

2017

# Graduate Catalog, 2017-2018

Valparaiso University

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VALPARAISO  UNIVERSITY

2017-2018

# Graduate Catalog



# University Calendar for 2017-2018

*For the Law School, consult the Law School Bulletin.*

## Full Summer 2017

<b>May 23</b>	Tuesday		Instruction begins
<b>May 26</b>	Friday		Deadline to drop/add classes
<b>May 29</b>	Monday		Memorial Day – No classes
<b>July 4</b>	Tuesday		Independence Day – No classes
<b>July 21</b>	Friday		Deadline for withdrawing from courses with a grade of W
<b>August 11</b>	Friday		Full Summer Session ends
<b>August 14</b>	Monday	12:00 pm	Deadline for all grades

## Summer I 2017

<b>May 23</b>	Tuesday		Instruction begins
<b>May 26</b>	Friday		Deadline to drop/add classes
<b>May 29</b>	Monday		Memorial Day – No classes
<b>June 9</b>	Friday		Deadline for withdrawing from courses with a grade of W
<b>June 30</b>	Friday		Summer Session I ends
<b>July 3</b>	Monday	12:00 pm	Deadline for all grades

## Summer II 2017

<b>July 3</b>	Monday		Instruction begins
<b>July 4</b>	Tuesday		Independence Day – No classes
<b>July 7</b>	Thursday		Deadline to drop/add classes
<b>July 21</b>	Friday		Deadline for withdrawing from courses with a grade of W
<b>August 11</b>	Friday		Summer Session II ends
<b>August 14</b>	Monday	12:00 pm	Deadline for all grades

## Fall Semester 2017

<b>August 14 – August 21</b>			New Graduate Student Orientation
<b>August 22</b>	Tuesday		Instruction begins
<b>August 22 – October 13</b>			Dates for first half short courses
<b>August 25</b>	Tuesday	5:00 pm	Deadline for adding first half short courses
<b>August 29</b>	Tuesday	5:00 pm	Deadline for late registration for fall semester
<b>August 29</b>	Tuesday	5:00 pm	Deadline to add or drop a course without grade of W
<b>August 29</b>	Tuesday	5:00 pm	Deadline to file a petition to audit a course

**All requests for adding a course during the official drop-add period (first six class days) shall remain at the discretion of the appropriate academic dean or department chair.**

<b>September 1</b>	Friday	5:00 pm	Last day to file application of candidacy for the graduate degrees to be conferred in December, 2017
<b>September 22</b>	Friday	5:00 pm	Deadline for withdrawing from first half short courses with grade of W
<b>September 29 – October 1</b>			Homecoming Weekend
<b>October 13 – October 15</b>			Fall Break – No classes
<b>October 16 – December 15</b>			Dates for second half short courses
<b>October 20</b>	Friday	5:00 pm	Deadline for adding second half short courses
<b>October 20</b>	Friday	5:00 pm	Deadline for withdrawing from regular courses with grade of W
<b>TBA</b>			Advance registration for Spring Semester, 2018
<b>October 27 – October 29</b>			Family Weekend
<b>November 1</b>	Wednesday	5:00 pm	Last day to file application of candidacy for graduate degrees to be conferred in May 2018
<b>November 13</b>	Monday	5:00 pm	Deadline for withdrawing from second half short courses with grade of W
<b>November 18 – November 26</b>			Thanksgiving recess – No classes
<b>December 1</b>	Friday		Last day for tests in courses of 3 credits or more. Last day to petition for change in date of final examinations
<b>December 8</b>	Friday	5:00 pm	Deadline to officially withdraw from the University for Fall Semester. Last day to file petitions to change registration

<b>December 8</b>	Friday		Instruction ends
<b>December 9</b>	Saturday		Reading day
<b>December 10</b>	Sunday		December Commencement Ceremony
<b>December 11</b>	Monday		Final examinations begin
<b>December 15</b>	Friday	5:30 pm	Final examinations end. Semester ends
<b>December 18</b>	Monday	12:00 pm	Deadline for reporting all grades

## Spring Semester 2018

<b>TBA</b>	Wednesday		New Graduate Student Orientation and registration for all students
<b>January 8 – March 2</b>			Dates for first MBA term
<b>January 10</b>	Wednesday		Instruction begins
<b>January 10 – March 19</b>			Dates for first half short courses
<b>January 15</b>	Monday		Observation of Martin Luther King's birthday
<b>January 17</b>	Wednesday	5:00 pm	Deadline for adding first half short courses
<b>January 17</b>	Wednesday	5:00 pm	Deadline for late registration for Spring Semester
<b>January 17</b>	Wednesday	5:00 pm	Deadline to add or drop a course without grade of W
<b>All requests for adding a course during the official drop-add period (first six class days) shall remain at the discretion of the appropriate academic dean or department chair.</b>			
<b>January 17</b>	Wednesday	5:00 pm	Deadline to file a petition to audit a course
<b>February 1</b>	Thursday	5:00 pm	Last day to file application of candidacy for graduate degrees to be conferred in August, 2018
<b>February 9</b>	Friday	5:00 pm	Deadline for withdrawing from first half short courses with grade of W
<b>March 3 – March 18</b>			Spring recess – No classes
<b>March 19 – May 14</b>			Dates for second MBA term
<b>March 20 – May 15</b>			Dates for second half short courses
<b>March 23</b>	Friday	5:00 pm	Deadline for adding second half short courses
<b>March 27</b>	Tuesday	5:00 pm	Deadline for withdrawing from regular courses with grade of W
<b>TBA</b>			Advance registration for Fall Semester, 2018
<b>March 30</b>	Friday		Good Friday – No classes
<b>April 18</b>	Wednesday	5:00 pm	Deadline for withdrawing from second half short courses with grade of W
<b>May 1</b>	Tuesday		Last day for tests in courses of 3 credits or more Last day to petition for change in date of final examinations
<b>May 8</b>	Tuesday	5:00 pm	Deadline to officially withdraw from the University for Spring Semester Last day to file petitions to change registration
<b>May 8</b>	Tuesday		Instruction ends
<b>May 9</b>	Wednesday		Reading day
<b>May 10</b>	Thursday		Final examinations begin
<b>May 15</b>	Tuesday	5:30 pm	Final examinations end – Semester ends
<b>May 18</b>	Friday	5:00 pm	Deadline for reporting all grades
<b>May 19</b>	Saturday		Law Commencement (am), Graduate School Commencement (pm)
<b>May 20</b>	Sunday		144 <sup>th</sup> Annual Undergraduate Commencement

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**ANNOUNCEMENTS FOR 2017-2018 SESSIONS**

**VALPARAISO UNIVERSITY GRADUATE CATALOG**

**The Graduate School**

**Phone: 219-464-5313 Toll Free: 800-821-7685**

**Web site: <http://www.valpo.edu/graduate-school>**

# VALPARAISO UNIVERSITY

**Location:** Valparaiso, Indiana--Population 32,000  
45 Miles Southeast of Chicago; 13 Miles South of Lake Michigan

**Campus Size:** 350 Acres, 60 Buildings

**Control:** Independent

**Religious Affiliation:** Lutheran

## **Major Academic Divisions** (Approximate Enrollments, Fall 2016)

College of Arts and Sciences--1690

College of Business--500

College of Engineering--550

College of Nursing and Health Professions--560

Christ College (Honors)--330

Graduate School--790

Law School--350

**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.

## **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.

## **University Student Learning Objectives**

Students will:

1. Demonstrate theoretical and practical knowledge as well as the intellectual skills and creative capacities pertinent to their respective fields of study.
2. Solve both conceptual and applied problems by integrating broad-based knowledge, evidence-based reasoning, and information literacy.
3. Practice experiential interdisciplinary, and collaborative learning in both academic and co-curricular pursuits.
4. Communicate effectively in oral, written, and digital forms in increasingly complex contexts.
5. Engage in cross-cultural dialogue and experiences with the requisite knowledge to succeed in a diverse, global community.
6. Develop character, integrity, and wisdom as they discern their vocations and prepare to ethically lead and serve church and society.

## **Graduate School Student Learning Objectives**

Students will:

1. Understand and practice methods of inquiry and strategies of interpretation within the student's field of study.
2. Master the knowledge and skills pertinent to the student's field of study.
3. Effectively articulate the ideas, concepts, and methods through written and oral presentation.
4. Understand the connection between their knowledge and skills on the one hand, and their professional identity, responsibilities, and demands on the other.
5. Integrate knowledge and methods of their study with cognates and other disciplines.
6. Study, reflect upon, and practice ethical behavior and cultural sensitivity as they relate to professional and personal responsibility.

## **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.



# The Graduate School

Visit the [Graduate School](#) online.



**Dean Jennifer A. Ziegler, Ph.D.**  
**Associate Dean Christina Grabarek, Ph.D.**

## 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 distinctiveness in these programs, both in breadth and depth, which make them unique 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 Health Professions, and Business, a professional emphasis not traditionally found 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 professions. Optimal learning is achieved through small class sizes and strong individual guidance by faculty members.



