hardy.

### **ENGL 556. The Novel.**

Cr. 3. A study of representative English novels of the eighteenth and nineteenth centuries, with discussion of the social background.

### **ENGL 560. Twentieth Century Drama.**

Cr. 3. A study of plays typical of the various phases of the development of British and American drama, with some attention to related Continental drama.

### **ENGL 565. Studies in American Literature.\***

Cr. 3. A study of a significant movement in American literature, such as Transcendentalism, Romanticism, Naturalism and Realism, or a group of writers related regionally, ethnically or in some other way.

### **ENGL 568. Teaching of English to Speakers of Other Languages: Theory and Methods.**

Cr. 3. A study of the theoretical and historical background of second language teaching as well as theories of second language acquisition, with special attention to different cultural backgrounds. Topics include practical applications of theories through methods of teaching speaking, listening, writing, and grammar. The course will employ readings, activities, and class discussions among students from various linguistic and cultural traditions. Students will observe an ESL class as well as develop and teach an English language lesson.

### **ENGL 569. Teaching of English to Speakers of Other Languages: Theory and Practices.**

Cr. 3. A study of practical applications of language learning theory involved in methods of helping learners develop vocabulary, reading, and writing skills, with special attentions to different cultural backgrounds. The course will employ readings, activities, and presentatins by, and class discussions among students from various linguistic and cultural traditions. Students will observe an ESL class as well as develop and teach an English language lesson.

### **ENGL 570. Twentieth Century Fiction.**

Cr. 3. Readings of representative works of the most important novelists of the twentieth century writing in English, with emphasis on various theories of fiction dominant during the period.

### **ENGL 575. Twentieth Century Poetry.**

Cr. 3. Readings in selected modern poets and their forerunners, especially the French Symbolists. The British and American poets included may

range from Yeats and T.S. Eliot to Auden, Robert Lowell and other contemporary figures.

**ENGL 578. Literature for Children.**

Cr. 3. A survey, by types, of distinguished literature for children, with emphasis on developing analytical and evaluative techniques. Introduction to bibliographical aids, review media and research. Required of elementary education majors.

**ENGL 579. Literature for Adolescents.**

Cr. 3. A survey, by types, of distinguished literature suitable for students in secondary schools. Emphasis on the reading of selected books representing the wide range of literature for adolescents, and the developing of analytical and evaluative techniques. Introduction to bibliographical aids, review media, and current research in the field.

**ENGL 580. Topics in Writing. \***

Cr. 2-3. An open topics course, which may involve intensive writing in a particular genre (e.g., personal essay, dramatic poetry, longer fiction) or writing for a particular audience (e.g., children and younger adults).

**ENGL 589. The Teaching of English.**

Cr. 3 (See ED 589.) A study of methods of teaching English in middle and secondary school. Prerequisite: admission to Teacher Education. A field component is required.

**ENGL 590. Topics in Literature. \***

Cr. 2 (seven week course) -3. An open topics course, which may concern a single writer or group of writers (e.g., Milton, Blake and the Protestant Epic), a literary type or theme (e.g., Gothic Fiction), a contemporary art form (e.g., development of the cinema), or an aspect of modern popular culture (e.g., science fiction and fantasy).

**ENGL 591. Seminar in Professional Writing.**

Cr. 3. Critical reflection on the meaning of certain writing tasks in the cultures of working society. Develops awareness of such topics as the ethics of marketing strategies as applied to writing projects and assignments. Includes editorial and opinion writing. Attention also given to the techniques, problems, and strategies of grant writing, editing the writing of others, and association publishing.

**ENGL 592. Seminar in Creative Writing.**

Cr. 3. Various forms of creative writing (drama, fiction, nonfiction, poetry), but focus on a single genre. Requirements include a series of progress papers and a substantial portfolio of creative work. Prerequisite: undergraduate creative writing course and approval of the Chair of the Department.

**ENGL 596. Traditions of Giving and Serving in American Life.**

Cr. 3. Selected readings in the nature and purpose of philanthropy and service in American Life. Texts will be drawn from the fields of literature, theology, social history, and philosophy that raise questions of ethics, stewardship, and the common good.

**ENGL 601. New Literacies, Technology, and Cultures of Writing.**

Cr. 3. A course in theory and practice that examines how media of expression shape texts and their interpretations. Course readings include literature and theories of textual studies in print and electronic formats. Readings emphasize the history of the book and evolving electronic new media. The course requires written papers and projects in electronic format.

**ENGL 602. Computer Assisted Language Learning (CALL).**

Cr. 3. An introduction to computer assisted language learning for use in second language classrooms. This course includes the study of CALL research and theory as well as practical classroom applications.

**ENGL 603. Seminar in Literature for Children.**

Cr. 3. A study of the great children's literature of the past and the present, of the value that literature holds for children, and of the criticism of that literature with the aim of developing a set of critical standards for the evaluation of books for children and their selection for school use. Includes a scrutiny of representative scholarship as well as the handling of many bibliographical tools.

**ENGL 609. Theory and Practice of Expository Writing.**

Cr. 3. Readings and lectures in the theory of exposition; practice in analyzing essays and in writing various forms of exposition; study of the principles of teaching expository writing.

**ENGL 610. Topics in American Literature and Culture.**

Cr. 3. A study of significant movement in American literature, such as Romanticism, Naturalism, or Realism, or a group of writers linked regionally, ethnically, or in some other special way. Special attention is paid to cultural contexts.

**ENGL 612. ESL Curriculum and Assessment.**

Cr. 3. Introduction to the principles of curriculum design and assessment for English as a Second Language courses. Students will explore theories and frameworks for developing a curriculum in various teaching settings, including how to articulate goals and objectives, sequence lessons, provide scaffolding, and create assessment tools and activities for a unit or a complete course.

## English, Foreign Languages and Literatures

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### **ENGL 613. ESL Grammar.**

Cr. 3. A course on English grammar for the purpose of teaching second language learners. Topics include the study of English grammatical structure, ESL error analysis, and practical applications of this knowledge in teaching ESL grammar.

### **ENGL 614. Seminar in ESL.**

Cr. 3. This seminar addresses advanced topics related to the study of TESOL and second language acquisition: Teaching ESL writing, language, culture, and identity in the second language classroom, and discourse analysis (may be repeated when topics differ).

### **ENGL 685. Practicum in English.**

Cr. 1-3. Exposure to and guidance in practical work and/or work settings related to the student's field of concentration. May include daily writing, teaching of English to nonnative speakers, professional translation, editing, or other activities with specific learning objectives. Students spend approximately 50 clock hours for each academic credit. Prerequisite: satisfactory completion of 12 graduate credits.

### **ENGL 686. Internship.**

Cr. 1-3. Placement in an appropriate professional or work-related setting under the supervision of faculty and/or onsite personnel, requiring a minimum of 100 contact hours for each credit. Prerequisite: 12 credits of graduate coursework related to the internship placement and approval of the academic advisor and Dean of the Graduate School.

### **ENGL 690. Studies in Literary Periods.\***

Cr. 1-3. Concentrated study of a specific period in literary history, for example, the Medieval, the Neo-Classical, the Romantic, the Victorian, the Modern or Post-Modern.

### **ENGL 691. Studies in Literary Themes and Topics.\***

Cr. 1-3. Studies of a significant literary theme, intellectual or cultural trend, movement or school: e.g., pastoral, realism/naturalism, the American short story, Arthurian legend. In some instances the course might involve study of one or more specific authors (for example, the novels of Thomas Hardy, or the poetry of Keats and Shelley).

### **ENGL 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **ENGL 695. Independent Study.**

Cr. 3. Investigation of a special topic through

readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **ENGL 699. Seminar in English Communication.**

Cr. 0.5. Bi-weekly seminars designed for the purpose of improving communication skills. Includes reading, conversational and public speaking and comprehension, and various writing exercises. May be taken twice for credit.

### **ENGL 795. Master's Thesis.**

Cr. 3. Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate School Office. Prerequisite: ENGL 692 or 695 with a grade of A or A-, or Dean's approval.

## Foreign Languages and Literatures

### **FLC 531. Contemporary Chinese in Mass Media I.**

Cr. 4. (Also offered as CHST 531.) Builds advanced language skills and explores contemporary Chinese culture using Chinese-language mass media sources. Particular emphasis on speaking and aural comprehension. Prerequisite: FLC 306 or equivalent.

### **FLC 532. Contemporary Chinese in Mass Media II.**

Cr. 4. (Also offered as CHST 532.) A continuation of CHST 531 with particular emphasis on film and television materials. Prerequisite: FLC 531.

### **FLC 607. Intensified Fourth Year Chinese I.**

Cr. 5. (Also offered as CHST 607.) An advanced language course that develops students' proficiency in all language skills. Prerequisite: FLC 306 or equivalent.

### **FLC 608. Intensified Fourth Year Chinese II.**

Cr. 5. (Also offered as CHST 608.) A continuation of CHST 607. Prerequisite: FLC 607.

## Geography

### **GEO 501. Regional Geographies of the World.**

Cr. 3. A geographic interpretation of the environmental, cultural, political, and economic patterns of one of the world's major regions, such as the United States and Canada, Latin America, Europe, Asia, or Africa. May be repeated for credit when the regional offering is different.

### **GEO 504. Advanced Geomorphology.**

Cr. 3. A study of the principles and analysis of complex geomorphic processes and the resulting

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## Foreign Languages and Literatures, Geography and Meteorology

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landforms. Students will enhance their knowledge of physiographic processes and topographic form through laboratory exercises and field trips. Prerequisite: consent of the instructor.

### **GEO 515. Advanced Geographic Information Systems (GIS).**

Cr. 3. A course in research design and execution using GIS. Students enhance their knowledge of GIS packages and advanced operations while researching a topic or problem. Individual and/or class projects also focus on designing research for GIS. Prerequisite: previous courses in GIS or consent of instructor.

### **GEO 560. Data Analysis.**

Cr. 3. (Also offered as MET 560.) This course will examine the analysis methods used in the geosciences, with a focus on environmentally collected data sets. The course emphasizes visualization of data, as well as applications ranging from basic model building to regression and introductory time series analysis. The primary tool for analysis is R, an open source software package that runs on virtually any platform. Prerequisite: consent of instructor.

### **GEO 566. Profession of Geography.**

Cr. 3. Treats the nature of geography as a professional field through readings, papers, presentations, and discussions. Topics covered include the history of the discipline, the variety of geographic subfields, the growth of GIS and computer applications, the proliferation of geographic resources on the Internet, and the overall "state of the art."

### **GEO 570. Political Geography.**

Cr. 3. An investigation of the relations among political activities and organizations and the geographic conditions within which they develop. Political power is discussed in terms of spatial, human, cultural, and ethnic geography.

### **GEO 574. Historical Geography of the United States.**

Cr. 3. A regional treatment of the exploration, colonization, territorial expansion, migration, transportation, settlement, and economic development of our country in relation to the physical environment. Primarily designed for students concentrating in the social sciences.

### **GEO 575. Culture, Nature, Landscape.**

Cr. 3. An advanced course in cultural geography exploring the integration of culture and nature in both material landscapes and their representation in art, literature, or other media. The examination of culture includes consideration of race, ethnicity, gender, and nationality. Field trip.

### **GEO 585. Field Study.**

0+4, Cr. 1-3. Designed to develop methods and techniques of geographic field work. May include a week of intensive work at a field site at a time when the University is not in session, possibly in

late summer. Additional fee may be charged to cover expenses. Prerequisite: Consent of the Chair of the Department.

### **GEO 590. Selected Topics in Geography.**

Cr. 1-3. Advanced studies in geography. Such topics as landform analysis, human environmental impact, biogeography, environmental management, and international business are considered. May be repeated when topics vary. Prerequisite: Consent of the instructor.

### **GEO 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the completed paper is to be filed in the department and with the Graduate School. Prerequisite: The project must be approved prior to registration.

### **GEO 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## **METEOROLOGY**

### **MET 530. Numerical Weather Prediction.**

Cr. 3. An introduction to numerical modeling techniques and weather prediction models: model fundamentals, structures, dynamics, physical parameterization, and model forecast diagnostics. Students will gain experience running simple codes and study different aspects and intelligent use of weather models.

### **MET 535. Radar Meteorology.**

Cr. 3. Examines the theoretical and operational principles of meteorological Doppler radar, including dual polarization methodologies. Atmospheric refractivity and its impact on wave propagation, data quality, and algorithms are discussed. Prerequisites: MET 216 and MATH 253.

### **MET 540. Global Climate Change.**

Cr. 3. An examination of the physical processes of global climate change, both past and future. The emphasis will be on the issues of future climate change, including greenhouse forcing and important atmospheric and oceanic feedback mechanisms. The course will also investigate local and regional climate changes resulting from land use, such as deforestation and desertification. In addition to discussing relevant literature, students will explore several climate data sets. Prerequisite: MET 215 and MATH 131.

### **MET 560. Data Analysis.**

Cr. 3. (Also offered as GEO 560.) This course will examine the analysis methods used in the

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geosciences, with a focus on environmentally collected data sets. The course emphasizes visualization of data, as well as applications ranging from basic model building to regression and introductory time series analysis. The primary tool for analysis is R, an open source software package that runs on virtually any platform. Prerequisite: consent of instructor.

### **MET 569. Atmospheric Thermodynamics.**

Cr. 3. Introduction to the atmospheric system, including basic characteristics and variables; basic radiation thermodynamics; vertical temperature structures; stability concepts and evaluation; physics of clouds and precipitation processes. Prerequisites: Introductory meteorology and one semester of calculus.

### **MET 572. Atmospheric Dynamics I.**

3+2, Cr. 4. A general survey of the fundamental forces and laws that govern atmospheric processes, particularly those motions associated with weather and climate. Emphases are on the applications of the basic equations of motion, atmospheric thermodynamics, gradient and geostrophic flow, and the general circulation. Prerequisite: Introductory meteorology and one semester of calculus.