## The Setting of the University

The spacious campus of 350 acres contains more than sixty 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 150-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 4,500 students at Valparaiso University, over 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 (312 full-time and 102 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 as instructors of record; 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 from the campus edit 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 116.

## Accreditation

Valparaiso University is accredited by the North Central Association of Colleges and Schools for the offering of bachelor's, master's, and doctoral degrees. The graduate programs for the preparation of teachers are approved by the Indiana Department of Education and by the Council for the Accreditation of Educator Preparation. The Master of Arts in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Master of Science in Nursing and the Doctor of Nursing Practice are accredited by The Commission on Collegiate Nursing Education and the Indiana State Board of Nursing. The MBA program is accredited by AACSB International.

### **The Higher Learning Commission (All Programs)**

230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604-1411; Tel: 800-621-7440; Fax: 312-263-7462;  
[www.hlcommission.org](http://www.hlcommission.org)

### **The American Chemical Society**

1155 Sixteenth St. NW, Washington, DC, 20036; Tel: 800-333-9511 (US and Canada) or 614-447-3776 (outside North America);  
[www.acs.org](http://www.acs.org)

### **Council for the Accreditation of Educator Preparation**

1140 19<sup>th</sup> Street NW, Suite 400, Washington, DC, 20036; Tel: 202-223-0077; [www.caepnet.org](http://www.caepnet.org)

### **Indiana Department of Education**

115 West Washington Street, South Tower, Suite 600, Indianapolis, IN, 46204; Tel: 317-232-6610; [www.doe.in.gov](http://www.doe.in.gov)

### **National Association of Schools of Music**

11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190; Tel: 703-437-0700; Fax: 703-437-6312; [nasm.arts-accredit.org](http://nasm.arts-accredit.org)

### **The Council on Social Work Education**

1701 Duke Street, Suite 200, Alexandria, VA, 22314; Tel: 703-683-8080; Fax: 703-683-8099; [www.cswe.org](http://www.cswe.org)

### **AACSB International**

777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602; Tel: 813-769-6500; Fax: 813-769-6559; [www.aacsb.edu](http://www.aacsb.edu)

### **ABET**

415 North Charles Street, Baltimore, MD, 21201; Tel: 410-347-7700; [www.abet.org](http://www.abet.org)

### **Indiana State Board of Nursing**

402 W. Washington St., Room W072, Indianapolis, IN, 46204; Tel: 317-234-2043; Fax: 317-233-4236; [www.in.gov/pla/nursing](http://www.in.gov/pla/nursing)

### **Commission on Collegiate Nursing Education**

One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120; Tel: 202-887-6791; [www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)

### **The Association of American Law Schools**

1614 20<sup>th</sup> Street NW, Washington, DC, 20009-1001; Tel: 202-296-8851; Fax: 202-296-8869; [www.aals.org](http://www.aals.org)

### **The American Bar Association**

321 North Clark Street, Chicago, IL, 60654; Tel: 312-988-5000; [www.americanbar.org](http://www.americanbar.org)

### **Council for Accreditation of Counseling and Related Educational Programs**

1001 North Fairfax Street, Suite 510, Alexandria, VA, 22314; Tel: 703-535-5990; Fax: 703-739-6209; [www.cacrep.org](http://www.cacrep.org)

## Major Affiliations

The American Association of Colleges of Nursing

The American Council on Education

The American School of Classical Studies at Athens

The American Schools of Oriental Research

The American Society for Engineering Education

The New American Colleges and Universities

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 Lutheran Education Association

The Association of Governing Boards

The Council of Independent Colleges

The National Association of Independent Colleges and Universities

The Lutheran Educational Conference of North America

# General Facilities

## University Library Facilities and Services

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 librarians also provide course-specific, assignment-based information literacy instruction in collaboration with each academic college, as well as individual student research appointments.

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 publicly accessible service desk for Information Technology, the Academic Success Center, Disability Support Services, and the campus Writing Center. At 105,000 square feet, it provides a comfortable atmosphere for research, inquiry, discussion, and study. With 178 public computers, 30 charging stations, three fireplace lounges, a gourmet coffee shop, and dozens of group study spaces, 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.

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](http://library.valpo.edu). The holdings in the catalog include materials in a variety of print and electronic formats. The Christopher Center holds the Moellering Collection, which is comprised of more than 340,000 volumes, adding approximately 4,000 new print volumes each year. In addition, the campus community may access over 8,800 e-books through the catalog.

The Library Services home page offers scholarly information across academic disciplines to more than 55,000 journals, 150,000 e-books, and approximately 190 electronic databases. We also subscribe to a discovery tool (Summon), which searches most of the library's paid content (articles, books, etc.) on one platform. Students may request interlibrary loan service for articles and books that are not held locally.

The Law Library at Wesemann Hall holds a collection of more than 185,000 bound volumes and 1,000,000 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

Valparaiso University's dynamic information environment provides support for excellent teaching and learning, quality research, effective decision making, efficient administration, and open communication among the members of the University community.

The Office of Information Technology (IT) coordinates and manages servers; data networks (wired and wireless) including Internet access; communication resources including email, voice mail, telephone services, satellite television; classroom technology; general access computing facilities; software related to the academic and administrative functions of the University, and much more.

### The Valparaiso University Network

IT manages services which provide email, websites, administrative data, shared file space, network printing, department-specific functions, general productivity software, discipline specific applications, and many other functions.

### 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, email, printing, network storage space, 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 lab open 24 hours per day for residents with multiple workstations and network printer access. All residence hall rooms have both wired and wireless access available, allowing those who bring their own computers to

connect to the campus network. The computer lab in the Harre Union is also 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.

### **Assistance with Resources**

The IT Helpdesk, 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 (ITickets) to technical staff. The Help Desk should be the first stop for assistance with campus technology, and is accessible in a variety of ways.

General applications supported include electronic mail, web browsers, anti-virus/anti-malware applications, printing, word processing, spreadsheets, databases, desktop publishing, an online course management system, an online registration and records system, statistical analysis software, presentation graphics, mobile device connectivity, and more. Many departments have discipline-specific applications on the network or in departmental computing labs.

IT offers free instructor-led technology training sessions to assist students with specific applications and technology topics. In addition, the Lynda.com Online Training Library® is available to all students. Lynda.com provides 24-hour access to thousands of video training courses on business software, technology, and creative topics for learners of all levels via any device connected to the internet.

### **Bookstore**

The Bookstore, located in the Harre Union, stocks all required textbooks. In addition, the Bookstore 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 Bookstore at any time during store hours. The Bookstore has extended hours during the last week of the examination period.

### **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 Bookstore, 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.

### **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 am Eucharist service is conducted every Sunday and on most religious festival days. When the University is in session, there is also an 8:45 am service. Weekday services are conducted at 10:00 am when the University is in session. Each Wednesday evening a contemporary service is held at 10:00 pm in Gloria Christi Chapel (lower chapel). There is also a 10:00 pm candlelight service on Sundays when the University is in session. For more information, call 219-464-5093.

### **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. Green or Blue permits are \$80 per semester or \$135 per academic year. Orange permits are \$120 per semester or \$200 per academic year. A parking permit may be obtained from the University OneCard Office located in the Christopher Center for Library and Information Resources. Some spaces are designated for various University clients, i.e., visitors, handicapped persons, and faculty. Illegally parked vehicles and those without proper parking permits will be ticketed. Parking in fire lanes or areas with red curbs carries a fine and possible towing (at owner's expense). Please see the parking map on the web for additional information: [www.valpo.edu/aux/parking](http://www.valpo.edu/aux/parking).

## 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 Office of Residential Life.

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

## University Student Health Center

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

## Office of Multicultural Programs

In collaboration with the campus community, the Office of Multicultural Programs (OMP) plans and coordinates an array of programs and events that support student success in all aspects of campus student life. Although OMP is open to all students interested in learning about diverse cultures, its main emphasis is on providing assistance and support to students from under-represented groups.

The Office of Multicultural Programs also works in partnership with minority/affinity student organizations and the University to offer programming that builds collaborative inclusive communities, encourages cross-cultural communications, supports diversity, and improves human relations. Program highlights: SMART Scholars Mentoring Program, Hearst Scholarship, Book Assistance Program, Dr. Bill Marion First-Generation College Student Scholarship, and Multicultural Leadership Retreats and Workshops.

The Office of Multicultural Programs serves as a liaison and provides advice and support to many Valparaiso University organizations and their programs. Student organizations include: Black Student Organization (BSO), Latinos in Valparaiso for Excellence (LIVE), Asian American Pacific Islander Coalition (AAPIC), and Alliance.

Within the Gandhi-King Center for Diversity and Global Engagement in the Harre Union, the Office of Multicultural Programs provides a Multicultural Resource Library from which students may check out books, movies, cds, and magazines. The Multi-Purpose Room within the Gandhi-King Center is designed to provide students from different cultures a place to relax, hold meetings, watch a movie, cook, or study. Students may request to use the fully-equipped kitchen as well as reserve the reception area for special gatherings and socials.

## Sexual Assault Awareness and Facilitative Education Office

The Sexual Assault Awareness and Facilitative Education (SAAFE) Office provides advocacy services to individuals of all gender identities who are inquiring regarding a Title IX related issue. Title IX violations include sexual assault, sexual harassment, stalking, dating violence, and domestic violence. The SAAFE Office meets with students at their request, and provides the student with information about their rights, resources, and options that exist in dealing with Title IX violations, and offers support to students in their decision making process. All of this occurs with strict confidentiality. The SAAFE Office also provides support services for those who experience sexual violence, as well as friends and family of the student. The office offers individual and group crisis counseling related to issues of gender, sexual issues, and relationship issues. The SAAFE Office trains students in a variety of topics in their work of sustaining a culture of respect across genders as a means to broaden awareness of gender identities, sexual and relationship issues, and to aid in the prevention of and response to sexual assault, harassment, stalking, and dating or domestic violence.

The SAAFE Office provides multiple student-led services. SAAFE advocates provide outreach programs for students through various campus sponsored programs and events. All student organizations and campus groups may request a variety of outreach programs and facilitations ranging from informational to interactive workshops and related subjects. There are SAAFE resource ambassadors who offer written materials, access to helpful resources, websites, program and educational powerpoints, Prezi, and animated videos to students. There are SAAFE and Empowering Organizations (SEO)- Athletics Division and SAAFE and Empowering Organizations (SEO)- Greek Division. Each of these organizations works to sustain a culture of respect between and across genders. Check SAAFE's website for further information on programs offered by these organizations.



To schedule an appointment with SAAFE, please call 219.464.6860 or email [Paula.Dranger@valpo.edu](mailto:Paula.Dranger@valpo.edu). 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](mailto:SAAFE.Office@valpo.edu). Emergency access is available 24 hours a day, 7 days a week by calling 219.929.7087.

## Disability Support Services

Valparaiso University, through its Mission Statement, strives to maintain a supportive environment which will promote 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.

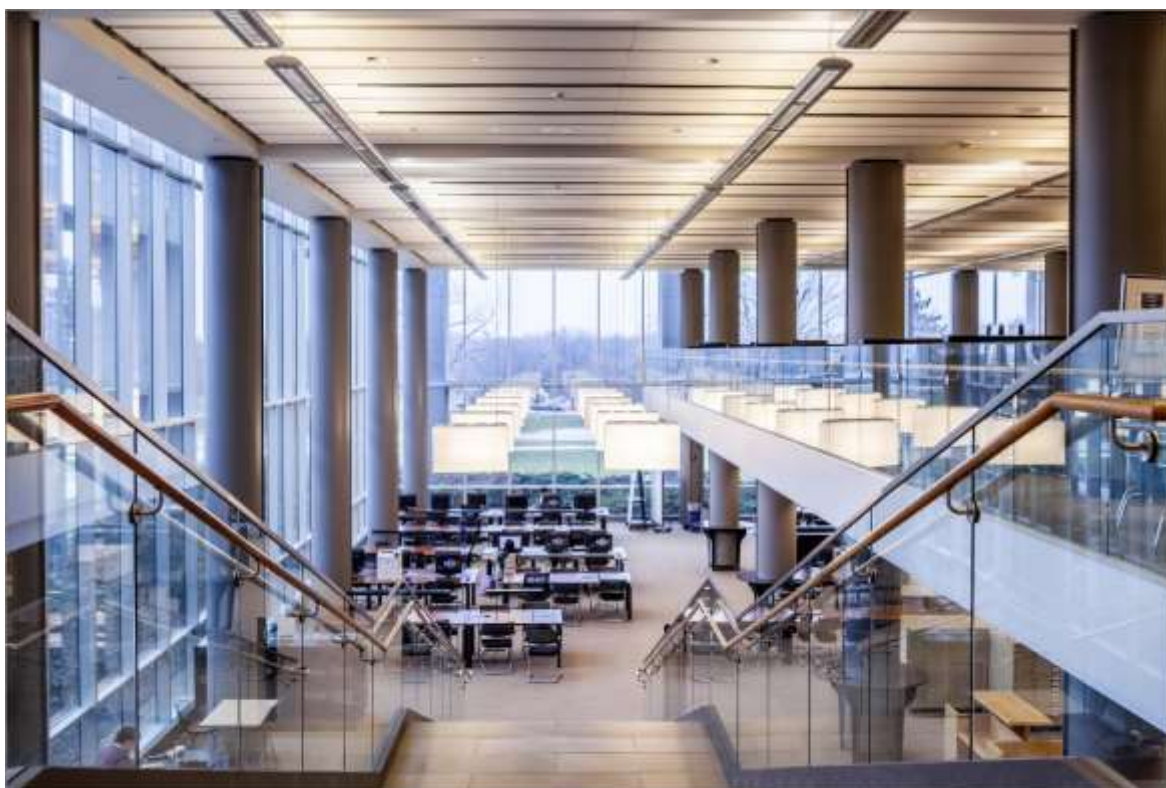
The student must have met all qualifications for admissions and be officially admitted to the University prior to seeking support services provided by Disability Support Services. Inquiries should be directed to Zebediah Hall, director of Disability Support Services, at 219-464-6956 or by email at [Zebadiah.Hall@valpo.edu](mailto:Zebadiah.Hall@valpo.edu).

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 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 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 director, Disability Support Services 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. Students are responsible for communicating with their instructors about approved accommodations at the start of each semester.

For further information, please refer to Valparaiso University's Disability Support Services website: [www.valpo.edu/disabilityss](http://www.valpo.edu/disabilityss).



# Academic Programs

## **Analytics and Modeling**

Master of Science\*

## **Arts and Entertainment Administration**

Master of Arts\*

## **Business**

Master of Business Administration:

Business Intelligence Concentration

Engineering Management Concentration

Entrepreneurship Concentration

Finance Concentration

General Business Concentration

Management Concentration

Marketing Concentration

Sustainability Concentration

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

## **Counseling and Psychology**

Master of Arts:

Clinical Mental Health Counseling\*

Dual JD/MA Program:

Clinical Mental Health Counseling

Psychology

## **Cyber Security**

Master of Science\*

## **Education**

Master of Education:

Humane Education

Initial Licensure\*

Instructional Leadership

Master of Education/Education Specialist:

School Psychology\*

Non-degree Programs:

License Renewal/Enrichment

Adding a content area

Special Education Content Area

## **English Studies and Communication**

Master of Arts\*

## **Health Administration**

Master of Health Administration\*

## **Health Care Administration**

Master of Science

## **Humane Education**

Master of Arts

Master of Education

## **Information Technology**

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

## **Media and Communication**

Master of Science:

Digital Media\*

Sports Media\*

## **Ministry Leadership and Administration**

Master of Ministry Administration

## **Nursing**

Master of Science in Nursing:

Nurse Educator

RN-MSN Program

Joint MSN/MHA 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\*

\*These programs have an Early Entry Option. See page 105 for more information.



## Certificate Programs

Actuarial Science

Analytics and Modeling

Applied Econometrics and Data Science Foundations Using  
SAS

Business Certificates in:

Business Intelligence

Engineering Management

Enterprise Resource Planning with SAP

Entrepreneurship

Finance

General Business

Management

Marketing

Sustainability

Coaching

Digital Media

Health Care Administration certificates in:

Forensic Health

Gerontology

Health Informatics

Strategic Leadership

Humane Education

Legal Studies and Principles

Licensed Clinical Addictions Counseling

Ministry Administration

Nursing Education

Post-MALS certificates in:

English

Ethics and Values

Gerontology

History

Human Behavior and Society

Theology

Theology and Ministry

Teaching English to Speakers of Other Languages (TESOL)

Sports Media

World Regions

## 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 listed above.

Except for the Actuarial Science certificate (page 16), the Legal Studies and Principles certificate (page 72), Licensed Clinical Addictions Counselor certificate (page 81), and the World Regions Certificates (page 101), 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—Arts and Entertainment Administration, Chinese Studies, Counseling, Cyber Security, Digital Media, English Studies and Communication, Health Administration, Humane Education, Information Technology (both tracks), International Commerce and Policy, International Economics and Finance, Liberal Studies, School Psychology, Sports Administration, Sports Media, and TESOL—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 6 credit hours across both programs. A dual degree is also available within the College of Business; please see page 22 for more details.

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. Additionally, the second program must be started while the first program is still in progress, concurrently, or sequentially with the first degree program (e.g. must be enrolled for classes for the second degree in the semester immediately following the first degree completion). No more than 6 credits may be applied from either program to the other; and students using this benefit may transfer only 3 additional credits from outside institutions to each degree program.

# Actuarial Science

Learn more about [Actuarial Science](#) online.

## Certificate in Actuarial Science

The 16-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 STAT 541 as an elective, can complete the Actuarial Science certificate with only two additional courses. The certificate program is also open to degree-seeking and non-degree graduate students meeting the admission requirements.