### **MET 573. Atmospheric Dynamics II.**

3+2, Cr. 4. Second semester dynamics course emphasizing quasi-geostrophic dynamics, wave motions, barotropic and baroclinic instabilities; cyclone structure, jet streaks, and secondary thermal circulations. Laboratory case studies and exercises. Prerequisite: MET 572.

### **MET 580. Synoptic Scale Forecasting and Analysis.**

3+2, Cr. 4. Historic perspectives of the extratropical cyclone; air masses and frontal systems; formation and growth of extratropical cyclones; distribution of cyclones and cyclone tracks; basic satellite interpretation; operational forecast models; forecasting rules of thumb; selected case studies; forecast problems, including space and time considerations. Students prepare and present forecasts and answer public inquiries via a weatherphone service. Prerequisites: MET 573 and consent of instructor.

### **MET 581. Mesoscale Analysis and Forecasting.**

3+2, Cr. 4. A capstone course applying principles of atmospheric dynamics and thermodynamics to the processes that focus and organize mesoscale weather systems. Topics include mechanically and thermally driven circulations such as land-sea breezes, lake-effect snow, slop/valley flows, mountain waves, and polar lows. Atmospheric stability, convection theory, atmospheric discontinuities, severe convection, MCCs, and analysis and forecast methods are examined. Prerequisite: MET 580.

### **MET 585. Field Study in Meteorology.**

0+4, Cr. 3. Techniques of meteorological field work in a field course emphasizing severe storm prediction, spotting and interception. Additional fee may be charged to cover expenses. Prerequisite: consent of the instructor.

### **MET 586. Internship in Meteorology.**

Cr. 1-6. Experience by working in National Weather Service offices, governmental laboratories, private consulting firms, or media and broadcasting stations. Prerequisite: consent of internship coordinator. S/U grade only.

### **MET 590. Selected Topics in Meteorology.**

Cr. 1-3. Advanced studies in applied and theoretical meteorology. Topics such as weather systems analysis, micrometeorology, and atmospheric observing may be considered. May be repeated when topic is different. Prerequisite: consent of instructor.

## History

### EUROPEAN HISTORY

#### **HIST 504. European Imperialism and the Colonial Experience.**

Cr. 3. Study of European theories of imperialism investigated as they were implemented in specific colonies throughout the Americas, Africa, Eurasia, and Asia. Attention is given to the historical and psychological experience of being colonial master or servant by drawing on film, novels, and post-colonialist literature.

#### **HIST 510. Greek Civilization.**

Cr. 3. A study of Greek civilization from the late Bronze Age through the Hellenistic period, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

#### **HIST 511. Roman Civilization.**

Cr. 3. A study of Roman civilization from the 8th century B.C. to the Council of Nicea in A.D. 325, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

#### **HIST 512. Europe in the Age of Reformation.**

Cr. 3. Study of the political, socioeconomic and religious conditions in Europe during the Reformation movements of the sixteenth century, with emphasis on popular piety, gender relations, and missionary activity.

#### **HIST 513. History of Modern Britain.**

Cr. 3. Overview of British history from the Glorious Revolution to the present. Particular attention is given to industrialization, sex and gender in the Victorian era, social reform, imperialism, Anglo-Irish relations, and World Wars I and II.



**HIST 515. Contemporary Europe: Century of Violence.**

Cr. 3. Study of twentieth-century Europe, with emphasis on relations between Nazi Germany and Europe, including the USSR and the United States where applicable. The course explores the rise of ideologies such as nationalism, communism, and fascism, the major wars, and the dominant issues associated with the post-World War II world.

**HIST 516. Blood and Iron: Imperial Germany, 1871-1918.**

Cr. 3. A study of the political, social, and cultural development of Imperial Germany from its founding until its destruction during the First World War. The course considers the respective roles that personality (e.g., Bismarck and Kaiser Wilhelm II), class, and religion had in forging a path for the German nation-state.

**HIST 517. Hitler and the Third Reich.**

Cr. 3. A study of the rise and reign of Adolf Hitler and National Socialism. The course analyzes the man and the movement within the larger social, economic, and political trends of nineteenth- and twentieth-century Germany. The course is structured around a variety of historical debates (i.e., historical continuity versus discontinuity, Hitler as "weak" dictator or "strong" dictator, etc.). This course examines the racial, political, and geopolitical aspects of National Socialism and provides extensive coverage of the Holocaust.

**HIST 560. The Old Regime and the French Revolution.**

Cr. 3. Detailed study of the causes and effects of the French Revolution. Topics include the Enlightenment, social conditions, the monarchy, human rights, and the Napoleonic Era. Seminar discussions are based on both primary and secondary source readings.

**HISTORY OF THE AMERICAS****HIST 520. Colonial America.**

Cr. 3. Detailed study through readings and discussion of the major issues in colonial life. Topics will range from contact with Native Americans, to the Salem witch trials, to the origins of slavery. Students examine European settlement patterns in the four regions of British North America, including family, religious, and political life. The course concludes by studying the social, military, and political strain placed on colonial institutions by the Seven Years' War.

**HIST 521. The American Revolution, 1763-1789.**

Cr. 3. Detailed study through readings and discussion of the unresolved conflicts between Great Britain and her American colonies; the political, military and social aspects of the revolution; and the postwar problems culminating in the adoption of the Constitution.

**HIST 523. Civil War and Reconstruction.**

Cr. 3. Study of the great watershed conflict in American history, with special emphasis on the problems of Black Americans.

**HIST 524. Depression and War: The United States, 1929-1945.**

Cr. 3. Examines the nature of the Great Depression and its effects on the relationship of government to citizens in the United States. Also traces the European and Far Eastern origins of the American involvement in World War II as well as the diplomatic and military conduct of that war.

**HIST 525. The Age of Anxiety: United States since 1945.**

Cr. 3. An examination of the postwar American response to the prospect of living in an uncertain world.

**HIST 527. History of Chicago.**

Cr. 3. A study through readings and discussion of Chicago's development from a frontier village to a bustling town to the "Second City" to a postindustrial metropolis.

**HIST 529. Revolution! Insurgence in Latin America.**

Cr. 3. Why is "social change" such a common notion, yet revolutions are so rare? This course draws upon interdisciplinary theories of revolution and examines conditions and social forces that may lead to-or inhibit-revolution. Case studies include both "successful" revolutions and "failed" efforts, from Mexico to Cuba, Nicaragua to Argentina and beyond.

**HIST 533. Latin America in the Cold War Era.**

Cr. 3. This course examines the political and social implications of the Cold War throughout Latin America. Study will include the Guatemala coup, the Cuban Revolution, the military dictatorships of the 1970s-1980s, civil wars and revolution in Central America and Mexico's "dirty war."

**HIST 535. Modern Mexico: Competing Visions of the Nation.**

Cr. 3. The primary focus of the course will be on consolidation of the nation state, including the nineteenth-century clash of Liberal and Conservative visions of modernity, the Revolution of 1910 and its aftermath, the emergence of civil society and the uprising in Chiapas in the 1990s. Students explore competing definitions of Mexican identity and their role in hindering or facilitating national unity. Emphasis is placed on the role of regionalism and popular activism.

**HIST 594. Beats and Hippies.**

Cr. 3. The nature of post-World War II American culture through the examination of a cross section of its critics. Course includes writings of poets, novelists, essayists, and journalists as well as collections of photos, documentaries, and commercial films.

## History, Humane Education

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### NON-WESTERN HISTORY

#### **HIST 541. Revolution and Its Roots: The Making of Modern China.**

Cr. 3. The decline of traditional civilization resulting from domestic crises and foreign pressures, and the search for a new orthodoxy in the Chinese revolution.

#### **HIST 542. Tragedy and Triumph: The Making of Modern Japan.**

Cr. 3. Study of Japan's rise to its position as a world power, the tragedy of the war period, and its triumph as an economic power in the postwar world.

#### **HIST 555. Modern Middle Eastern History.**

Cr. 3. A retrospective look through documents, films, and literature at the history of the region beginning with the rise of Islam and the legacy of early splinter movements that profoundly impact twentieth century history. Particular attention is given to the breakup of the Ottoman Empire and the rise of Zionism in order to contextualize the Arab-Israeli conflict. Lastly, individual countries are studied to enhance understanding of the Middle East's influence on international affairs.

### SPECIALIZED OFFERINGS

#### **HIST 590. Topics in History.**

Cr. 1-3. A study that covers a particular, large subject in history (e.g., a period or a field), selected according to student interest and instructor choice. May be repeated for credit if topics vary.

#### **HIST 592. Reading and Discussion Seminars.**

Cr. 2-3. Full- or half-semester courses covering a variety of subject areas with subtitles and content dependent on student interest and instructor choice. These have included Slavery in the Americas, History of the American South, Revolutionary Russia, Pearl Harbor, American Immigration History, and Cuban Revolution. May be repeated for credit if topics vary.

#### **HIST 593. History through Film.**

Cr. 3. A study of the relationship among history, film, and theory in a specific geographical and chronological context. This course may be repeated for credit if the selected subjects are different.

#### **HIST 635. Problems in European History.**

Cr. 3. An intensive study of a significant period of movement in European history. Subtitles and content will depend on instructor's choice and student interest. This course requires a major paper.

#### **HIST 636. Problems in United States History.**

Cr. 3. An intensive study of a significant period or movement in American history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.

#### **HIST 656. Latin America in the 20th Century.**

Cr. 3. A study of the Latin America peoples since 1900, their internal problems, policies, and foreign relations. Attention is centered on Mexico and the Caribbean.

#### **HIST 690. Advanced Topics in History.**

Cr. 1-3. Selected topics on contemporary issues and themes in history. May be repeated for credit when topics vary.

#### **HIST 692. Research Project.**

Cr. 3. The study of a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

#### **HIST 695. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Humane Education

#### **HUED 501. Introduction to Humane Education.**

Cr. 3. Introduction to the field through exploration of innovative educational philosophies and methods, exciting and effective ways to approach teaching and learning, positive communication skills, and conflict resolution. As a foundational course, students examine how they can more fully model their message as an educator, citizen, and role model. Students will also examine how to bring the underlying concepts of good communication and teaching to bear on important issues of human rights, environmental ethics, animal protection, and culture.

#### **HUED 601. Research Methods.**

Cr. 3. (Also offered as ED 610.) A course designed to develop skill in understanding and evaluating research, and to provide the requisite tools for understanding and developing research projects.

#### **HUED 610. Environmental Ethics.**

Cr. 3. Discussion of a wide range of environmental issues, including global climate change, population, endangered species, pollution, and resource and energy use. The course offers a solution-oriented approach, balancing the study of environmental problems with positive ideas for creating sustainable and restorative systems that benefit people, animals, and the earth itself. The course examines how we might learn and teach about environmental issues in a manner that encourages people to approach

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## Humane Education, Information Technology and Management

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challenges in ways that foster solutions that work for all. Prerequisite: completion of or concurrent enrollment in HUED 501.

### **HUED 620. Animal Protection.**

Cr. 3. Discussion of animal issues, including animal agriculture, experimentation, hunting and trapping, companion animal concerns, and more. The course explores different philosophies regarding the inherent rights of sentient animals to be free from exploitation and abuse, and encourages students to grapple with and determine their ethics regarding nonhuman animals. The course further examines ways in which humans, animals, and ecosystems can be protected for the good of all and helps students develop techniques for learning and teaching about complex issues in a positive manner that invites dialogue and positive solutions. Prerequisite: completion of or concurrent enrollment in HUED 501.

### **HUED 630. Human Rights.**

Cr. 3. Examination of a range of human rights issues, including escalating worldwide slavery, child and sweatshop labor, and genocide, as well as civil, gay and lesbian, disability, women's, and other rights. This course also examines acts of human courage, compassion, and kindness and invites students to find in themselves, and others, sources of deep and abiding humaneness, both as a model of human goodness and as examples for exploring with others the ways in which humans can solve conflicts and stop oppressing and exploiting others. Finally, the course examines links between forms of cruelty and oppression, and uncovers solutions that will benefit all people, while also benefitting the environment and other species. Prerequisite: completion of or concurrent enrollment in HUED 501.

### **HUED 640. Culture and Change.**

Cr. 3. This course explores the many ways in which cultural norms influence ideas, beliefs, and actions, and explores how change-making happens. Covering social psychology, consumerism, media, advertising, globalization, public relations, economics, and politics, this course provides a foundational overview for understanding the ways in which people are shaped by their culture. This course enables students to become aware of the influences in their own lives and to become effective at giving others the tools they need to think critically and creatively as well. By recognizing the ways in which our thoughts and behaviors are often molded by culture, students gain the ability to determine more consciously their behaviors and actions, and create positive change. Prerequisite: completion of or concurrent enrollment in HUED 501.

### **HUED 650. Humane Education Residency.**

Cr. 3. Students in the M.Ed. and M.A. programs in Humane Education gather together in the summer

for an intensive week (five days) of training. Students learn and practice important techniques for bringing humane education into traditional and non-traditional educational settings. The residency is conducted at the Institute for Humane Education in Surry, Maine, on 28 oceanfront acres overlooking Acadia National Park. The summer residency includes practical, hands-on learning and offers students an opportunity to work with their fellow students and practice humane education activities and techniques.

### **HUED 685. Practicum in Humane Education.**

Cr. 1-3. An opportunity to practice teaching and/or presenting on a humane education topic, enabling students to apply what they have learned by designing and presenting a humane education program in schools or communities or, for those not teaching, through other creative means (writing, filmmaking/new media, the arts, design, etc.). Enrollment in this course should occur toward the end of the program. Students spend approximately 50 clock hours for each credit. Prerequisite: completion of at least 6 credits in the program and advisor's approval. May be repeated for up to 3 credits total.

### **HUED 692. Research Project.**

Cr. 1-3. This course constitutes the first of two courses related to the process of developing a research proposal and thesis project. Prerequisite: completion of or concurrent enrollment in HUED 601, completion of at least 12 credits, and an overall GPA of 3.0. May be repeated for up to 3 credits total.

### **HUED 795. Master's Thesis.**

Cr. 3. Implementation, writing, and defense of the master's thesis. Requires satisfactory completion of HUED 692 (B+ or higher) and approval of thesis candidacy. A copy of the completed thesis must be filed with the Graduate School Office before a grade is awarded.