### Admission Requirements

Applicants must meet the general requirements for admission to the Graduate School (see page 104) and/or be active students in the Graduate School at Valparaiso University. In addition, admission to this program requires:

1. Two calculus courses (equivalent to MATH 131 Calculus I and MATH 132 Calculus II)
2. An introductory statistics course (equivalent to STAT 240 Statistical Analysis)
3. A financial accounting course (equivalent to ACC 205 Financial Accounting)

Required Courses		16 Cr.
<b>ACRS 525</b>	Actuarial Modeling	3 Cr.
<b>STAT 540</b>	Statistics for Decision Making	3 Cr.
<b>STAT 541</b>	Probability	4 Cr.
<b>STAT 543</b>	Time Series Analysis	3 Cr.
<b>FIN 721</b>	Derivative & Hedge Fund Strategies	3 Cr.



# Analytics and Modeling

Learn more about [Analytics and Modeling](#) online.

## Master of Science in Analytics and Modeling; Certificate in Analytics and Modeling

### Master of Science in Analytics and Modeling

This program 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, engineering, and business 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 Analytics and Modeling is particularly designed for students with interest and preparation in business, 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 business or science, typically demonstrated by at least an academic minor in a traditional business or 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 programming 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 or business
- Learn to communicate the solution process effectively

### Admission

Applicants must meet the general admission requirements of the Graduate School (page 104). In addition, applicants should both:

1. Have the equivalent of a major or minor in a business, engineering, science, mathematics, or statistics field
2. Have basic coursework in mathematics (e.g., calculus and linear algebra), statistics, and computer science (e.g., a course in programming).

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.

Students may be eligible for admission to this program as an Early Entry student. To be eligible for Early Entry, a student must have completed the basic mathematics, statistics, and computer science coursework normally required. This is usually fulfilled by taking STAT 140 or STAT 240, CS 157, MATH 131, and MATH 260 or MATH 264. See page 105 for more information.

### Curriculum

Students complete five required core courses built around statistics, databases, and simulation, and take at least one course (3 cr.) in computational applications in science, engineering, business, 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 business, computer science, economics, information sciences, natural sciences, mathematics, or statistics.

## Analytics and Modeling

<b>Core Requirements</b>		<b>15 Cr.</b>
<b>AMOD 533</b>	Data Mining	3 Cr.
<b>CS 525</b>	Simulation and Modeling	3 Cr.
<b>IT 600</b>	Ethics in Information Technology	3 Cr.
<b>IT 603</b>	Information Management	3 Cr.
<b>One course from the following options:</b>		
<b>ECON 525</b>	Applied Econometrics	3 Cr.
<b>STAT 540</b>	Statistics for Decision Making	3 Cr.

<b>Core Applications in Analytics and Modeling</b>		<b>3 Cr.</b>
<b>At least one course from the following options:</b>		
<b>AMOD 560</b>	Computational Molecular Science	3 Cr.
<b>AMOD 610</b>	Business Analytics	3 Cr.
<b>AMOD 620</b>	Bioinformatics	3 Cr.
<b>AMOD 640</b>	Topics in Biostatistics	3 Cr.
<b>AMOD 650</b>	Computational Social Science	3 Cr.
<b>MATH 521</b>	Mathematical Models of Infectious Disease	3 Cr.
<b>MET 530</b>	Numerical Weather Prediction	3 Cr.

<b>Experiential Training</b>		<b>3 Cr.</b>
<b>One course from the following options:</b>		
<b>AMOD 686</b>	Internship	1-3 Cr.
<b>AMOD 792</b>	Research Project	1-3 Cr.

<b>Electives</b>		<b>15 Cr.</b>
<b>Fifteen credits from Core Applications or from the following options:</b>		
<b>AMOD 545</b>	Evolutionary Algorithms	3 Cr.
<b>AMOD 550</b>	Scientific Visualization	3 Cr.
<b>AMOD 565</b>	Interactive Computer Graphics	3 Cr.
<b>AMOD 590</b>	Topics in Analytics and Modeling	1-3 Cr.
<b>AMOD 690</b>	Advanced Topics in Analytics and Modeling	3 Cr.
<b>AMOD 695</b>	Independent Study	1-3 Cr.
<b>CS 572</b>	Computability and Computational Complexity	4 Cr.
<b>ECON 573</b>	Applied Data Science	3 Cr.
<b>GEO 515</b>	Advanced Geographic Information Systems (GIS)	3 Cr.
<b>IT 664</b>	Natural Language Technologies	2 Cr.
<b>MATH 520</b>	Dynamical Systems	3 Cr.
<b>MATH 522</b>	Optimization	3 Cr.
<b>MATH 523</b>	Game Theory	3 Cr.
<b>MATH 530</b>	Partial Differential Equations	3 Cr.
<b>MATH 570</b>	Numerical Analysis	3 Cr.
<b>MATH 571</b>	Experimental Mathematics	3 Cr.
<b>STAT 541</b>	Probability	4 Cr.
<b>STAT 543</b>	Time Series Analysis	3 Cr.
<b>STAT 544</b>	Stochastic Processes	3 Cr.
<b>STAT 563</b>	Introduction to SAS	3 Cr.
<b>STAT 590</b>	Advanced Topics in Statistics	1-3 Cr.

Additional graduate courses may be approved by the advisor, typically from the areas of business, computer science, economics, information sciences, mathematics, natural sciences, and statistics.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

## Certificate in Analytics and Modeling (18 Cr.)

This certificate is intended for the working professional interested in a deeper knowledge of the statistical, computational, and mathematical methods behind modeling and data analytics. The core courses create a foundational toolbox of techniques while the Economic and Mathematics courses provide a wealth of real-world applications.

<b>Core Requirements</b>		<b>9 Cr.</b>
<b>AMOD 533</b>	Data Mining	3 Cr.
<b>CS 525</b>	Simulation and Modeling	3 Cr.
<b>One course from the following options:</b>		
<b>ECON 525</b>	Applied Econometrics	3 Cr.
<b>STAT 540</b>	Statistics for Decision Making	3 Cr.
<b>Application Courses</b>		<b>9 Cr.</b>
<b>Three courses from the following options:</b>		
<b>ECON 573</b>	Applied Data Science	3 Cr.
<b>IT 600</b>	Ethics in Information Technology	3 Cr.
<b>IT 603</b>	Information Management	3 Cr.
<b>MATH 521</b>	Mathematical Models for Infectious Diseases	3 Cr.





# Arts and Entertainment Administration

Learn more about [Arts and Entertainment Administration](#) online.

## Master of Arts in Arts and Entertainment Administration

**Administrative Committee: Professors Myers (Law); Associate Professor Bognar (Music); Lecturers Hertzlieb (Art), Innes (program director), 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, 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, Chicago, and Indianapolis. A wide range of professionals and entrants may find the program beneficial, including performing artists, teachers, business professionals, casino managers, showplace managers, managers of cultural organizations, and government and privately sponsored performance groups.

In addition to adhering to the guidelines of the professional organization, Association of Arts Administration Educators, 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
- The entertainment perspective for those from the for-profit sector
- The legal and business issues of arts and entertainment management
- Entrepreneurship, including the anticipated future directions and needs within arts and entertainment

### Admission

Applicants are required to meet the standard admission criteria for the Graduate School (page 104). 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 may be required to take at least 6 credits in specified business courses (e.g., Financial Accounting, Marketing Management, and Human Resource Management) or have had extensive career/ professional experience in the field.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### 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 may be required. If a student lacks background in both areas, the student may need to take preparatory coursework in both and thus complete 48 credits.

Core Requirements		26 Cr.
<b>AE 505</b>	Arts and Entertainment Administration	3 Cr.
<b>AE 610</b>	Managing Facilities	2 Cr.
<b>AE 615</b>	Marketing, Planning, and Promotion	2 Cr.
<b>AE 650</b>	International Arts and Entertainment	2 Cr.
<b>AE 680</b>	Comprehensive Project Planning and Implementation	2 Cr.
<b>GRD 683</b>	Professional and Career Development	0-1 Cr.
<b>AE 699</b>	Continuity and Change in Arts and Entertainment	2 Cr.
<b>AE 675</b>	Law and Legal Principles	3 Cr.
One course from the following options:		
<b>AE 686</b>	Internship	1-4 Cr.
<b>AE 692</b>	Research Project	1-4 Cr.
One course from the following options:		
<b>AE 620</b>	Cross-Cultural Management	3 Cr.
<b>AE 621</b>	Global Leadership and Team Development	3 Cr.

<b>One course from the following options:</b>		
<b>AE 630</b>	Financial Management for Arts	2 Cr.
<b>AE 750</b>	Entrepreneurship	2 Cr.
<b>One course from the following options:</b>		
<b>AE 670</b>	Entertainment Law	3 Cr.
<b>AE 671</b>	Art and the Law	2 Cr.
<hr/>		
<b>Electives</b>		<b>10 Cr.</b>
<b>AE 603</b>	Information Management in the Arts	3 Cr.
<b>AE 635</b>	Volunteerism and Philanthropy	3 Cr.
<b>AE 673</b>	Sports and the Law	2 Cr.
<b>AE 686</b>	Internship	1-4 Cr.
<b>AE 690</b>	Topics in Arts and Entertainment Administration	1-3 Cr.
<b>AE 692</b>	Research Project	1-4 Cr.
<b>ART 590</b>	Special Studies ( <i>Topic: Museum Studies</i> )	3 Cr.
<b>Art/Music/Theatre courses</b>		0-9 Cr.
<b>COMM courses (<i>as approved</i>)</b>		0-9 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy ( <i>Topic: Non-Profit Organizations</i> )	3 Cr.
<b>LS 690</b>	Topics in Liberal Studies ( <i>Topic: Grant Writing</i> )	3 Cr.
<b>Business courses at the 700 level</b>		0-6 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.





# Business

Learn more about [Business Administration](#) online.

## **Master of Business Administration; Dual Law and Master of Business Administration Programs; Certificates in Business Decision-Making, Leading the Global Enterprise, Engineering Management, Management, Finance, SAP/Enterprise Resource Planning, Business Intelligence, and General Business**

Accredited by the Association to Advance Collegiate Schools of Business (AACSB International), the MBA program shares an accreditation with the finest business schools in the world. Only 5% of the business schools worldwide share this level of accreditation. The Master of Business Administration targets the educational needs of aspiring leaders working in an integrated, technology-driven, global business environment. These needs include mastery of all the functional areas of business, first-hand knowledge of the twenty-first century global business environment, and a strong foundation in values-based leadership. The program objective is to educate innovative, ethical business leaders to have a profound impact on people, organizations, the community, the natural environment, and the global economy.

Mastery requires that students not only learn the skills and knowledge necessary for success when facing the challenges imposed by an ever-changing world, but also to be able to effectively apply these skills to real business situations. In addition to competence in traditional professional and interpersonal skills, today's leaders need to understand how to use and manage new technologies and data in ways that ensures financial sustainability, optimize the use of scarce resources, sustain the natural environment, and maximize the returns to 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.

Students may earn a Master of Business Administration (MBA) by earning three stackable graduate business certificates: 1) Certificate in Business Decision-Making (required), 2) Leading the Global Enterprise Certificate (required), and 3) a graduate business certificate in Engineering Management, Management, Finance, SAP/ERP, Business Intelligence, or General Business.

The program is 36 credit hours. To facilitate the variety of levels of student preparation and individual program objectives, coursework is divided into three modules. The core modules (600-level courses) of the Certificate in Business Decision-Making and Leading the Global Enterprise form the common base of the program. The core courses are unique in their structure. Each core course has a global emphasis, rooted in ethical business practice, and is focused on applied business decision-making. The 12-credit certificate module (700-level courses) is used to customize the program in order to fit individual interest and career aspirations.

The MBA program has two tracks: a part-time evening track and a full-time daytime cohort.

Part-time students can complete the program in as little as two years by attending weeknight classes. Classes meet once per week Monday through Thursday from 6:00 p.m. to 9:40 p.m. CST either in-person or via distance learning technology. The part-time program offers rolling admission with six start dates each year. The program includes four eight-week terms that closely correspond to the University's Fall and Spring Semesters, and two six-week summer terms.

Full-time students can complete the program in as little as one year by attending daytime in-person classes as part of a cohort, finishing the Business Decision-Making and Leading the Global Enterprise Certificates first and then the General Business Certificate, including a required study abroad course. The full-time cohort program has one start date each year in August. The program includes four eight-week terms that closely correspond to the University's Fall and Spring Semesters, and two six-week summer terms.

### **Prerequisite Coursework**

The MBA is an accelerated advanced business management degree and requires the following prerequisite courses or the equivalents: ACC 205, ACC 206, FIN 304, MATH 124, IDS 205, ECON 221, ECON 222.

### **Admission**

For admission to graduate degree programs in Business, students must meet the admission requirements established by the Graduate School (page 104). In addition, the College of Business requires the following:

1. Graduate Management Admissions Test (GMAT) or GRE, or alternative at the discretion of the Director of Graduate Programs in Management
2. A letter of application including a statement of professional goals, which substitutes for the general essay noted under Admission for Degree-Seeking Students (page 104)
3. A current résumé
4. Interview

Students planning to enroll in graduate Business programs should consult with the director of graduate programs in Management. Admission decisions are made with a holistic view and are based upon past academic performance, test scores, work experience, and interview. Financial aid is available.

## Master of Business Administration Program

<b>Business Decision-Making Certificate (Required)</b>		<b>12 Cr.</b>
<b>BUS 601</b>	Managerial Economics	3 Cr.
<b>ACC 610</b>	Accounting Information for Decision Analysis	3 Cr.
<b>FIN 620</b>	Financial Analysis	3 Cr.
<b>IDS 641</b>	Quantitative Methods in Management	3 Cr.

<b>Leading the Global Enterprise Certificate (Required)</b>		<b>12 Cr.</b>
<b>MKT 630</b>	Marketing in a Global Environment	3 Cr.
<b>MGT 650</b>	Leadership in a Global Environment	3 Cr.
<b>BLAW 660</b>	Governance & International Business Law	3 Cr.
<b>MGT 670</b>	Strategic Thinking and Action	3 Cr.

<b>General Business Certificate</b>		<b>12 Cr.</b>
<b>MGT 750</b>	High Performance Organizations	3 Cr.
<b>Three of any other 700-level Business courses</b>		<b>6 Cr.</b>

Note: For the full-time daytime cohort, the General Business Certificate is required, and must include MGT 781: Study Abroad Experience.

<b>Business Intelligence Certificate</b>		<b>12 Cr.</b>
<b>IDS 740</b>	Advanced Business Analytics Tools	3 Cr.
<b>IDS 748</b>	Business Analytics: Descriptive	3 Cr.
<b>IDS 749</b>	Business Analytics: Predictive	3 Cr.
<b>IDS 756</b>	Global Supply Chain Management	3 Cr.

<b>Engineering Management Certificate</b>		<b>12 Cr.</b>
<b>MGT 752</b>	Managing Emerging Technologies	3 Cr.
<b>MGT 753</b>	Project Management	3 Cr.
<b>MGT 754</b>	Managing Technical Teams	3 Cr.
<b>MGT 755</b>	Creativity and Innovation	3 Cr.

<b>Finance Certificate</b>		<b>12 Cr.</b>
<b>FIN 720</b>	Global Investment Management	3 Cr.
<b>FIN 721</b>	Derivatives & Hedge Fund Strategies	3 Cr.
<b>FIN 722</b>	Global Capital Markets	3 Cr.
<b>FIN 723</b>	Financial Modeling & Capital Creation	3 Cr.

<b>Management Certificate</b>		<b>12 Cr.</b>
<b>MGT 750</b>	High Performance Organizations	3 Cr.
<b>MGT 753</b>	Project Management	3 Cr.
<b>MGT 755</b>	Creativity and Innovation	3 Cr.
<b>MGT 757</b>	Developing People	3 Cr.

<b>SAP/ERP Certificate</b>		<b>12 Cr.</b>
<b>ERP 710</b>	Enterprise Resource Planning with SAP	3 Cr.
<b>ERP 711</b>	SAP Navigation and Configuration	3 Cr.
<b>ERP 712</b>	SAP Business Intelligence	3 Cr.
<b>ERP 713</b>	Business Process Management and Controlling with SAP	3 Cr.

## 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:

<b>ACC 610</b>	Accounting Information for Decision Analysis	3 Cr.
<b>BLAW 660</b>	Governance & International Business Law	3 Cr.
<b>FIN 620</b>	Financial Analysis	3 Cr.
<b>FIN 720</b>	Global Investment Management	3 Cr.
<b>FIN 721</b>	Derivatives & Hedge Fund Strategies	3 Cr.
<b>MGT 756</b>	Global Supply Chain Management	3 Cr.
<b>MGT 790</b>	Special Topics	3 Cr.
<b>MGT 791</b>	Field Project	3 Cr.
<b>MGT 795</b>	Independent Study	3 Cr.

For the Leading the Global Enterprise certificate, dual degree JD/MBA students may substitute LAW 203 Business Associations for BLAW 660 Governance & International Business Law.