## Information Technology and Management

### **IT 500. Fundamentals of Computing.**

Cr. 0. A study of fundamental programming constructs, algorithms, data structures, and object orientation. Emphasis is on fundamental programming skills, language syntax, and solutions to elementary problems. Offered online only; contact the program director for more details.

### **IT 540 (formerly IT 550). Digital Systems and Telecommunications.**

Cr. 2-3. Theory and application of interconnected digital systems including information flow control and standards for communication between network nodes. May be repeated more than once

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## Information Technology and Management

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when topics differ.

**IT 547 (formerly IT 650). Platform Technologies and Networking.**

Cr. 3. (Also offered as CS 547.) Computer operating systems, including configuration, file systems, security, administration, interfacing, multitasking, and performance analysis. Builds a deeper understanding of how networks work, including the topics of LANs, WANs, service providers, packets, hubs, routers, switches, and Internet protocols.

**IT 558 (formerly IT 610). Software Development and Programming.**

Cr. 3. (Also offered as CS 558.) Development of skills and concepts essential to good programming, practice and problem solving, with coverage of fundamental programming concepts, event-driven programming, object-oriented programming, basic data structures, and algorithmic processes.

**IT 590. Topics in Information Technology.**

Cr. 1-3. Study of special and timely topics in information technology. May be repeated more than once when topics differ.

**IT 602 (formerly IT 601). Introduction to Information Technology.**

Cr. 3. Reviews the academic discipline of IT, including pervasive IT themes, IT history, organizational issues, and relationship of IT to other computing disciplines. Prerequisite or concurrent enrollment: IT 500.

**IT 603 (formerly IT 640). Information Management.**

Cr. 2-3. Builds a deeper understanding of how databases work, including the topics of database theory and architecture, data modeling, normalization, query languages, security, and web applications. May be repeated more than once when topics differ.

**IT 604. Project Management.**

Cr. 3. Development of skills and concepts of project management. Emphasis on learning and applying concepts in the Project Management Body of Knowledge (PMBOK) and how those concepts relate to the field of Information Technology management.

**IT 630 (formerly IT 620). User Interface.**

Cr. 2. Discussion and application of the concepts of human-computer interaction, including human factors, performance analysis, cognitive processing, usability studies, environment, and training.

**IT 632. Instructional Design in Information Technology.**

Cr. 3. Discussion and hands-on application of instructional design methodology. Students will work individually and in teams to apply instructional design concepts to real-world

situations in order to gain experience designing instruction.

**IT 634. Search Engine Optimization.**

Cr. 3. Introduction to search engine optimization and marketing, including strategy, planning, integration, and evaluation of organic, pay-per-click, and social media campaigns.

**IT 640 (formerly IT 730). System Integration and Administration.**

Cr. 2-3. Development of skills and concepts essential to the administration of operating systems, networks, software, file systems, file servers, web systems, database systems, and system documentation, policies, and procedures, including education and support of the users of these systems. Also involves skills to gather requirements, source, evaluate and integrate components into a single system, and validate the system. May be repeated more than once when topics differ.

**IT 642 (formerly IT 760). Information Assurance and Security.**

Cr. 3. Concepts of data security, including policies, attacks, vulnerabilities, encryption, information states, and forensics.

**IT 652 (formerly IT 720). Integrative Programming and Technologies.**

Cr. 2-3. Integration of applications and systems, and examination of the various types of programming languages and their appropriate use. This course also addresses the use of scripting languages, architectures, application programming interfaces and programming practices to facilitate the management, integration and security of the systems that support an organization. May be repeated more than once when topics differ.

**IT 654 (formerly IT 630 and 631). Internet and Web Technologies.**

Cr. 3. Introduction to web technologies and systems, including hypertext, self-descriptive text, web page design, web navigational systems, and digital media. Includes a laboratory component providing hands-on experience related to Internet and web technologies. One or more projects required.

**IT 670. Professional Development.**

Cr. 2-3. Understanding the social and professional context of information technology and computing, and developing skills relevant to professional conduct and advancement. May be repeated more than once when topics differ.

**IT 786 (formerly IT 686). Internship.**

Cr. 1-3. A supervised work experience in an IT organization or IT-related position. No more than 4 credits of IT 786 and 787 may be applied to the

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## Information Technology and Management, International Commerce and Policy

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degree. Prerequisite: approval by the IT Director and/or Dean of the Graduate School.

**IT 787 (formerly IT 687). Advanced Internship.**  
Cr. 1-3. A second supervised work experience in an IT organization or IT-related position. Responsibilities and experience must differ from IT 786. No more than 4 credits of IT 786 and 787 may be applied to the degree. Prerequisite: IT 786 and approval by the IT Director and/or Dean of the Graduate School.

**IT 790. Advanced Topics in Information Technology.**  
Cr. 1-3. Study of special advanced topics in information technology. May be repeated more than once when topics differ. Prerequisite: 9 credits of IT coursework.

**IT 792. Research Project.**  
Cr. 1-3. Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. Prerequisite: 9 credits of IT coursework and the project must be approved prior to registration. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

**IT 795. Independent Study.**  
Cr. 1-3. Investigation of IT topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. Prerequisite: 9 credits of IT coursework and the project must be approved prior to registration. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

## International Commerce and Policy

**ICP 540. International Finance.**  
Cr. 3. An introduction to the functioning and management of the firm in international markets. An emphasis is on the multinational firm but increasing globalization makes international finance of concern to virtually every business operation. Coverage includes the international financial environment and the measurement and management of risk exposure, particularly foreign exchange exposure, arising during international operations and trade. In addition, financing and investing decisions are considered in the international context.

**ICP 560 Public Policy: Role of Government and Non-Governmental Organizations.**  
Cr. 3. Effects of public policy in public, nonprofit, and NGO administration. Emphasis on global and international issues, approaches, and organizations.

**ICP 590. Topics in International Commerce and Policy.**  
Cr. 1-3. Topics in business, law, politics, history,

administration, and other fields that may be of interest to ICP students.

**ICP 610. International Commerce and Policy: Case Studies.**  
Cr. 3. Introduction to commerce and policy concepts and terminology using analysis of case studies to build business and policy vocabulary, develop negotiation and cultural skills, and integrate business concepts for use in the ICP program. Requires individual and team projects involving written and oral presentation using current software technology.

**ICP 612. International Business Relationships.**  
Cr. 3. Role of business ethics and values in forging and maintaining effective business relationships between individuals and organizations of different cultural and social traditions. Topics include corporate codes of conduct, outsourcing, transactions under Sharia legal and economic systems, natural resource extraction, free trade agreements, and fair trade agricultural and commodity concept.

**ICP 613. Future of Business in a Global Economy.**  
Cr. 3. Covers a variety of topics, including important business principles and leading edge best practices adopted by world class companies. Students gain an understanding of the future of business by discussing the business environment, ownership, management, technology, and financial challenges of business.

**ICP 614. International Marketing.**  
Cr. 3. Strategies involved in developing and establishing successful businesses in an international arena, along with marketing and distribution opportunities and challenges. Use the case study method, including the role of technology, to examine and analyze issues and to guide decision strategies in specific global environments.

**ICP 615. New Venture Creation.**  
Cr. 3. Hands-on experience in the creation and development of a growth-oriented venture. Focus on developing skills conducive to venture success, including organizing, planning, integrating, persuading, and team building. Students analyze award winning plans, receive advice and insight from experts, and generate plans that are judged by professionals.

**ICP 620. Cross-Cultural Management.**  
Cr. 3. A study of the emerging field of international management as the practice of applying management concepts and processes in a uniquely multinational environment. Emphasis will be placed on culture-based behaviors and cross-cultural comparisons along with the theories

## International Commerce and Policy

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which underpin international management principles.

### **ICP 621. Global Leadership and Team Development.**

Cr. 3. (Also offered as LS 621 and PE 621.) Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

### **ICP 650. World Bank Global Issues.**

Cr. 3. Curriculum designed to promote a better understanding of economic development, global competition, international trade, and public policy among students of the social sciences, international development, public policy, and business. Seminars are led by world-known experts and researchers at the World Bank having firsthand knowledge and experience in global issues. Seminar speakers lead part of the discussion on policy relating to these issues, which gives them an interesting point of view for students participating in the series. Fall only.

### **ICP 661. International Political Economy.**

Cr. 3. (Also offered as POLS 661.) An exploration of the interplay of political and economic factors behind issues from world trade, flow of capital and jobs, to bilateral economic relations. Review of classic and modern literature in the field of international political economy followed by application of major theories to contemporary international problems.

### **ICP 662. International Competitiveness, Politics, and Policies.**

Cr. 3. Inquiry into governance problems of public managers and political leaders as they cope with global competitiveness in areas such as technology innovation and transfer, national security, trade policies, capital flow and regulations, human resources, immigration policies, education, and regional development policies and strategies. Focus is on the U.S. role and policies.

### **ICP 663. Comparative Public Policy.**

Cr. 3. An overview of similarities and differences across countries and cultures in policies related to law, health, education, government, commerce, religion, and other dimensions that impact international engagement.

### **ICP 670. Law and Legal Principles.**

Cr. 3. (Also offered as LS 670, PE 671, and PSY 670.) An Introduction of American Law and the American Legal System through analysis of history, structure, tools, rules, and composition of the courts in the United States all of which provides a basis for comparison to the laws and legal systems of other nations. Students will

begin to learn how to read, study, and brief legal cases.

### **ICP 671. International Business Transactions.**

Cr. 3. Explores the practical aspects of conducting international business transactions as well as the workings of international systems such as the General Agreement of Tariff and Trade. Areas covered include unfair foreign competition; anti-dumping duties; subsidies and countervailing duties; regulating international investment; technology transfer; and regulating the multinational corporation.

### **ICP 677. World Trade Organization and International Regime.**

Cr. 3. Study of the World Trade Organization as the institution that sets rules for trades of goods and services worldwide and settles disputes among sovereign nations. WTO-related agreements, procedures, relevant policy issues, and prominent cases, in the context of the growing role of international regime in global economy are discussed.

### **ICP 678. International Commerce and Trade Law.**

Cr. 3. Regulations imposed by governments and international institutions on transnational commerce. Reviews principal regulatory bodies in the U.S. and overseas, and powers and authorities. Covers tariffs and customs regulations; product safety and environmental restrictions; intellectual property, copyright, trademark, and patent regulations; and licensing rules. Topics may also include regulations involving taxation, pricing, and foreign exchange, alliances, and acquisitions.

### **ICP 686. Internship in International Commerce and Policy.**

Cr. 1-3. Placement in work setting related to international commerce and policy, requiring a minimum of 100 contact hours. Prerequisite: 9 credits of course work in the ICP program and approval of the Dean of the Graduate School. S/U grade only.

### **ICP 689. Professional and Career Development.**

Cr. 0-1. (Also offered as LS 689, PE 689, or PSY 689.) Encourages students to reflect upon their career goals, strengths, and challenges as they plan their entry into the job market, and to develop successful skills and strategies for a job search. Includes resume and cover letter preparation, networking, interviewing, approaching referees, and other topics relevant to preparation for either career advancement, including further graduate study. S/U grade only.

### **ICP 690. Advanced Topics in International Commerce and Policy.**

Cr. 0-3. Specialized topics dealing with current and



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## International Commerce and Policy, Liberal Studies

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relevant areas of study related to international commerce, law, politics, business, and cultural issues.

### **ICP 692. Research in International Commerce and Policy.**

Cr. 3. Guided research under faculty supervision on a topic related to international commerce, business, relations, policy, or law. May be empirical or literature based. Final paper required. Prerequisite: 12 credits of ICP course work and approval of the Dean of the Graduate School.

### **ICP 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **ICP 699. Seminar in Global Strategies.**

Cr. 0.5. Speaker presentation series dealing with current issues and topics in international relations, commerce, policy, law, and business. May be taken twice for 0.5 credits each. Required fall and spring semesters. S/U grade only.

### **ICP 795. Master's Thesis.**

Cr. 3. Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate School Office. Prerequisite: ICP 692 or 695 with a grade of A/A- or Dean's approval.

## Liberal Studies

**Note:** Liberal Studies (LS) courses are administered through the Graduate School Office with the assistance of a Master of Arts in Liberal Studies Advisory Council.

### **LS 555. Ethics in Business.**

Cr. 2-3. An analysis of the moral bases for ethical decisions and ethical aspects of behavior in business leadership. Contemporary business conduct is examined in an ethical context.

### **LS 590. Topics in Liberal Studies.**

Cr. 1-3. Topics courses offered at the graduate level that do not fall within the traditional discipline structures of the graduate program but which meet the goals and objectives of the Liberal Studies program.

### **LS 591. Topics in Ethics.**

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business.

### **LS 604. Intensive English Language.**

Cr. 4. Intensive English language instruction for nonnative English speaking international students. Focus may be on communication skills or reading and writing. Prerequisite: TOEFL score of 550 or higher, or instructor's approval. May not be counted toward degree work if LS 606 has been completed.

### **LS 605. English for Business.**

Cr. 4. Preparation in business terminology for understanding academic lectures, making oral presentations, leading discussions and negotiations, reading scholarly books and journals, and writing appropriately for courses in business and commerce. Focus on reading and comprehension strategies and on the analysis and preparation of case studies. Includes visitation to local businesses as well as interaction with business professors and students.

### **LS 606. English for Academic Purposes.**

Cr. 3. Development of listening and speaking skills through classroom discussion and out-of-class activities for nonnative English speaking international students. Additional work on note-taking, pronunciation, and grammatical accuracy assigned as needed. May not be counted toward degree work if LS 604 has been completed.

### **LS 608. Professional Writing and Research.**

Cr. 3. Development and preparation toward writing a major graduate level paper, literature review, research study, or thesis. With focus on a particular theme or topic related to their area of concentration or program, students develop a thesis, design a study, and collect and analyze information or data as appropriate. Students may choose the S/U grading option.