For dual degree JD/MBA General Business certificate, the following courses may be counted as electives (a maximum of 4 credits):

<b>LAW 400</b>	Law Practice Management	2 Cr.
<b>LAW 402</b>	UCC: Sales/Commercial Paper	3 Cr.
<b>LAW 404</b>	Corporate Finance (as an elective, not a substitute for FIN 620)	3 Cr.
<b>LAW 408</b>	UCC: Secured Transactions	3 Cr.
<b>LAW 409</b>	Labor Arbitration	2 Cr.
<b>LAW 410</b>	International Business Transactions	3 Cr.
<b>LAW 412</b>	Alternative Dispute Resolution	3 Cr.
<b>LAW 416</b>	Non-profit Organizations	2-3 Cr.
<b>LAW 420</b>	Bankruptcy	4 Cr.
<b>LAW 423</b>	Municipal Finance Law	2 Cr.
<b>LAW 428</b>	Introduction to Qualified Retirement Plans	2 Cr.
<b>LAW 437</b>	Intellectual Property	2-3 Cr.
<b>LAW 440</b>	Regulation of Industry	2 Cr.
<b>LAW 443</b>	Antitrust Law	3 Cr.
<b>LAW 444</b>	Workers' Compensation Law	2 Cr.
<b>LAW 445</b>	Labor Law	3 Cr.
<b>LAW 446</b>	Employment Law	3 Cr.
<b>LAW 448</b>	Environmental Law and Policy	4 Cr.
<b>LAW 450</b>	Advanced Patent Law	2-3 Cr.
<b>LAW 465</b>	Trademarks, Unfair Competition, and Business Torts	3 Cr.
<b>LAW 489</b>	Employee Health Plans: ERISA & HIPAA	2 Cr.
<b>LAW 504</b>	Mergers & Acquisitions	3 Cr.
<b>LAW 505</b>	Income Taxation of Corporations & Partnerships	3 Cr.
<b>LAW 519</b>	Securities Regulation	2-3 Cr.
<b>LAW 530</b>	Business Planning	3 Cr.
<b>LAW 532</b>	Real Estate Transactions & Finance	6 Cr.

### Admission

Admission to the dual degree program requires admission to both the Valparaiso University Law School 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 Law School application, the MBA Application Form, take the Law School Admission Test (LSAT), provide official transcripts from all undergraduate/ post-undergraduate institutions, a current résumé, and submit the application fees, cover letter, and two letters of recommendation.

## Graduate Business Certificates

Students who do not desire a MBA may earn a part-time graduate business certificate in Business Decision-Making, Leading the Global Enterprise, Engineering Management, Management, Finance, SAP/ERP, Business Intelligence or General Business by completing four courses in that area.

Students may earn a Master of Business Administration (MBA) by earning a Business Decision-Making Certificate (required), Leading the Global Enterprise Certificate (required) and a third graduate business certificate in Engineering Management, Management, Finance, SAP/ERP, Business Intelligence or General Business. MBA graduates may return for additional certifications. See program requirements above.

### Admission

The admission requirements for graduate business certificates include an application, one letter of recommendation, cover letter, résumé, and transcripts. Students planning to enroll in graduate business certificates should consult the director of Graduate Programs in Management. Graduate Business Certificates are available in the following areas:

- **Business Decision-Making**  
Managers must be able to analyze data, as well as estimate unknown variables to make the best decisions possible. Each course has a global emphasis, rooted in ethical business practice, and is focused on applied business decision-making.
- **Leading the Global Enterprise**  
Managing in a Global Environment requires having a global mindset in all aspects of business including leadership, marketing, governance & international business law, and strategic thinking. Each course has a global emphasis, rooted in ethical business practice, and is focused on applied business decision-making.
- **General Business**  
The part-time General Business Certificate is designed for students without an undergraduate business degree who wish to add a business component.
- **Business Intelligence**  
The part-time Business Intelligence Certificate is designed for students who wish to learn more about business analytics. IDS 641 or the equivalent is a prerequisite for these advanced courses.
- **Engineering Management**  
The part-time Engineering Management Certificate is designed for not only for engineering graduates, but those who manage technical teams.
- **Finance**  
The part-time Finance Certificate is designed for students who wish to study advanced topics in finance. FIN 620 or the equivalent is a prerequisite for these advanced courses.
- **Management**  
The part-time Management Certificate is designed for students without an undergraduate business degree who wish to add a management component.
- **SAP/ERP**  
As the market leader in enterprise application software, SAP is at the center of today's business and technology revolution. SAP's innovations enable hundreds of millions of customers (corporations) worldwide to work together more efficiently and use business insight more effectively.  
  
Valparaiso University College of Business is currently a Member of SAP's University Alliance Program. To best use their SAP solutions, companies in a variety of industries want people with ERP certifications using SAP software. If you seeking a career in management, accounting, finance, marketing, operations, information systems, project management, or supply chain management, obtaining an ERP Certificate with SAP is a great way to extend your knowledge, stand out in a competitive job market, and make yourself a more valuable resource to employers who use SAP software solutions.  
  
Completion of the 12 credit hours of coursework is required to receive the Valparaiso University part-time certificate in SAP. Typical completion time is 1 year. For those interested in sitting for the TERP10: Associate Business Foundation & Integration with SAP ERP Certification, an optional 2-week onsite prep course is offered.

# Chinese Studies

Learn more about [Chinese Studies](#) online.

## 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 104) 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 3.000 and a grade point average of 3.250 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

<b>CHST 507</b>	Intensified Fourth Year Chinese I	4 Cr.
<b>CHST 508</b>	Intensified Fourth Year Chinese II	4 Cr.
<b>CHST 531</b>	Contemporary Chinese in Mass Media I	5 Cr.
<b>CHST 532</b>	Contemporary Chinese in Mass Media II	5 Cr.
<b>CHST 590/690</b>	Topics in Chinese Studies	1-3 Cr.
<b>CHST 695</b>	Supervised Reading and Research in Chinese Studies	0-3 Cr.
<b>CHST 696</b>	Graduate Seminar in Chinese Studies I	0.5 Cr.
<b>CHST 697</b>	Graduate Seminar in Chinese Studies II	0.5 Cr.
<b>CHST 699</b>	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.

Students who test out of CHST 507 and CHST 508 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 K-12 Teachers**

The MACS teacher track leads to a teaching endorsement in Chinese language, but does not lead to initial certification as a teacher. Therefore, applicants for this track should already have a teaching license or not need one for their teaching position.

Individuals who want to earn initial certification as a teacher (required in order to receive an endorsement in Chinese language) should consider applying to the M.Ed.-Initial Licensure program. Additional coursework (approximately 12 credits, assuming the applicant is proficient in Mandarin Chinese) taken through the MACS program may be used to obtain a Chinese language endorsement, but unless the student fulfills at least 31 graduate credits approved through the MACS program, these 12 credits will not result in a second degree in Chinese Studies.

For this specialized track, students spend one or two summers in China—depending on their proficiency level at the time of application to the program—for language immersion and other coursework through the Summer Advanced Chinese Program. The remainder of the degree coursework is taken online or through independent study. The Summer Advanced Chinese Program serves three purposes:

1. to improve language proficiency for non-native Chinese speakers
2. to enable students to complete a number of courses such as the Survey of Chinese Literature (taught primarily in Chinese)
3. to engage in language-based internship opportunities

Located in the beautiful city of Hangzhou (south of Shanghai), the Summer Advanced Chinese Program is a highly demanding, total-immersion program that involves extensive travel and interaction with local Chinese society and culture. To learn more about the Valparaiso University Summer Advanced Chinese Program, please visit [www.valpo.edu/chinese-japanese-studies/chinese-studies/](http://www.valpo.edu/chinese-japanese-studies/chinese-studies/).

Students in this program may also take up to 6 credits of approved graduate-level courses from other programs, especially courses offered by the Education and English Departments. For students choosing to write a master's thesis, an optional 40-credit track is available (see details below).

### **Admission**

K-12 teachers who currently possess a valid teaching license, or who will not require a license for their teaching position may apply. The teacher track does not lead to general teaching licensure, but does enable currently-licensed teachers to obtain a Chinese language endorsement in the state of Indiana, which may then transfer to other states depending on the state's specific requirements. Applicants should carefully review their state's endorsement requirements for teaching Chinese to determine if this program will enable them to qualify for a teaching endorsement.

Applicants must meet the admission requirements of the Graduate School (page 104) and demonstrate proficiency in Chinese language by any one of the following:

1. Completion of at least one year of college-level Chinese
2. Strong background in Chinese language (e.g., through family heritage or study abroad programs in Chinese-speaking areas)
3. Receipt of certificate of language proficiency (for example, Level Two of the new HSK Test)

As part of the admissions process, each applicant's language ability is assessed through a phone interview and (if necessary) a diagnostic test. Students who do not meet the admission requirement of completion of the second year, college-level Chinese language may be required to take additional coursework in Chinese language on their own, or may participate in the pre-advanced summer Chinese language immersion program.

Students who successfully pass HSK Test Level Six will earn 6 credits toward the MACS degree. Thirty-one credit hours from Valparaiso University are required to complete the degree.

For more information about the Chinese Studies P-12 teacher track program, email MACSp12@valpo.edu or visit the website at [www.valpo.edu/chinese-japanese-studies/chinese-studies/](http://www.valpo.edu/chinese-japanese-studies/chinese-studies/).