### **LS 610. Seminar in the Humanities.**

Cr. 3. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, this seminar explores the various ways by which the humanities—especially literature, philosophy, theology, and the languages—contribute greater insight into our individual and common humanity. This seminar is recommended as a first course in the student's MALS program. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered every fall and spring.

### **LS 620. Seminar in the Social Sciences.**

Cr. 3. Focus on a particular social issue, theme, or topic provides the substantive core for this course. The seminar seeks to provide insight into the various ways by which the social science disciplines—especially economics, cultural geography, history, political science, psychology, sociology—contribute to understanding the social institutions which shape society. Topics vary. Note that three of the seminars numbered 610

## Liberal Studies

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through 640 are required for most MALS degrees. Normally offered every fall and spring.

### **LS 621. Global Leadership and Team Development.**

Cr. 3. (Also offered as ICP 621 and PE 621.) Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

### **LS 630. Seminar in the Natural Sciences.**

Cr. 3. Through the focus of a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the natural science disciplines—especially experimental psychology, physical geography, mathematics, biology, chemistry—contribute to the formation of scientific and technical knowledge, especially in the context of contemporary issues. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered every fall and spring.

### **LS 640. Seminar in the Fine Arts.**

Cr. 3. The visual and performing arts offer an important dimension of richness to all cultures. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the fine arts—especially art, music, and drama—contribute to the texture of culture. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Topics vary. Normally offered every fall and spring.

### **LS 645. Evolving American Identities.**

Cr. 3. Exposure to social, cultural, historical, religious, and artistic traditions in the U.S. Discussion of intercultural differences and similarities, with the intention of improving intercultural understanding.

### **LS 648. Music Studio.**

Cr. 1. Entry level studio instruction for non-music majors. May fulfill elective credit in MALS. Approval of Chair of Music Department required. Limited space available. Requires performance music fee.

### **LS 650. Seminar in Religion, Culture, and Value.**

Cr. 3. The stated and unstated values of all cultures are deeply entwined with their religious expressions. By focusing on a particular issue, theme, or topic, which provides the substantive core of the course, this seminar examines important aspects of religion and its role within culture. Topics vary. Required for the MALS degree.

### **LS 655. Ethics and Professional Responsibility I.**

Cr. 3. Part of a two semester offering, this course increases awareness and sensitivity to ethical issues in professional workplace environments. Specific topics include applied ethics, ethics of law and law enforcement, medical and healthcare ethics, ethics and the media, and ethics as related to information technology professions. Taught by a faculty team with respective qualifications in the different fields of studies.

### **LS 656. Ethics and Professional Responsibility II.**

Cr. 3. Part of a two semester offering, this course is designed to increase awareness and sensitivity to ethical issues in professional workplace environments. Specific topics include business ethics, ethics of politics and government, ethics and the Church, ethics and emerging technologies, and ethics and the arts. Taught by a faculty team with respective qualifications in the different fields of studies.

### **LS 659. Integrative Project in Ethics.**

Cr. 3. An undertaking to bridge ethical theory and application in an area relevant to the student's professional interests. A major paper is required and must be filed with the Graduate School at the end of the term.

### **LS 660. Classic and Contemporary Thought.**

Cr. 1.5. This course, designed as combination colloquium and discussion seminar that meets monthly, covers classic and contemporary readings by notable authors in each of the broad concentrations of the MALS program, including literature, history, social analysis, theology, and ethics. MALS students may complete 3 credits (two semesters) of LS 660 as an elective during two semesters in the program.

### **LS 670. Law and Legal Principles.**

Cr. 2. (Also offered as ICP 670, PE 671, and PSY 670.) Basic aspects of law, including legal domains, the judicial process, litigation, and legal research. Offered online and onsite.

### **LS 685. Practicum.**

Cr. 3. Exposure to and guidance within practical or work settings related to the student's field of concentration. Students spend approximately 100 contact hours under the guidance of a faculty member and onsite supervisor. Prerequisite: satisfactory completion of 6 credits of MALS core and 9 credits in the concentration, submission of a written proposal, and approval of the sponsoring faculty and Dean of the Graduate School.

### **LS 686. Internship.**

Cr. 1-3. Supervised hands-on experience related to professional and liberal learning. Students spend approximately 100 hours for each academic credit. Requires satisfactory completion of 12 credits of MALS course work, a

written proposal that includes an expected product or outcome, evidence of the outcome, and approval of the sponsoring faculty and Dean of the Graduate School.

**LS 689. Professional and Career Development.**

Cr. 0-1. (Also offered as ICP 689, PE 689, or PSY 689.) Encourages students to reflect upon their career goals, strengths, and challenges as they plan their entry into the job market, and to develop successful skills and strategies for a job search. Includes resume and cover letter preparation, networking, interviewing, approaching referees, and other topics relevant to preparation for either career advancement, including further graduate study. S/U grade only.

**LS 690. Topics in Liberal Studies.**

Cr. 0-3. Topics courses at the graduate level that do not fall within the traditional discipline structures of the graduate program or are interdisciplinary in approach but which meet the goals and objectives of the Liberal Studies program. Topics may include those which are offered in nontraditional formats and for less than 3 credits.

**LS 691. Advanced Topics in Ethics.**

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business. Assumes prior coursework, readings, or experience in either ethics or the professional field of application.

**LS 692. Research Project in Liberal Studies.**

Cr. 3. Used by MALS students as a capstone course for their course of studies. Other students may use it for more intensive research that culminates in a major written product. The student must have a supervising faculty member and a project that is defined in advance and approved by the faculty member's Department Chair and the Dean of the Graduate School. Approval must be obtained prior to registration.

**LS 693. Seminar in Liberal Studies.**

Cr. 1-3. Seminars are designed for students who are capable of significant independent work and making major contributions to the course.

**LS 694. Learning through Service.**

Cr. 1-6. An educational experience in an organized service activity that addresses identified community needs, often through association with a volunteer service organization. Number of credits is determined in consultation with the program advisor.

**LS 695. Independent Study.**

Cr. 1-3. Students may undertake independent study on a topic of special interest to the student and relevance to the student's program of study. The student must have a supervising faculty

member and a project that is defined and approved by the faculty member's Department Chair and the Dean of the Graduate School prior to registration.

**LS 696. Independent Study in Ethics.**

Cr. 3. Investigation of a special topic through readings or research under supervision of a faculty advisor. A concluding paper is required and must be filed with the Graduate School at the end of the term.

**LS 697. Study/Travel Abroad.**

Cr. 3 or 6. Study involving significant travel abroad through faculty-sponsored courses or residential study at the Cambridge and/or Reutlingen centers. Requires an approved plan of study and an extended written project.

**LS 698. Study/Travel USA.**

Cr. 3. Study involving significant travel in the United States and/or Canada through faculty-sponsored or independent travel. Requires an approved plan of study and an extended written project.

**LS 770. Integrated Graduate and Law Study.**

Cr. 0. Active graduate school status for students pursuing a dual degree in the Valparaiso University School of Law and the Graduate School. Intended only for dual JD/master's degree students not registered for regular graduate coursework.

**LS 795. Master's Thesis.**

Cr. 3. Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate School Office. Prerequisite: LS 692 or 695 with a grade of A or A- or Dean's approval.

## Mathematics and Computer Science

### MATHEMATICS

**MATH 520. Dynamical Systems.**

Cr. 3. Theory and applications of mathematical models of dynamical systems (discrete and continuous). Topics include linear and non-linear equations, linear and non-linear systems of equations, bifurcation, chaos and fractals. Prerequisite: MATH 132 or permission of the instructor.

**MATH 521. Mathematical Models of Infectious Disease.**

Cr. 3. An application of mathematical methods and concepts to the study of infectious diseases. Analysis of outbreaks and control methods (such as vaccinations) using differential equations and elementary matrix algebra. Prerequisites: MATH 131 and one of MATH 140, MATH 240, or PSY 201. This course is usually offered online during the summer sessions.

## Mathematics

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### **MATH 522. Optimization.**

Cr. 3. Theory and computer algorithms for the solution of mathematical programming problems and applications. Topics include the simplex method, cutting planes, branch and bound methods and numerical methods for unconstrained optimization, game theory, and dynamic programming. Offered in alternate years.

### **MATH 523. Game Theory (formerly MATH 520).**

Cr. 3. The fundamentals of game theory are covered including dominance, Nash equilibria, and evolutionarily stable solutions. Various models of strategic games are explored and applications to economics, biology, and other disciplines are discussed. Prerequisite: MATH 131 and MATH 240. Usually offered only during summer sessions.

### **MATH 530. Partial Differential Equations.**

Cr. 3. Theory of and solution techniques for Partial Differential Equations of first and second order, including the heat equation and wave equation in rectangular, cylindrical, and spherical coordinates. Tools include Fourier series, Bessel Functions, Legendre Polynomials, and transform techniques. Prerequisites: MATH 253 and MATH 234 or 265.

### **MATH 540. Statistics for Decision Making.**

Cr. 3. A study of statistical concepts and methods to facilitate decision making. Content includes analysis of variance, simple and multiple regression, correlation, time-series analysis, and nonparametric methods.

### **MATH 541. Probability.**

Cr. 3. A course in probability with some topics applicable to statistics. Topics include probability spaces, random variables, classical discrete and continuous probability distributions, multivariate probability distributions with an introduction to multivariable calculus, joint and conditional distributions. Prerequisite: a statistics course and a calculus course.

### **MATH 542. Mathematical Statistics.**

Cr. 3. This course in mathematical statistics is based on the background of MATH 541. Topics include Central Limit Theorem, covariance, moments, estimation, tests of hypotheses, and sampling theory. Prerequisite: MATH 541 or an equivalent course.

### **MATH 543. Time Series Analysis.**

Cr. 3. This course studies statistical modeling and forecasting of time series, which are observations made sequentially through time. Applications of time series discussed are selected from finance, economics, health sciences, meteorology, and many other fields. Periodic computer lab sessions with the software R. Prerequisite: MATH 340 or ECON 325.

### **MATH 544. Applied Probability and Statistical Decision Theory.**

Cr. 3. A survey of probabilistic models used in decision theory. Topics include stochastic processes, queuing theory, forecasting, Bayesian decision theory, reliability, and simulation. Prerequisite: a statistics course.

### **MATH 570. Numerical Analysis.**

Cr. 3. Analysis and implementation of numerical techniques such as polynomial interpolations, root finding, matrix solutions to systems of equations, numerical solutions to differential equations (the finite difference method), and numerical integration, with an emphasis on theory and error analysis. Prerequisite: MATH 234 or 264.

### **MATH 571. Experimental Mathematics.**

Cr. 3. A study of the role of computation and experimentation in mathematical proof. Students learn to write code in a mathematical programming language (e.g., Maple), and then apply programming skills to a variety of mathematical problems. Topics include enumeration, continued fractions, high precision computing, and numerical integration, among others. Students will also study famous proofs that integrate computation in nontrivial ways and the current state of automated theorem proving/automated proof checking software. Prerequisite: MATH 264.

### **MATH 590. Advanced Topics in Mathematics.**

Cr. 1-3. An advanced course for mathematics majors. Topics vary, but may include: number theory, advanced abstract algebra, differential geometry, partial differential equations, measure and integration or functional analysis. Prerequisite: consent of the Chair of the Department. Specific course requirements depend on the content. Offered upon sufficient demand.

### **MATH 592. Research in Mathematics.**

Cr. 3. A research problem studied in mathematics under the direction of a faculty member. Written and oral reports are required. Prerequisite: consent of the Chair of the Department.

### **MATH 593. Seminar in Applied Statistics.**

Cr. 3. (Also offered as ECON 593.) An intensive study of selected topics, methods, techniques, and problems in applied statistics. Prerequisite: MATH 540 or an equivalent course.

### **MATH 595. Independent Study in Mathematics.**

Cr. 1-3. Advanced topics in mathematics under the supervision of a faculty member. Written work is required. Prerequisite: consent of the Chair of the Department.

## COMPUTER SCIENCE

### CS 525. Simulation and Modeling.

Cr. 3. An introduction to computer simulation of mathematical models of discrete and continuous phenomena. Some standard simulations are examined; others implemented using a simulation language. Prerequisites: a course in calculus, a course in probability and statistics, and a course in programming.

### CS 547. Operating Systems and Networking.

Cr. 4. (Also offered as IT 547.) Introduction to the concepts of operating systems and networks. Topics include procedures, processes, resource management, interrupt-driven processing, protocols for communicating messages, such as Transport Control Protocol and User Datagram Protocol, error detection, methods for routing messages, and application protocols, such as HTTP and SMTP.

### CS 558. Software Design and Development.

3+2, Cr. 4. (Also offered as IT 558.) The specification, design, implementation, documentation, testing and management of software systems. Intensive work on a group project, directed by the instructor, to design and develop a usable software system. Students will also learn fundamentals of graphics and graphical user interfaces.

### CS 565. Interactive Computer Graphics.

Cr. 3. Study of the fundamentals of interactive computer graphics systems and software. Emphasis is placed on graphics primitives, geometric transformation and projection, methods of creating visual realism, and selected graphics algorithms. Prerequisites: CS 158 and MATH 131.

### CS 572. Computability and Computational Complexity.

Cr. 4. Emphasis on the limits to the power of computation and a systematic analysis of the algorithms that harness it. Computability topics include the Chomsky hierarchy, several automata and language models, and demonstrations of uncomputable problems. Complexity topics include various design strategies such as greedy, divide and conquer, and backtracking, and fundamental computing algorithms, such as searching, sorting, graphs, trees, pattern matching, and computational geometry, with a short foray into distributed algorithms. Prerequisites: CS 257 and MATH 269.

### CS 593. Seminar in Professional Practices.

Cr. 2. (Also offered as IT 593.) Student and faculty presentations in the context of professionalism and ethical responsibilities in software development and human-computer interaction. Topics include laws, risks, and liabilities, codes of ethics, privacy, international- and gender-related issues, philosophical frameworks, and economic implications. Students will learn and develop oral presentation and research skills.

## Music

### MUS 590. Topics in Music.

Cr. 1-3. Specific topics offered occasionally and linked to other departmental programming and projects. May be repeated for credit if topics are different. Prerequisite: graduate standing and permission of the instructor.

## PERFORMANCE

### MUS 503. Studio Instruction.

Cr. 1-3. Studio Instruction in piano, harpsichord, orchestral and band instruments, voice, guitar, organ, and composition. Permission of the Chair of the Department required.

## ENSEMBLE MUSIC INSTRUCTION

Instruction in one of the following ensembles for a period of one semester gives one credit hour.

All ensemble courses are available for graduate credit at the 500 level. Enrollment is limited to students who have specialized training and background to participate in the ensemble in some capacity (such as assistant conductor, section leader or project director) to be determined by the instructor of the ensemble and with the approval of the Chair of the Department.

### MUS 550. Choirs.

VU Men's Choir, VU Women's Choir, Valparaiso University Chorale, Kantorei. Admission by audition only.

### MUS 552. Bands.

Concert Band, Luce Band, Jazz Ensemble. Admission by audition only. Also Community-University Band, audition not required.

### MUS 554. Orchestra.

University Symphony Orchestra. Admission by audition only.

### MUS 556. Music/Theatre Workshop.

Admission by audition only.

### MUS 557. Small Ensemble Music.

Small specialized ensembles to study and perform an array of repertoires, including Guitar Ensemble, and Jazz Combo. Open to students at a variety of skill levels. Some sections required audition or prior consultation with the instructor.

### MUS 558. Chamber Music.

Specialized ensembles, one to a part, for study and performance of standard chamber music repertoire (typically instrumental duos, trios, quartets, etc.) Admission and placement in sections by department screening only.

## Physical Education

### PE 590. Special Topics in Physical Education.

Cr. 1-3. An open topics course which examines a variety of concerns pertaining to the needs of the physical educator, e.g., curriculum development, pedagogy, sports administration, exercise physiology,

## Physical Education

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and current issues in physical education. May be repeated when topics vary. Prerequisite: consent of the instructor and Chair of the Department.

### **PE 610. Psychology of Sport.**

Cr. 3. A study of the competitive sports experience, with emphasis on the multidimensional factors involved in the psychology of sport.

### **PE 615. Research Methods in Sport and Physical Education**

Cr. 3. An analysis of evaluation techniques for activities and an investigation of the measure of central tendency, statistical designs, computer use and empirical research for physical education. Prerequisite: undergraduate or graduate level statistics class.

### **PE 620. Women and Sports.**

Cr. 3. Historical perspectives as well as psychological, sociological, and physiological implications of women's participation in sport.

### **PE 621. Global Leadership and Team Development.**

Cr. 3. (Also offered as ICP 621 and LS 621.) Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

### **PE 625. Sports Ethics.**

Cr. 3. Study of the moral and ethical reasoning and the decision making process that occur in the field of sports. Focus on the role of individuals (administrators, coaches, athletes, media, parents, etc.) charged with making decisions and the challenges they face.

### **PE 630. Sport and Society.**

Cr. 3. A study of the role of sports in society and the effects of culture and society on sports.

### **PE 633. Management and Development of Facilities.**

Cr. 3. The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities.

### **PE 643. Sports Marketing, Promotions and Fund-Raising.**

Cr. 3. A study of the roles of marketing, promotions, and fund-raising in the sports enterprise. Students are involved in planning and organizing programs in these areas. Students also receive experience in implementing a group project on campus or in a community setting.

### **PE 653. Financial Aspects of Sport.**

Cr. 3. Course focuses on principles, practices, and theories associated with financial planning

and management of enterprises engaged in the provision of sport related services and/or products. Topics include budget planning and preparation, preparing and analyzing financial statements, revenue sources, money management, preparation of business plans, and feasibility studies.

### **PE 670. Sport and the Law.**

Cr. 3. Focus on developing an understanding of the role the legal system plays in recreation, interscholastic, collegiate, and professional sports.

### **PE 671. Law and Legal Principles.**

Cr. 2. (Also offered as ICP 670, LS 670, and PSY 670.) Basic aspects of law, including legal domains, the judicial process, litigation, and legal research. Offered online and onsite.

### **PE 686. Internship in Sports Administration.**

Cr. 6. An opportunity to gain practical experience in activities related to sports administration under supervision by working in university programs or offices, public agencies and businesses, sports clubs, etc. Prerequisite: 9 credits in Sports Administration or approval of the Chair.

### **PE 689. Professional and Career Development.**

Cr. 0-1. (Also offered as ICP 689, LS 689, or PSY 689.) Encourages students to reflect upon their career goals, strengths, and challenges as they plan their entry into the job market, and to develop successful skills and strategies for a job search. Includes resume and cover letter preparation, networking, interviewing, approaching referees, and other topics relevant to preparation for either career advancement, including further graduate study. S/U grade only.

### **PE 690. Special Topics in Physical Education.**

Cr. 3. Examines a variety of current topics in Physical Education and Sports Administration. May be repeated for credit when topics vary.

### **PE 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: the project must be approved prior to registration.

### **PE 695. Independent Study.**

Cr. 0-3. An investigation of a research-oriented concern or focused independent reading pertaining to physical education under supervision of a faculty advisor. Upon completion of the study, a copy of the culminating project will be filed in the department. Prerequisite: consent of the instructor and Chair of the Department.



**PE 795. Master's Thesis.**

Cr. 3. Sessions will be scheduled by arrangement with the Master's Thesis advisor. The Master's Thesis is limited to those who plan to complete the master's degree by writing a thesis.

## Political Science

**POLS 520. Politics of Urban and Metropolitan Areas.**

Cr. 3. This course will examine the politics and policy making of urban and metropolitan governments, and will include special emphasis on issues such as the nature of local decision making, racial and ethnic politics, education, housing, law enforcement, economic development, and the prospects for regional government.

**POLS 525. Problems in American Politics.**

Cr. 3. An intensive study of topics in the process, policies, and functions of the American political system (e.g., political parties).

**POLS 526. The Presidency.**

Cr. 3. An examination of the American Presidency with specific emphasis on the President's constitutional position, the process of nominating and electing a President, Presidential power and behavior, and the President's relations with the public and coordinate branches of government.

**POLS 527. Congress.**

Cr. 3. A study of the legislative processes in which emphasis is placed on the Congress of the United States and its policy-determining and directing roles. This course often includes a field trip.

**POLS 530. Politics of Industrialized States.**

Cr. 3. A study of political systems in the Western industrialized world. Attention is directed primarily at Western and Eastern Europe, alternately.

**POLS 535. Politics of Developing States.**

Cr. 3. A study of the governments and political problems of selected newly independent, underdeveloped states. Areas given in a semester vary across Africa, Latin America, the Middle East and the Far East.

**POLS 540. Constitutional Law I.**

Cr. 3. An analysis of Supreme Court decisions relating to judicial review, the power of national and state governments, federalism, the separation of powers, Presidential and Congressional power, and related topics.

**POLS 541. Constitutional Law II.**

Cr. 3. A continuation of POLS 340 focusing on Supreme Court decisions relating to the Bill of Rights, equal protection, due process, and related topics. POLS 540 is not required as a prerequisite.

**POLS 545. The Judicial Process.**

Cr. 3. An examination of law and courts as part of the political process with specific emphasis on

factors which influence judicial decisions and the impact of court decisions.

**POLS 555. Problems in Political Philosophy.**

Cr. 3. The study of one or more specific problems or philosophers in modern political philosophy.

**POLS 560. Public Administration.**

Cr. 3. An introduction to the basic principles of administrative organization and management in government.

**POLS 561. Public Policy.**

Cr. 3. An introduction to the study of the public policy processes, focusing on the politics and science of policy formulation, execution, and evaluation.

**POLS 580. Problems in International Relations.**

Cr. 3. An intensive study of topics in international relations. Generally the course covers American foreign policy, international law, or international institutions.

**POLS 590. Topics in Political Science.**

Cr. 3. Varying topics dealing with current issues in political science, international relations, policy, law, and other fields as they relate to the discipline. May be repeated when topics vary.

**POLS 661. International Political Economy.**

Cr. 3. (Also offered as ICP 661.) An exploration of the interplay of political and economic factors behind issues from world trade, flow of capital and jobs, to bilateral economic relations. Review of classic and modern literature in the field of international political economy followed by application of major theories to contemporary international problems.

**POLS 690. Topics in Political Science.**

Cr. 1-3. Specialized topics dealing with current issues and study in fields related to politics, policy, and political science. May be repeated for credit when topics differ.

## Sociology and Criminology

**SOC 510. Development of Sociological Theory.**

Cr. 3. Study of the historical development of sociological thought and the contributions of major theorists, along with an introduction to the logic of scientific inquiry and theory building in the social sciences. Normally offered every fall.

**SOC 511. Criminological Theory.**

Cr. 3. Study of the major sociological theories of crime. Considers how crime is defined and measured, and how society responds to criminal behavior.

**SOC 520. Research Methods in Sociology.**

Cr. 3. Strategies for developing and testing hypotheses: comparison of basic and applied

## Sociology and Criminology

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research goals; methods of generating and organizing data; computer-aided elementary analysis. Skills are taught through small-scale projects whenever possible.

### **SOC 525. Urban Sociology.**

Cr. 3. An examination of the city as a social system. Emphasis placed upon the historical, demographic, and ecological development of urban areas, along with an exploration of major problems confronting American cities. Development of urban life style is also examined.

### **SOC 526. Drugs in Society.**

Cr. 3. This course is an introduction to the study of the use and abuse of commonly known drugs from sociological, psychological, and pharmacological perspectives. Included are timely drug topics and issues such as drug testing, decriminalization and legalization, drugs and crime, drug prevention, and the latest data regarding the use and abuse of drugs. Normally offered each spring semester of even numbered years.

### **SOC 527. Aging in American Society.**

Cr. 3. Examination of the social aspects of aging, including exploration of the demographic, historic, theoretical, and cross-cultural perspectives on aging. Emphasis is placed on major problem areas for the elderly in America, including medical care, housing, family relationships, work and leisure, and finances. Prerequisite: Approval of the Chair of the Department.

### **SOC 540. Gender.**

Cr. 3. An introduction to how society defines and structures gender identity and behavior for males and females. Focus on the biological and social constructs of gender and how these are interpreted through history, language, sexuality, race, family structure, dating patterns, religion, and work environments.

### **SOC 547. Race and Ethnic Relations.**

Cr. 3. A survey of the racial and ethnic structure of American society, with special emphasis on ethnic stereotyping and power, plus political and economic institutionalized racism and prejudice. Examines how racial and ethnic background influence social behavior.

### **SOC 550. Police in Society.**

Cr. 3. An examination of policing at the local, state and federal levels, from historical and contemporary points of analysis, with emphasis on the relationship between law enforcement and other criminal justice agencies. Prerequisite: Consent of the Chair of the Department. Normally offered spring of even years.

### **SOC 560. Penology.**

Cr. 3. A critical examination of prisons, jails and community correctional services, including the work of probation and parole officers, with emphasis on both historical development and

current trends and issues. Prerequisite: consent of the Chair of the Department. Normally offered fall of even years.

### **SOC 570 (formerly SOC 545). Sociology of Law.**

Cr. 3. The study of the relationships between law and society, including the nature and functions of law in society, the relationship between law and social change, and the relationships between the law and other social institutions. Normally offered fall of even years.

### **SOC 590. Issues in Sociology.**

Cr. 1-3. Focus on particular social issues from a problem or dilemma standpoint, such as substance abuse, sexism, racism, ageism, and occupational discrimination. May be repeated for credit if topics vary.

### **SOC 591. Issues in Criminology and Criminal Justice.**

Cr. 1-3. Addresses specific criminal justice issues such as the expanded use of probation and parole; the growth of white collar and street crime; police violence; the use of capital punishment; recidivism; and cross-cultural comparative crime. May be repeated for credit if topics vary.

### **SOC 620. Seminar in Criminal Justice and Criminology.**

Cr. 1-3. Critical review of current theory, practice, and research in criminology and penology, or criminal justice. Prerequisite: Approval of the Chair of the Department.

### **SOC 690. Seminar in Sociology.**

Cr. 1-3. An investigation of selected topics and problems in sociology from the standpoint of sociology theory and current research. May be repeated for credit if the topics vary. Prerequisite: Approval of the Chair of the Department.

### **SOC 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **SOC 695. Independent Study.**

Cr. 3. Investigation of a sociological/criminological topic under supervision of a faculty advisor. Work may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Theatre

### **THTR 534. Theatre of the Non-Western World.**

Cr. 3. Survey of the traditional theatre and drama of Asia and Africa. Offered in the spring semester of even-numbered years.

### **THTR 537. American Theatre.**

Cr. 3. A study of American theatre and drama, with particular emphasis given to the development of musical theatre and to the drama of the modern period, including the work of playwrights such as O'Neill, Miller, Williams, Wilson, Baraka, Norman, Albee, and Kushner.

### **THTR 556. Design for the Theatre.**

2+2, Cr. 3. The translation of written and verbal concepts into scenic elements of line, form, space, texture and color. The actor/audience relationship is examined with regard to design for the various forms of theatre and dance production. Offered spring semesters, odd-numbered years.

### **THTR 590. Special Topics in Theatre.**

Cr. 1-3. Selected topics and themes of current interest. Topics may vary. May be repeated for credit when topics are different.

### **THTR 595. Independent Study.**

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

## Theology

### **THEO 511. Understanding the Old Testament.**

Cr. 3. A study of the history and theology of the Old Testament with attention to its role in Christian faith.

### **THEO 512. Understanding the New Testament.**

Cr. 3. A study of the history and theology of the New Testament with attention to its rootage in the Old Testament.

### **THEO 514. The Pentateuch.**

Cr. 3. A study of the Pentateuch with emphasis on Israel's understanding of the beginning, the history of the patriarchs, the exodus, the wilderness wanderings, and the preparation for entering the promised land.

### **THEO 515. The Prophets.**

Cr. 3. A study of the role of the prophets in Israelite religion. Special attention is given to the historical origins of the prophetic movement, its impact on Israel's political, social and religious life, and the continuing significance of the prophetic message in Jewish and Christian thought.