## Chinese Studies

<b>Non-Thesis Track</b>		<b>37 Cr.</b>
<b>Language Requirements</b>		<b>9 Cr.</b>
<b>CHST 501</b>	Advanced Chinese I	3 Cr.
<b>CHST 502</b>	Advanced Chinese II	3 Cr.
<b>CHST 541</b>	The Chinese Language	3 Cr.
<b>Core Requirements</b>		<b>21 Cr.</b>
<b>CHST 520</b>	Introduction to Chinese Literature	3 Cr.
<b>CHST 590</b>	Topics in Chinese Studies (Best Practices in Teaching Chinese - plus ED 587, 588, or 589, as needed)	3 Cr.
<b>CHST 590/690</b>	Topics in Chinese Studies	9-12 Cr.
<b>CHST 686</b>	Internship in China	0-3 Cr.
<b>CHST 695</b>	Supervised Reading and Research in Chinese Studies	1-3 Cr.
<b>Core Support Requirements</b>		<b>7 Cr.</b>
<b>CHST 699</b>	Preparation for Standardized Test	0-1 Cr.
<b>Approved Electives</b>		<b>6 Cr.</b>
<b>Optional Thesis Track</b>		<b>40 Cr.</b>
<b>Students follow the curriculum above, but replace the electives with the following courses:</b>		
<b>CHST 692</b>	Research Project	3 Cr.
<b>CHST 795</b>	Master's Thesis	3 Cr.

## 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 Law School. However, students already enrolled in the Law School 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 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.

<b>CHST 590/690</b>	Topics in Chinese Studies	6 Cr.
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Chinese Studies Requirements		
<b>General Requirements</b>		<b>25 Cr.</b>
<b>CHST 507</b>	Intensified Fourth Year Chinese I	4 Cr.
<b>CHST 508</b>	Intensified Fourth Year Chinese II	4 Cr.
<b>CHST 531</b>	Contemporary Chinese in Mass Media I	5 Cr.
<b>CHST 532</b>	Contemporary Chinese in Mass Media II	5 Cr.
<b>CHST 696</b>	Graduate Seminar in Chinese Studies I	0.5 Cr.
<b>CHST 697</b>	Graduate Seminar in Chinese Studies II	0.5 Cr.
<b>Six credits from the following options:</b>		
<b>CHST 520</b>	Introduction to Chinese Literature	3 Cr.
<b>CHST 590</b>	Topics in Chinese Studies	1-3 Cr.
<b>CHST 686</b>	Internship in China	1-3 Cr.
<b>CHST 690</b>	Seminar in Chinese Studies	1-3 Cr.
<b>CHST 695</b>	Supervised Reading and Research in Chinese Studies	0-3 Cr.
<b>CHST 699</b>	Preparation for Standardized Test	0-1 Cr.
<b>Electives</b>		<b>6 Cr.</b>
<b>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:</b>		
<b>LAW 270</b>	Comparative Law: Focus on Europe	3 Cr.
<b>LAW 477</b>	International Law I	3 Cr.
<b>LAW 478</b>	International Law II	3 Cr.
Substitutions require the approval of the dean of the Graduate School and the vice dean of the Law School.		

### 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.



# Coaching

## Certificate in Coaching (10 Cr.)

In collaboration with the Athletics Department, the Graduate School offers a 10 credit Coaching Certificate designed for individuals who:

- Desire to expand their knowledge and efficiency as a coach at any level, from amateur to professional
- Want to receive continuing educational credit fulfilling state licensing requirements in the area of coaching
- Are involved in coaching (youth leagues, recreational leagues, interscholastic, amateur clubs, collegiate, international, or professional) and have an interest in better understanding the dynamics of the sports world and the organizations (AAU, IOC, NCAA, FIFA, etc.) that govern sports
- Possess a serious interest in coaching as a profession

The program consists of a number of coaching-relevant courses, each delivered in 1 or 2 cr. modules/workshops. Each module/workshop credit requires 10 hours of contact time per credit and assumes about 15 clock hours per credit of out-of-class preparation, study, training, or practice. The program offers a variety of courses allowing a student to select the ones of most interest or relevance to his/her particular need.

At this time, courses are offered primarily on an on-demand basis; that is, once an audience or occasion is identified, the course will be offered, typically in workshop/module format, to that particular audience. These courses may be linked to regularly-offered Valpo Coaching Clinics and, if need arises, may be offered in online format.

Admission to the certificate program requires application to the Graduate School. Students/coaches must have an undergraduate degree and a 3.0 GPA or, in lieu of the GPA, a minimum of 4 years of coaching or other relevant work experience. Up to 6 credits may be applied to the MS in Sports Administration as electives.

### Curriculum

General Requirements		10 Cr.
Choose 10 credits from the following options:		
COA 501	Coaching Theory, Methods, and Pedagogy	2 Cr.
COA 502	Coaching: Leadership and Psychology	2 Cr.
COA 510	Legal and Ethical Issues of Sport	2 Cr.
COA 511	Financial Aspects of Sports Management	2 Cr.
COA 512	Sports Media, Communication, and Networking	2 Cr.
COA 520	Nutrition, Training, and Health	2 Cr.
COA 521	Sports Medicine and Performance	2 Cr.
COA 580-589	Coaching Clinics (Sport Specific, 2 Cr. Max)	1 Cr.

# Comparative Global Inquiry

Learn more about [Comparative Global Inquiry](#) online.

## 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 of 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 104) and provide evidence of being able to carry out academic coursework independently, including:

1. Evidence of high performance in all prior academic study (minimum of 3.30 GPA is preferred)
2. Essay indicating expected personal and professional outcomes from the program
3. Other documentation (e.g., written papers or projects) attesting to sustained, independent coursework

### 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.

<b>Pre-departure Semester</b>		<b>12 Cr.</b>
<b>CGI 601</b>	Global Strategies	1 Cr.
<b>On course from the following options:</b>		
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.
<b>COMM 645</b>	Intercultural Communication	3 Cr.
<b>CGI 680</b>	Project Development	2 Cr.
<b>Graduate Electives</b>		<b>6 Cr.</b>
<b>Two from the following options:</b>		
<b>Emerging Powers Semester (China or Korea)</b>		<b>9 Cr.</b>
<b>Chinese Culture or Korean Culture</b>		<b>3 Cr.</b>
<b>One from the following options:</b>		
<b>Chinese or Korean Language</b>		<b>3 Cr.</b>
<b>Asian Business</b>		<b>3 Cr.</b>
<b>One course from the following options:</b>		
<b>CGI 792</b>	Cross-Cultural Project I	3 Cr.
<b>CGI 793</b>	Cross-Cultural Project II	3 Cr.
<b>Developed Nations European Semester (England or Germany)</b>		<b>9 Cr.</b>
<b>British History or Economics/Language</b>		<b>3 Cr.</b>
<b>British or German Culture Course</b>		<b>3 Cr.</b>
<b>One course from the following options:</b>		
<b>CGI 792</b>	Cross-Cultural Project I	3 Cr.
<b>CGI 793</b>	Cross-Cultural Project II	3 Cr.

<b>Developing Nations Semester (India, Mexico, Africa, etc.)</b>	<b>9 Cr.</b>
Course related to region	3 Cr.
Language, Business, or Culture Course	3 Cr.
<b>One course from the following options:</b>	
CGI 792 Cross-Cultural Project I	3 Cr.
CGI 793 Cross-Cultural Project II	3 Cr.
<b>Re-Entry Semester (Requires at least partial residency on campus)</b>	<b>4 Cr.</b>
CGI 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's research 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 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 Valparaíso 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 Valparaíso 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.

# Counseling and Psychology

Learn more about [Counseling](#) online.

## **Master of Arts in Clinical Mental Health Counseling, Dual Law (JD) and Psychology (MA) Programs, Licensure as a Clinical Addictions Counselor, 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 program at Valparaiso University is 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 CMHC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2001 Standards as a Mental Health Counseling Program. The program is designed for individuals planning to work as licensed professional clinical mental health counselors. The program provides 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 carefully plan 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 program is 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 the CMHC program 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.

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 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.

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.

### **Early Admission for Undergraduate Valparaiso University Students**

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 12 credits of graduate coursework toward the degree during their senior year. Prior to March 1st of their junior year, psychology majors with a 3.30 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 12 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 up to four courses selected from COUN 530, COUN 532, COUN 535, COUN 545, COUN 550, COUN 570, COUN 575, COUN 591, PSY 550, PSY 560, PSY 565, and PSY 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 (3.30 grade point average), must be met before final admission is granted.

## 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 1,000 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.

<b>COUN 635</b>	Introduction to Psychopathology	3 Cr.
<b>COUN 642</b>	Advanced Psychopathology	3 Cr.
<b>COUN 660</b>	Helping Relationships: Counseling Theories	3 Cr.
<b>COUN 662</b>	Helping Relationships: Counseling Processes	3 Cr.
<b>COUN 693</b>	Foundations of Professional and Ethical Issues in Counseling	3 Cr.
<b>COUN 694</b>	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.