### **THEO 517. The World of the New Testament.**

Cr. 3. A study of the societies and culture in which Christian communities arose with a view to understanding the New Testament better and determining its contemporary significance more accurately.

### **THEO 518. Jesus and the Gospels.**

Cr. 3. A comparative study of the New Testament gospels with a focus on the uniqueness of each in its presentation of the story of Jesus.

### **THEO 519. Topics in Biblical Studies.**

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

### **THEO 523. Reformation Theology.**

Cr. 3. A study of major theological developments of the sixteenth-century reform movements, both Protestant and Catholic.

### **THEO 524. Christianity in America.**

Cr. 3. An investigation of the history of Christianity in America, with emphasis on the interaction between religion and cultural developments.

### **THEO 528. Topics in Lutheran History and Theology.**

Cr. 3. An examination of selected issues, movements, thinkers, or institutions within the Lutheran tradition. May be repeated for credit if topics are different.

### **THEO 529. Topics in Christian History.**

Cr. 3. An examination of a selected topic or thinker in the history of Christian thought and institutions. May be repeated for credit if topics are different.

### **THEO 530. Christian Theology in the Eighteenth and Nineteenth Centuries.**

Cr. 3. A study of themes and problems (e.g., the relation of faith and history, the relation of faith to emerging modern science, the nature of religious authority) in the period from Kant and Reimarus to Ritschl.

### **THEO 531. Christian Theology in the Twentieth Century.**

Cr. 3. A study of themes and problems (e.g., the nature of God and revelation, divisions within the church, the church's relation to Judaism, the nature of secularization) in the period from Barth to John Paul II.

### **THEO 533. Black Theology and Black Church.**

Cr. 3. A study of Black theological discourse in the United States and Africa. The course focuses on the composite causes of racial oppression and explores the relationship between black theology and "third world" peoples, women's struggles, black families, and, most importantly, the praxis of black church ministry.

## Theology

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### **THEO 545. The Church in the World.**

Cr. 3. A study of the life and mission of the church with emphasis on movements for renewal, reform and reunion. Special attention is given to developments in Latin America and/or Africa.

### **THEO 546. Studies in Theology, Health and Healing.**

Cr. 3. An examination of a selected topic such as death and dying, spiritual needs and health care, etc. May be repeated for credit if topics vary.

### **THEO 550. Studies in Practical Theology.**

Cr. 3. An examination of a selected topic such as Christian response to social victims, Christian faith and politics, ethics of cultural encounter, and Christian education. May be repeated for credit if topics vary.

### **THEO 551. Theology of Diaconal Ministry.**

Cr. 3. A study of the historical and theological foundations of diaconal ministry. Attention is given to the role of the diaconate in the church, the development of diaconal community, and the nurture of a spirituality of service. Designed principally for deaconess and church work students. Others must have the consent of the instructor.

### **THEO 553. Clinical Education for Ministry.**

Cr. 3. A carefully supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior Deaconess and Pre-Seminary students, this course in practical theology engages students in disciplined reflection on their ministry. Usually S/U basis.

### **THEO 561. Indian Religions and Culture.**

Cr. 3. A study of religious traditions of India, viewed through both popular devotional practices and religious texts and rituals.

### **THEO 562. Islamic Religion and Culture.**

Cr. 3. A study of the life of Muhammad, the teachings of the Quran, traditional practices and institutions in Islamic society, and significant contemporary developments in the Muslim world.

### **THEO 563. Religions of China and Japan.**

Cr. 3. A study of the religious traditions (Confucianism, Taoism, Buddhism, and Shinto) of China and Japan.

### **THEO 567. Topics in South Asian Religions.**

Cr. 3. A study of a selected topic in the religions of South Asia. May be repeated for credit if topics are different.

### **THEO 568. Topics in Abrahamic Religions.**

Cr. 3. A study of a selected topic in those religious traditions (Judaism, Christianity, Islam) that trace their history from Abraham. May be repeated for credit if topics are different.

### **THEO 590. Topics in Theology.**

Cr. 1-3. Selected topics based on special interests of students and faculty. This course may be repeated for credit if the selected topics vary.

### **THEO 610. Advanced Topics in Biblical Study.**

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

### **THEO 615. Pentateuch and Wisdom Literature.**

Cr. 3. Study of the relationship between the biblical message and the history, culture, and problems of the era in which the Bible was composed. Students learn the content of the Pentateuch and the Wisdom Literature of the Old Testament, become acquainted with exegetical reference works and discover major issues in the history of the Old Testament interpretation.

### **THEO 620. Advanced Topics in Christian History.**

Cr. 3. A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated if topics vary.

### **THEO 630. Advanced Topics in Contemporary Theology.**

Cr. 3. A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology, and liberation theology. May be repeated if topics vary.

### **THEO 640. Advanced Topics in Religious Ethics.**

Cr. 3. An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics vary.

### **THEO 643. Marriage and Sexuality.**

Cr. 3. An interdisciplinary approach including psychology, sociology, biology, philosophy, and literature used to explore how religion, culture, and value shape contemporary issues associated with sexuality, gender, and marriage.

### **THEO 644. Religion in the Age of Science.**

Cr. 3. Study of the controversy between religion and science and the potential benefit of ongoing dialogue between theologians and scientists. Topics include creation and evolution, cosmology and theology, genetic and human uniqueness, and origins of both scientific and religious truth and morality.

### **THEO 653. Clinical Deaconess Education.**

Cr. 3. A supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior and graduate Deaconess students, this course in practical theology engages students in disciplined reflection on their diaconal ministry. Graded on S/U basis.

### **THEO 660. Advanced Topics in the History of Religions.**

Cr. 3. A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, religions of China and Japan, and Latin American religions. May be repeated for credit if topics vary.

**THEO 665. Toward Understanding Islam.**

Cr. 3. An introduction to the origins of Islam, the Quran, Muslim worship, and characteristics of Muslim life in the modern world, as well as the challenges and prospects of interfaith dialogue. Usually offered online in collaboration with the Lutheran School of Theology in Chicago. Prerequisite: approval of the MALS Theology advisor.

**THEO 680. Practicum in Theology and Ministry.**

Cr. 1-4. A supervised, applied learning experience within religious institutions in which students engage reflectively in meaningful activities. May include worship activities. Written summary and reflective paper required. May be repeated for credit provided experiences are different. Only 3 credits of Practicum may be applied to meeting degree requirements. Graded S/U. Approval of the Chair of the Department of Theology required.

**THEO 681. Basic Homily Preparation.**

Cr. 1. A basic introduction to methods of preparing and delivering biblical, liturgical homilies in a variety of worship settings. This course may be repeated for a maximum of two credits, and is offered on an S/U basis.

**THEO 690. Advanced Topics in Theology.**

Cr. 1-3. An investigation of selected topics and issues in theology. May be repeated if topics vary. Frequently cross-listed with LS 650: Seminar in Religion, Culture, and Value.

**THEO 692. Research Project.**

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: approval of instructor and department chair prior to registration.

**THEO 695. Independent Study.**

Cr. 1-3. Investigation of a special topic of interest to the student and having relevance to the student's program of study. The study is supervised by a faculty advisor and normally results in substantial written summary and analysis, which is filed in the department office.

## College of Business Administration

### FOUNDATION COURSES

Foundation courses provide grounding in basic business skills. These graduate level courses are designed for students without corresponding undergraduate work or for those whose coursework is not current.

**MBA 501. Foundations in Economics.**

Cr. 2. Foundation in economics for business

decision making. Topics include demand and supply, production, cost and pricing theory in competitive and noncompetitive product and input markets, the macro-economy and the Federal Reserve, international trade and finance, and environmental economics.

**MBA 504. Business Law.**

Cr. 2. A study of the legal aspects of business. Topics include contracts, the Uniform Commercial Code, cyber law, and different legal forms of business organizations such as sole proprietorships, partnerships, corporations, and sub-corporations. The legal traditions and rules of different nations are compared, with focus on legal conflicts and international contracts. The course ends with strategies on selecting and working with legal council.

**MBA 510. Financial Accounting.**

Cr. 2. A study of basic accounting theory and practice; the nature of assets, liabilities, and owners' equity; income measurement; and financial statement preparation. The course is taught from a "user" perspective, stressing the understanding, interpretation, and analysis of financial statement information. Emphasis is placed on alternative accounting methods and accounting estimates that may cause similar companies to report different results.

**MBA 520. Financial Management.**

Cr. 2. A survey of financial management. Topics include the financial environment, working capital management, the time value of money, financial statement analysis, capital structure, valuation of securities, capital budgeting, assessment of risk, and international finance. Consideration is given to ethical relationships among the firm's contract holders. Prerequisites: MBA 501, 510 and 540 or equivalent.

**MBA 530. Marketing Management.**

Cr. 2. Emphasis on the ethical application of marketing concepts, theories and principles as they relate to product policy, promotional mix decisions, distribution and logistical planning, and pricing. The international business environment, including social, cultural, economic, political-legal, competitive, and technological variables, is studied and compared with American markets. The areas of buyer analysis, the utilization of market planning and analysis are also stressed.

**MBA 540. Managerial Statistics.**

Cr. 2. The fundamentals of statistics as they apply to relevant business problems, including the use of statistical software and spreadsheets. Topics include descriptive statistics, probability, random variables, selected discrete and continuous probability distributions, sampling distributions, estimation, confidence intervals, and hypothesis testing. Prerequisite: calculus or finite mathematics.

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## Business Administration

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### **MBA 550. Psychological Foundations of Management.**

Cr. 2. This course examines the foundation of knowledge from the behavioral sciences as applied to business. Included are discussions of emotions, social and self-perceptions, social influence, decision making, and creativity and innovation. Students learn about how organizations can enhance or repress human growth, particularly how organizations can be both productive and humane.

### **CORE COURSES**

The core courses form the common base of the MBA and are taken by everyone in the program. This core includes more advanced courses that are categorized into three broad areas: values-based leadership, analytical decision making, and strategic leadership.

### **MBA 601. Business, Society, and the Natural Environment.**

Cr. 2. Introduction to topics related to business as a contemporary social institution. Emphasis is placed on the role of business in modern society, ethical frameworks for business decision making, the perils and promises of new technology, sustainable business and the natural environment, issues of social and economics justice, and values based leadership. This course should be taken early in the MBA program.

### **MBA 602. Managing Technology and Innovation in the Natural Environment.**

Cr. 2. In this course students will learn strategies for introducing technology and innovation while respecting business's role in managing the impact to the environment. Topics include overcoming resistance to change; how to recognize patterns in technology development and adaption; and how to successfully implement environmental improvement without sacrificing profitability.

### **MBA 604. Contemporary Legal Issues.**

Cr. 2. A series of lectures on topics relevant to current legal issues confronting managers. Topics may include business planning, environmental law, electronic commerce, international business transactions, white-collar crime, and employment issues. Focus is on identifying actions, or areas of inaction, that could result in a business violating statutes, incurring legal liability and possibly being subjected to litigation. Prerequisite: MBA 504 or equivalent.

### **MBA 610. Accounting Information for Decision Analysis.**

Cr. 2. Focus on the relationship between accounting information and management planning, decision making, and control. The course begins with review of basic corporate disclosure where emphasis is placed on the evaluation of outcomes reported in financial

statements from the perspectives of management, shareholders, auditors, and others. Focus is also on analysis, interpretation, and evaluation of internal cost accumulation systems for costing products or services as well as basic cost management concepts to plan, control, and evaluate operations including the examination of a variety of manufacturing and service industries are covered. The goal is to demonstrate the design of flexible cost systems to match the firm's technological, competitive, and/or multinational environments. Prerequisite: MBA 510 or equivalent.

### **MBA 620. Financial Analysis.**

Cr. 2. This course is intended to extend knowledge and experience in financial statement analysis, dealing with issues of valuation (public and private companies both traditional and e-commerce orientations), and relating to mergers and acquisitions. Prerequisite: MBA 520 or equivalent.

### **MBA 630. The Customer Challenge.**

Cr. 2. An exploration of the practice of marketing as it is currently evolving. Attention is given to the fundamental concepts and tools of marketing as they apply in an increasingly dynamic, complex, and uncertain environment. Marketing's role as a driver of an organization's value chain will be emphasized as value chains are increasingly shaped by consumer demands and expectations. Attention is also given to the topics of one-to-one marketing strategy, experiential marketing, e-marketing, globalization, and green marketing. Prerequisite: MBA 530 or equivalent.

### **MBA 640. Quantitative Business Analysis.**

Cr. 2. Focuses on statistical modeling of business problems and processes. Topics include design of experiments, analysis of variance, simple and multiple regression, correlation, covariance, time-series analysis, and statistical quality control in the context of Total Quality management. Emphasis is on model building and verification using real world data. Statistical software is used with each topic. Prerequisite: MBA 540 or equivalent.

### **MBA 642. Operations Management.**

Cr. 2. Study of the planning and control of operations and processes in manufacturing and service organizations. Topics include facility location, layout, aggregate planning, environmentally responsible manufacturing, capacity planning, inventory management, ERP/ MRP, scheduling, transportation models, and project management. The models are used in the context of business scenarios and computer software is used to solve the problems. Prerequisite: MBA 540 or equivalent.



**MBA 645. Information Systems and Information Technology.**

Cr. 2. This course provides managers with an understanding of information systems/ technologies, and their capability to enhance company performance. Topics include management information systems, group decision support systems, and knowledge-based systems. Emphasis on networking technologies, such as internet/intranet/extranet and related connections, EDI, and other data communication technologies as used to inform people, transform the firm, and change competitive rules. Prerequisite: MBA 540 or equivalent.

**MBA 650. Creating High Performance Organizations.**

Cr. 2. This course focuses on creating more nimble, high-performance, information-age organizations by examining organizational theory and development; transformation to high commitment; learning organizations; power, influence, and politics; and building ethical corporate cultures concerned about peoples' well-being and the natural environment. The role played by technology as change driver, problem solver, and problem creator is integrated throughout the course. Prerequisite: MBA 550 or equivalent.

**MBA 651. Leadership and Team Development.**

Cr. 2. Focus is on issues related to being an effective leader, follower, and team member in the modern business world. This course explores interpersonal skills, effective leadership and followership, empowerment and delegation, conflict resolution and negotiation, team problem solving, team development, and entrepreneurship. Emphasis is given to the importance of values-based leadership in creating ethical and humane organizations. Prerequisite: MBA 550 or equivalent.

**MBA 652. Developing People.**

Cr. 2. This course focuses on recruiting, training, and developing human resources, thereby enabling them to be competent performers within organizations. Areas covered include designing/ redesigning jobs, coaching/mentoring, conducting performance appraisals, providing feedback, and administering discipline. A major focus relates to developing people and workforce environments that creatively capitalize on today's information technologies. The course addresses ethical concerns related to dealing with people and their development in changing organizations. Prerequisite: MBA 550 or equivalent.

**MBA 670. Strategic Thinking and Action for a Changing World.**

Cr. 2. This course focuses on aligning the entire organization with its environment to achieve competitive advantage. As the capstone, it integrates new and previously learned concepts to address complex, unstructured strategic

challenges through field projects and cases drawn from contemporary business events. Classic and new strategies are applied to information-age challenges including developing and sustaining competitive advantage, the strategic use of new technology, and creating natural environment-friendly organizations. Prerequisite: completion of at least 15 credits of MBA core requirements.

**ENHANCEMENT COURSES**

Enhancement courses are used to customize the MBA in order to fit individual interest and career aspirations. In addition to a broad selection of courses offered on a rotating basis (not every year), topic courses are offered on timely business subjects.

**MBA 702. Managing Sustainability.**

Cr. 2. Students will study the new technologies required for innovation and will learn management tools like ISO 14001, Global Reporting Initiative (GRI), and Account Ability (AA).

**MBA 703. Forces Affecting Sustainability in Business.**

Cr. 2. Focus on the legal, legislative, and market forces affecting the required environmental standards, incentives, and profitability of sustainability practices in today's global business environment.

**MBA 704. Case Studies in Sustainability.**

Cr. 2. Study of sustainability programs initiated by companies around the world. Course will focus on lessons learned, implementation issues, best practices, and measuring success from both an environmental and financial perspective, as well as learning how to conduct an environmental audit using GRI audit tools.

**MBA 705. Fieldwork in Sustainability.**

Cr. 2. Students participate in team field projects in sustainability. Projects include conducting a GRI audit, implementing an ISO 14001 certification, conducting sustainability workshops and identifying sustainability opportunities in the local community.

**MBA 711. Advanced Accounting.**

Cr. 2. A study of generally accepted accounting principles as applied to partnerships, corporate consolidations, and international operations. Prerequisite: Intermediate Accounting II or equivalent.

**MBA 712. Tax Research.**

Cr. 2. An exploration of the concepts of taxation by providing opportunities to investigate the effects of taxation on various entities (corporations, partnerships, trusts, and individuals). Emphasis is on complete tax planning including the long-range and short-range effects of management decisions. Prerequisite: Introductory tax course or equivalent.

## Business Administration

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### **MBA 713. Auditing and Assurance Services.**

Cr. 2. A study of the principles, procedures, standards, and ethical responsibilities involved in conducting auditing and assurance services. Prerequisites: Intermediate Accounting II and Accounting Information Systems or equivalent.

### **MBA 714. Current Events and Business Reporting Issues.**

Cr. 2. This seminar course takes accounting topics from the current business press and relates them to business in general. The goal of the course is to develop a deeper understanding of how accounting issues and business decision making interact. Topics vary with materials drawn from recent business publications, news videos, and case studies. The course is designed for all students regardless of accounting background. Prerequisite: MBA 510 or equivalent.

### **MBA 715. Accounting Information Systems.**

Cr. 2. A study of the use, evaluation, and design of accounting information systems. Prerequisite: MBA 510 or equivalent.

### **MBA 716. Governmental and Not-For-Profit Accounting.**

Cr. 2. This course provides a focus on accounting systems and processes unique to noncommercial enterprises. Emphasis is placed on accounting, reporting, and analysis of organizations whose primary purpose is to provide services. The course addresses the changing financial reporting environment in the not-for-profit sector of business as well as in government. Attention is given to issues both in external financial reporting and in managerial accounting analysis. Prerequisite: Intermediate Accounting I or equivalent.

### **MBA 720. Investment Management.**

Cr. 2. This course discusses practical and conceptual factors influencing the value of the investment opportunities and the success of investment approaches, within increasingly global financial markets. The objective is to equip students with the necessary tools to evaluate investment opportunities, and to apply these tools. Prerequisite: MBA 520 or equivalent.

### **MBA 721. Advanced Financial Management.**

Cr. 2. This course extends basic concepts of financial management. Taught on a "quasi-seminar" basis, emphasis is on cases and outside presentations in order to develop the skills necessary to deal with ambiguous situations in an increasingly complex world. Prerequisite: MBA 620 or equivalent.

### **MBA 730. Brand Management.**

Cr. 2. This course investigates the strategic and tactical management of products and services. Using the product life cycle as its framework, brand decisions will be considered in the following situations: introduction, growth, maturity, and

decline. Special consideration will be given to the implications of e-commerce and globalization. Prerequisite: MBA 530 or equivalent.

### **MBA 731. E-Commerce and E-Marketing.**

Cr. 2. Exploration of the evolving utilization of the Internet as both a strategic and tactical tool in building customer relationships. Focus is on the broader strategic context of the Internet's role as a component of an organization's integrated marketing communication strategy. Attention is given to new "Internet only" businesses as well as "bricks and mortar" organizations. Prerequisite: MBA 530 or equivalent.

### **MBA 741. Global Supply Chain Management.**

Cr. 2. Investigates supply chain management as it relates to inventory management, information flow, strategic alliances, procurement, the global market, environmental issues and customer value. As described by Simchi-Levi et al, 2002, supply chain management is a set of approaches utilized to efficiently integrate suppliers, manufacturers, warehouses, and stores, so that merchandise is produced and distributed at the right quantities, to the right locations, and at the right time, in order to minimize system wide costs while satisfying service level requirements. Prerequisite: MBA 540 or equivalent.

### **MBA 750. Entrepreneurship.**

Cr. 2. The course examines entrepreneurship and what is required for a new venture to succeed. Students will plan for the creation of a new business. Plans will be evaluated and critiqued by experts involved in financing new ventures. Prerequisite: MBA 550 or equivalent.

### **MBA 753. Business Ethics for Values-Based Leaders.**

Cr. 2. This course explores key moral issues encountered in the contemporary global business world, including human and employee rights, financial and information management, and community involvement. Students will examine the impact of personal moral propensities and organizational and societal infrastructures on leaders' decisions and actions. Emphasis is placed on enhancing leadership competencies for addressing ethical issues and creating and maintaining ethical organizations.

### **MBA 760. Management Best Sellers.**

Cr. 2. This course explores and discusses a selection of six recent management best sellers that are influencing current management thought and action. Discussion will entail weekly synchronous online chat sessions. May be repeated once for credit.

### **MBA 780. Global Experience.**

Cr. 2-6. Students are encouraged to take advantage of opportunities to study business abroad. Options range from an intensive two-week study trip to enrolling for a term in an

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## Business Administration, Engineering Management, Nursing

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appropriate graduate school partner abroad.  
Prerequisite: permission of the MBA Program Director.

### **MBA 790. Special Topics.**

Cr. 1-2. The study of special or timely topics. Students are not limited in the number of special topics courses taken. Prerequisites vary based upon the topic.

### **MBA 791. Field Project.**

Cr. 2. The field project offers students an opportunity for action learning while focusing on a specific project in a company or other organization. This course is team-based and offered on an ad hoc basis.

### **MBA 795. Independent Study.**

Cr. 1-4. A student may undertake independent study on a topic of special interest and relevance to the student's program. The student must have a supervising faculty member and a project defined and approved by the MBA Director and the Dean of the Graduate School prior to registration. Students may take no more than four credits of independent study work as part of their program.

## **ENGINEERING MANAGEMENT**

### **MEM 701. Managing Emerging Technologies.**

Cr. 2. This course will help students understand the nature of emerging technologies and how they impact the management of technical teams. Students will gain an understanding of currently emerging technologies, as well as a historical context to help them understand the long-term technological trends that impact business in all fields. Required for MEM students, open to MBA students as an enhancement elective.

### **MEM 702. Managing International Teams.**

Cr. 2. This course helps students understand the critical role that international teams play in successfully managing technical teams. Special consideration will be given to managing virtual global teams and accommodating cross-cultural differences. Required for MEM students, open to MBA students as an enhancement elective.

### **MEM 703. Best Practices for Managing Technical Teams.**

Cr. 2. This course introduces and discusses issues that affect managers of technical teams. The topics to be discussed will evolve, but they will typically include six sigma, lean manufacturing, and ISO 9000. Required for MEM students, open to MBA students as an enhancement elective.

### **MEM 704. Intellectual Property.**

Cr. 2. This course introduces the issues surrounding copyrights, trademarks, and patents and their significance to a manager of a technical team. Special emphasis will be placed on patent

law, patent applications, and working with patent attorneys. Required for MEM students, open to MBA students as an enhancement elective.

### **MEM 705. Creativity and Innovation.**

Cr. 2. This course deals with the cycle of product and service development. This process includes generating innovative ideas, evaluating their potential, and championing them through to become successful products and services. Required for MEM students, open to MBA students as an enhancement elective.

### **MEM 706. Project Management.**

Cr. 2. This course introduces the skills and tasks of project management. A variety of different types of projects and the needs of each are explored. The course focuses on defining projects; identifying objectives, outcomes, and customer needs; building a plan and identifying resource needs; identifying team members and various roles; creating a schedule and establishing milestones; and conducting reviews, meetings and communication. Required for MEM students, open to MBA students as an enhancement elective.

## College of Engineering

### **GE 590. Special Topics in Engineering.**

Cr. 1-3. An accelerated course discussing various topics in the application of mathematics and science to solve technological problems. Offerings will vary. Typical topics include an introduction to various engineering disciplines and the use of engineering problems and experiments in secondary school settings. Prerequisite: consent of the Dean of Engineering. Not intended for credit transfer to any graduate engineering degree program.

## College of Nursing

### **NUR 518. Global Health Issues.**

Cr. 3. Opportunity to explore cultural, economic, ethical, political, social, and technological issues in health care from a global perspective. Includes a comparative analysis of selected health care delivery systems from around the world. Open to all graduate students.

### **NUR 551. Gerontological Nursing.**

2.5+0.5, Cr. 3. Focus on gerontological nursing. Theories and dimensions of aging are discussed. Normal biological aging, attitudes toward aging, health issues facing the elderly, and nursing interventions to promote quality care for older adults will be explored. Service learning activities will promote a holistic understanding of the aging process.

## Nursing

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### **NUR 605. Advanced Health Assessment.**

1+2, Cr. 3. (116 clinical hours) A clinical course with emphasis on the advanced holistic assessment of individuals across the life span in order to identify health needs and risks. Advanced assessment techniques are developed, modified, and applied in the clinical setting. Prerequisite: BIO 590.

### **NUR 606. Pharmacologic Principles for Advanced Practice Nursing.**

Cr. 3. The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems. Corequisite or prerequisite: BIO 590 and NUR 605.

### **NUR 612. Foundational Concepts for Advanced Practice Nursing.**

Cr. 3. Seminar concentrating on select concepts and middle range theories relevant to advanced practice nursing. Focus is on how concepts are developed, refined, and used to build theories, conduct research, and direct practice. Prerequisite or corequisite: NUR 662 and NUR 701.

### **NUR 641. Foundations of Education in Nursing.**

Cr. 3. This seminar focuses on the foundations of nursing education including the faculty roles, relationships among educators and learners, teaching and learning pedagogies, and the teaching and evaluation of learners.

### **NUR 642. Clinical Instruction in Nursing.**

2+1, Cr. 3. Teaching experience focuses on the application of teaching and learning principles during instruction in a clinical setting. Clinical instruction experience to be arranged (70 clock hours total).

### **NUR 643. Curriculum Development in Nursing.**

Cr. 3. This seminar focuses on curriculum development and evaluation in nursing, including completion of a portfolio as a capstone project.

### **NUR 662. Theoretical Foundations for Advanced Practice Nursing.**

Cr. 3. An introduction to the philosophy of science as well as the nature and purpose of theory are presented. Selected nursing theories and theories from other disciplines are analyzed and evaluated in relation to their applications to advanced practice nursing. Prerequisite or corequisite: NUR 701.

### **NUR 670. Research Methods for Advanced Practice Nursing.**

Cr. 3. The study of scientific research as applied to advanced practice nursing. Emphasis is placed on the role of the advanced practice nurse in research formulation and utilization. Prerequisites: BIO 590, NUR 605, 612, 701, 702.

### **NUR 690. Special Topics in Nursing.**

Cr. 1-3. An open topic graduate course which may

cover specialized areas of advanced nursing, current concepts, nursing concerns of delivery of health services. The course may be repeated if selected topics vary. Last offered Fall 2010.

### **NUR 692. Research Project.**

Cr. 3. The study of a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportion is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

### **NUR 695. Independent Study.**

Cr. 1-3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project just be approved prior to registration.

### **NUR 701. Role of the Advanced Practice Nurse.**

Cr. 3. Seminar focusing on leadership concepts and professional values as they apply to the advanced practice nurse in a variety of settings at all levels of prevention. This course provides an integration of science-based theory and concepts with an emphasis on role transition and synthesis. Professional issues, collaboration, scope of practice, and advocacy are emphasized.

### **NUR 702. Family Theories.**

Cr. 3. This course explores family theory and complex intergenerational systems. The principles governing behavior and the dynamic roles that family plays in the health of its members are discussed. Emphasis is placed on the synthesis of theory and therapeutic interventions within families. Prerequisite or corequisite: NUR 612 and 662.

### **NUR 703. Epidemiology.**

Cr. 3. This course focuses on the application of the principles of epidemiology to the planning, implementing, and evaluating of population based health care services across the life-span. Emphasis is placed on the use of epidemiological and biostatistical methods of reasoning to draw inferences about strategies at all levels of prevention.

### **NUR 711. Ethical Issues in Advanced Practice Nursing.**

Cr. 3. This course examines ethical issues in advanced practice nursing. Theoretical underpinnings of ethical decision-making are discussed. The responsibilities of the advanced practice nurse as a patient advocate are analyzed.

**NUR 712. Organizational and Systems Leadership in Healthcare.**

Cr. 3. This course explores critical topics in organizational and systems leadership that emphasize collaboration and communication strategies to move interdisciplinary groups toward common goals and objectives. Students will examine professional relationships within health care systems and identify strategies to positively influence health care quality and ensure patient safety.

**NUR 713. Business and Legal Aspects of Advanced Practice Nursing.**

Cr. 3. Business and legal aspects relevant to establishing and maintaining an advanced practice nursing are discussed. Aspects such as contracting, budgeting, profit analysis, billing, and reimbursement practices are included.

**NUR 721. Health Promotion Across the Lifespan.**

Cr. 3. This course examines strategies for promoting health and wellness of persons. Health promotion activities that integrate concepts of growth and development are discussed. Evidence-based practice standards and national initiatives for intergenerational health promotion and disease prevention are used. Prerequisite: NUR 606; corequisite: NUR 722.

**NUR 722. Application of Advanced Practice Nurse Role I.**

0.5 + 1.5, Cr. 2. (105 clinical clock hours) This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision making in the provision of evidence-based nursing care with an emphasis on health and wellness. Offered only on the S/U basis. Lab A: Adult Clinical Nurse Specialist; Lab B: Gerontological Clinical Nurse Specialist; Lab C: Adult Nurse Practitioner; Lab D: Family Nurse Practitioner. Corequisite: NUR 721.

**NUR 731. Managing Common Health Conditions.**

Cr. 3. This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within a variety of settings. Prerequisite: NUR 721 and 722; corequisite: NUR 732.

**NUR 732. Application of the Advanced Practice Nurse Role II.**

0.5+3.5, Cr. 4 (245 clinical clock hours) This clinical course facilitates implementation of the role of the advanced practice nurse. In consultation with faculty, students select an area of clinical practice and implement advanced clinical decision making in the provision of evidence-based nursing care with an emphasis on

common health problems. Offered only on the S/U basis. Lab A: Adult Clinical Nurse Specialist; Lab B: Gerontological Clinical Nurse Specialist; Lab C: Adult Nurse Practitioner; Lab D: Family Nurse Practitioner. Prerequisite: NUR 721, 722; corequisite: NUR 731.

**NUR 741. Managing Complex Health Conditions.**

Cr. 3. Focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. Emphasis is on the assessment, diagnosis, management, and education of persons within a variety of setting. Prerequisite: NUR 731, 732.

**NUR 742. Application of the Advanced Practice Nurse Role III.**

0.5+3.5, Cr. 4. (245 clinical clock hours) Continued focus on the clinical development of the advanced practice nurse. Emphasis is on the implementation of interdisciplinary care for complex health conditions and restoration of health. Offered only on an S/U basis. Prerequisite: NUR 741.

**NUR 770. Evidence-based Practice for Advanced Practice Nurses.**

Cr. 2. This course emphasizes theories, concepts, and research methods relevant to the collection, analysis, synthesis, and application of evidence to nursing practice. The student will use information technology while critically appraising current research. Prerequisite or corequisite: NUR 670.

**NUR 799. Doctor of Nursing Practice Project.**

(420 total clinical clock hours.) Synthesis of theoretical and empirical evidence, including health outcomes data, to identify, plan, implement, and evaluate a doctorate of nursing practice (DNP) project that addresses a need identified in a clinical setting. DNP projects, based on an understanding of the environmental influences, aim to benefit groups, populations, or communities and can include changes in policies, procedures, or programs. The entire DNP project ensues over three semesters for a minimum requirement of 9 credit hours. Lab A: Development (0+2, Cr. 2); Lab B: Implementation (0+4, Cr. 4); Lab C: Evaluation (0+4 Cr. 4); Lab D: Project Continuation (0+3, Cr. 3). If all components of the DNP project are not completed, the student must register for NUR 799 D each semester until the project is completed.

## School of Law (selected courses)

### **LAW 220. The Legal Profession.**

Cr. 2. The law of the lawyer as part of the system of justice and the lawyer's unique professional responsibilities and the ethical dilemmas; including the Code of Professional Responsibility and the ABA Model Rules of Professional Conduct; and including also study of a variety of specific topics and questions, among which are—the lawyer's independent professional standing; the lawyer's roles as advocate negotiator, and counselor; the duty of candor to the tribunal; courtroom etiquette; contempt; conflicts of interest; malpractice; lawyer advertising; the lawyer in government, in the corporation, in public interest practice; lawyer's fees; the clients' right to counsel and to counsel's competent performance of the professional role; the adversary system. Prerequisite or corequisite to LAW 662 Clinic Internship, LAW 664-665 Externships and Indiana 2.1 certification.

### **LAW 245. Pretrial Skills.**

Cr. 3. This course provides training in client interviewing and counseling, case preparation, and negotiation. Coursework includes readings on the lawyer's work, lecture-demonstrations, role-playing, videotapes, and participation in projects that give students experience and feedback for the lawyer's tasks. Pretrial discovery is studied and practiced. Enrollment may be limited. Prerequisite or corequisite to: LAW 775-826 Legal Internship program.

### **LAW 442. Civil Rights Legislation and Litigation.**

Cr. 3. A survey of civil rights legislation, including the reconstruction era acts and more recent acts prohibiting discrimination - in public accommodations, housing, employment, education and programs receiving federal financial assistance - on the basis of race, sex and physical or mental handicap. The course is designed to emphasize enforcement of legislation through private litigation. Therefore, it will focus on the scope and coverage of each act, the availability of a cause of action and jurisdiction, defenses, the type of proof required, and remedies.

### **LAW 446. Employment Law.**

Cr. 2-3. An examination of existing and evolving legal rules governing the workplace in the nonunion setting. The course provides an introduction to the rights and duties of employers and employees that are unrelated to the law on employee organization. Topics covered will include: the erosion of the employment-at-will doctrine; the hiring of employees; the use of lie detectors; drug testing and HIV testing in hiring and discharge decisions; employer liability for negligent hiring; and the terms and conditions of employment.

### **LAW 485. Family Law.**

Cr. 3. A study of legal theories and practice regarding family, parenthood, marriage, and issues attendant to divorce. Additional topics include alternative reproductive technologies, termination of parental rights, etc.

### **LAW 486. Law and Health Care Process.**

Cr. 2-3. A study of the application of law and legal processes to problems and policies relating to health and health care services. Students will read and evaluate traditional legal materials (cases, statutes, etc.) as well as materials drawn from economics, ethics, and the health sciences. Special attention will be paid to issues embedded in access to services, financing the health care system, decision-making (e.g., informed consent, involuntary commitments, bioethical issues in treatment decisions, etc.), distribution and allocation of scarce resources, confidentiality, and privacy concerns.

### **LAW 487. Elder Law.**

Cr. 3. As a growing percentage of the general population, senior citizens face complex financial management and health care issues which often require legal assistance for effective resolution. Focusing on the need for specialized legal services to the elderly, the topics covered in this course include ageism, the unique ethical dilemmas which can arise in an elder law practice, special counseling skills, preventative financial planning measures in anticipation of incapacity or disability, advanced health care directives, long term care alternatives and financing, public benefit programs, and elder abuse and neglect.

### **LAW 488. Selected Topics in Elder Law.**

Cr. 2. An examination of three pressing legal topics affecting representation and care of the elderly: a) health maintenance organizations and the legal rights and duties of consumers and providers in such organizations; b) special housing needs (congregate housing, assisted living, nursing homes, age-restricted housing); c) elder abuse and neglect (civil and criminal protective statutes, remedies, etc.). Nonlegal readings will supplement xeroxed cases and statutory materials. Law 487 Elder Law is not a prerequisite.

### **LAW 662. Clinic Internship.**

Cr. 2-3. The Law School maintains a law clinic at Heritage Hall, adjacent to Wesemann Hall, that is open to low income individuals in the community who are in need of legal representation. The law clinic is a fully staffed law office in which licensed faculty instructors supervise the law practice of legal interns. To participate in clinic, students enroll as interns in one of six clinic programs. Interns receive a limited license to practice law from the Supreme Court of Indiana.

### **LAW 775-826. Externship Programs.**

Cr. 2-3. Generally graded S/U. Students can receive no more than 15 hours of externship and



clinic credit during their law school career. Further, a third-year student enrolled in more than 3 hours of a pass/fail externship in any semester may not exercise the pass/fail option for any graded course. Academic credit will not be awarded if a student is receiving financial compensation for their work. In order to receive academic credit, students must make arrangements with the extern faculty supervisor prior to the semester in which they expect to extern and formally register for the designated externship in the registrar's office. A student should check current registration materials for the name of the extern faculty supervisor. Student externs are expected to work at least 45 hours per credit. For a three credit externship, a student must work 135 hours of approximately 10 hours per week during the 14 week semester. Individual faculty supervisors may require more hours to be worked. Academic credit is never extended retroactively for work already undertaken. A student may not participate in an externship before successful completion of the first year curriculum.

## The Administration 2011-2012

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### The Graduate Educational Policy Committee Voting Membership

	Term Ends
Prof. Julie Brandy . . . . .	2012
Prof. Maryann Dudzinski . . . . .	2012
Prof. Bruce MacLean . . . . .	2012
Prof. Jaishankar Raman . . . . .	2012
Prof. Del Gillispie . . . . .	2013
Prof. Greg Hume . . . . .	2013
Prof. Pete Johnson . . . . .	2013
Prof. Michael Murray . . . . .	2013
Prof. Bart Wolf . . . . .	2013

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Academic Deans . . . . .	Ex Officio
Dean of Library Services . . . . .	Ex Officio
University Registrar . . . . .	Ex Officio
Graduate Program Directors and Coordinators . . . . .	By Invitation

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## Faculty of the Graduate School 2010-2012

Kurt Acton, Education  
Roy Austensen, History  
Julie Brandy, Nursing  
Lydia Brauer, Education  
Janet Brown, Nursing  
Mark Budnik, Engineering  
Martin Buinicki, English  
Elizabeth Burow-Flak, English  
Alexander Capaldi, Mathematics  
Victoria Chiatula, Education  
Amy Cory, Nursing  
Amy Cramer, Education  
Niru Devaraj, Economics  
Maryann Dudzinski, Education  
Gene Evans, Biology  
Kevin Geiman, Philosophy  
Kim Genovese, Nursing  
Del Gillispie, Education  
Rick Gillman, Mathematics  
Elizabeth Gingerich, Business  
Michael Glass, Computer Science  
Christina Grabarek, Education  
Christoffer Grundmann, Theology  
Carter Hanson, English  
John Harrison, Education  
Kelly Helm, Physical Education  
Stanley Hughes, Psychology  
Greg Hume, Computer Science  
Zhenhu Jin, Business  
Eric Johnson, Engineering  
Pete Johnson, Engineering  
Renu Juneja, English  
Theresa Kessler, Nursing  
Douglas Kocher, Communication  
Marc LeClere, Business  
Minyong Lee, Physical Education  
Zhimin Lin, Political Science  
Kristen Mauk, Nursing  
Michele Monson, Education  
James Moore, Theology  
Mandy Morrill-Richards, Psychology  
Susan Morris, Graduate School  
James Nelson, Psychology  
Jason Paupore, Communication  
Carole Pepa, Nursing  
Musa Pinar, Business  
Jaishankar Raman, Economics  
Benjamin Ridgway, Foreign Language  
David Rolling, Physical Education  
John Ruff, English  
Salena Sampson, English  
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Virginia Shingleton, Economics  
David Simpson, Psychology  
Arvid Sponberg, English  
Marlane Steinwart, Communication  
Sandra Strasser, Business  
James Stück, Business  
Doug Tougaw, Engineering  
Paul Tougaw, Education  
Paul Trapp, Business  
Barbara Tyree, Physical Education  
Edward Uehling, English  
Peter Weiss, Engineering  
Jan Westrick, Education  
Coleen Wilder, Business  
Jeff Will, Engineering  
Bart Wolf, Geography and Meteorology  
Jennifer Ziegler, Communication

# Course Abbreviations

Below is an alphabetized list of course prefixes that are currently used on student records followed by the department or program referenced. Course descriptions may be found in the department or program text. See the Index for further reference.

ACRS	Actuarial Science	ICP	International Commerce and Policy (graduate only)
AE	Arts and Entertainment Administration (graduate only)	IT	Information Technology and Management (graduate only)
AERO	Aeronautical Principles (graduate only)	LAW	Law (graduate only)
ART	Art	LS	Liberal Studies
BIO	Biology	MATH	Mathematics
CHEM	Chemistry	MBA	Master of Business Administration (graduate only)
CHST	Chinese Studies (graduate only)	MEM	Master of Engineering Management (graduate only)
COMM	Communication	MET	Meteorology
COUN	Counseling (graduate only)	MUS	Music
CS	Computer Science	NUR	Nursing
CTED	Continuing Education (TCL)	PE	Physical Education
CTS	Computational Science	POLS	Political Science
ECON	Economics	PSY	Psychology
ED	Education	SOC	Sociology
ENGL	English	SPED	Special Education
FLC	Chinese	SPSY	School Psychology (graduate only)
GE	General Engineering	THEO	Theology
GEO	Geography	THTR	Theatre
GI	Comparative Global Inquiry	TT	Transition to Teaching
HIST	History	WR	World Regions
HUED	Humane Education		





**NOTES**





# NOTES





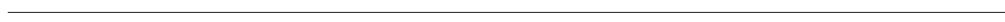


## NOTES





## NOTES





# NOTES





## NOTES



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