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

<b>COUN 685</b>	Counseling Practicum	3 Cr.
<b>COUN 686</b>	Counseling Internship I	3 Cr.
<b>COUN 687</b>	Counseling Internship II	3 Cr.
<b>COUN 688</b>	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 interested in pursuing the Licensed Clinical Addictions Counselor (LCAC) certificate can choose courses from the LCAC certificate program to fulfill the elective requirements. Students completing the Business Management certificate should select 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)**

<b>COUN 530</b>	Child and Adolescent Development	3 Cr.
<b>COUN 532</b>	Adulthood and Aging	3 Cr.
<b>COUN 575</b>	Human Neuropsychology in Counseling and School Settings	3 Cr.
<b>COUN 591</b>	Special Topics in Counseling (with departmental approval)	3 Cr.
<b>COUN 665</b>	Family Counseling and Dynamics	3 Cr.
<b>COUN 667</b>	Clinical Addiction Theories and Treatment	3 Cr.
<b>COUN 691</b>	Advanced Topics in Counseling	1-3 Cr.
<b>COUN 695</b>	Independent Study	1-3 Cr.
<b>PSY 565</b>	Psychology and Law	3 Cr.
<b>PSY 590</b>	Special Topics in Psychology (with departmental approval)	1-3 Cr.
<b>PSY 690</b>	Special Topics in Psychology (with departmental approval)	1-3 Cr.
<b>SPSY 630</b>	Cognitive Ability: Assessment for Intervention (with departmental approval)	3 Cr.
<b>SPSY 650</b>	Socialization and Development of Life Skills (with departmental approval)	3 Cr.

**Business Management Courses**

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

**Licensed Clinical Addictions Counselor Courses**

<b>LCAC 630</b>	Psychopharmacology	3 Cr.
<b>LCAC 667</b>	Clinical Addiction Theories and Treatment	3 Cr.
<b>LCAC 668</b>	Group and Family Counseling	3 Cr.
<b>LCAC 686</b>	Internship in Addiction Counseling	2 Cr.

**Research Courses**

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

**Supporting Courses**

<b>COUN 535</b>	Psychology of Personality	3 Cr.
<b>PSY 550</b>	Human Cognition	3 Cr.
<b>PSY 560</b>	History and Systems of Psychology	3 Cr.

**Admission**

In addition to meeting the requirements for admission into the Graduate School (page 104), each applicant must be accepted into the Clinical Mental Health Counseling program. Applicants should complete the supplemental counseling application form. A minimum 3.000 (B = 3.000) 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 3.000 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 February 15.

A Student Handbook and program web site [www.valpo.edu/psychology/academics/](http://www.valpo.edu/psychology/academics/) 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.

### **Note about Professional Liability Insurance and Criminal Background Check**

In connection with the practice component within the counseling programs, all students must provide evidence of professional counseling liability insurance and clear a criminal background check. Students who fail to provide these requirements will not be allowed to work in field placement sites and risk dismissal from the program.

## **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 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 3.000, submit an essay relating their professional goals to law and psychology, and submit at least two letters written on their behalf.

## Counseling and Psychology

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 3.000 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 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.
<b>COUN 660</b>	Helping Relationships: Counseling Theories	3 Cr.
<b>COUN 693</b>	Foundations of Professional and Ethical Issues in Counseling	3 Cr.
<b>PSY 700</b>	Law and Psychology: Integrative Project	3 Cr.
<b>Six credits from the following options:</b>		
<b>LAW 245</b>	Pretrial Skills	3 Cr.
<b>LAW 406</b>	Children and the Law	2 Cr.
<b>LAW 412</b>	Alternative Dispute Resolution	3 Cr.
<b>LAW 425</b>	Race and the Law	2 Cr.
<b>LAW 485</b>	Family Law	3 Cr.
<b>LAW 486</b>	Law and Health Care Process	2 Cr.
<b>LAW 487</b>	Elder Law	3 Cr.
<b>LAW 488</b>	Selected Topics in Elder Law	2 Cr.
<b>LAW 662</b>	Clinic Internship	2-3 Cr.
<b>Electives in Psychology</b>		15 Cr.
<b>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.</b>		
<b>COUN 602</b>	Research Methods	3 Cr.
<b>COUN 620</b>	Human Development: Biological and Learned Bases of Behavior	3 Cr.
<b>COUN 635</b>	Introduction to Psychopathology	3 Cr.
<b>COUN 642</b>	Advanced Psychopathology	3 Cr.
<b>COUN 662</b>	Helping Relationships: Counseling Processes	3 Cr.
<b>COUN 691</b>	Advanced Topics in Counseling (with permission of department chair)	1-3 Cr.
<b>COUN 695</b>	Independent Study (no more than 3 credits)	1-3 Cr.
<b>PSY 565</b>	Psychology and Law	3 Cr.
<b>PSY 687</b>	Psychology Internship (approved by program director and counselor training director)	1-3 Cr.

### JD/MA CMHC Curriculum

In addition to meeting the JD requirements:

Core Requirements		39 Cr.
<b>COUN 545</b>	Community Counseling	3 Cr.
<b>COUN 570</b>	Assessment in Counseling: Testing and Appraisal	3 Cr.
<b>COUN 602</b>	Research Methods	3 Cr.
<b>COUN 620</b>	Human Development: Biological and Learned Bases of Behavior	3 Cr.
<b>COUN 625</b>	Social and Cultural Bases of Behavior	3 Cr.
<b>COUN 635</b>	Introduction to Psychopathology	3 Cr.
<b>COUN 642</b>	Advanced Psychopathology	3 Cr.
<b>COUN 660</b>	Helping Relationships: Counseling Theories	3 Cr.
<b>COUN 662</b>	Helping Relationships: Counseling Processes	3 Cr.
<b>COUN 664</b>	Career Counseling: Appraisal and Intervention	3 Cr.
<b>COUN 668</b>	Group Counseling	3 Cr.
<b>COUN 693</b>	Foundations of Professional and Ethical Issues in Counseling	3 Cr.
<b>COUN 694</b>	Counseling Proseminar (4 semesters)	0 Cr.
<b>PSY 700</b>	Law and Psychology: Integrative Project	3 Cr.

<b>Experiential Training</b>		<b>12 Cr.</b>
<b>COUN 685</b>	Counseling Practicum	3 Cr.
<b>COUN 686</b>	Counseling Internship I	3 Cr.
<b>COUN 687</b>	Counseling Internship II	3 Cr.
<b>COUN 688</b>	Advanced Counseling Internship	3 Cr.

Select law clinics and externships may substitute for the counseling practicum with the approval of the Psychology Department.

<b>Electives</b>		<b>9 Cr.</b>
<b>Counseling: Three credits from the list of approved courses (see Electives for the MA CMHC curriculum)</b>		
<b>Law: Six credits from the following options:</b>		
<b>LAW 245</b>	Pretrial Skills	3 Cr.
<b>LAW 406</b>	Children and the Law	2 Cr.
<b>LAW 412</b>	Alternative Dispute Resolution	3 Cr.
<b>LAW 425</b>	Race and the Law	2 Cr.
<b>LAW 485</b>	Family Law	3 Cr.
<b>LAW 486</b>	Law and Health Care Process	2 Cr.
<b>LAW 487</b>	Elder Law	3 Cr.
<b>LAW 488</b>	Selected Topics in Elder Law	2 Cr.
<b>LAW 662</b>	Clinic Internship	2-3 Cr.

### Licensure as a Licensed Clinical Addictions Counselor (27 Cr.)

Students pursuing the Master of Arts in Clinical Mental Health Counseling may also have the option to pursue a Licensed Clinical Addictions Counselor (LCAC) certificate. CMHC students should contact their CMHC advisor for more information about application and co-enrollment in the LCAC certificate.

### Graduate Business Certificate (12 Cr.)

Graduate students enrolled in the Clinical Mental Health Counseling program may also choose to pursue a Graduate Business Certificate. This certificate would be particularly useful to students interested in agency administration or providing counseling related services for/through organizations. CMHC students should discuss this option with their advisor and contact the College of Business for more information about application and co-enrollment in the Graduate Business Certificate program.



# Cyber Security

Learn more about [Cyber Security](#) online.

## Master of Science in Cyber Security

This 36-credit program prepares graduates with technical skills related to cyber operations and security. Students with backgrounds in computer science, engineering, information technology, or related fields are well-positioned to start this degree program. Students having other, less technical backgrounds are eligible for admission but may need to complete a bridge semester of preparation. Students learn the knowledge, skills, and perspective necessary to address cyber operations and security issues of private and public business enterprises and governmental organizations. This program embraces a highly applied approach to the discipline, with emphasis on hands-on learning, a capstone experience, and rapid incorporation of emerging technologies into coursework. There is an emphasis on collaborative and teamwork approaches to problems, and students will have the opportunity to develop skills in technology leadership.

### Admission

To be admitted, applicants must meet all Graduate School admission requirements (page 104), have had a statistics course, and have the equivalent of a minor in computer science, information technology, or a related field (e.g., engineering or information and decision sciences). Depending on their academic background and work experience, students may be required to complete up to four courses prior to graduation: IT 502, STAT 240, IT 535, and MATH 220. These courses may be taken concurrently with courses in the regular program, so long as specified prerequisites are met for individual classes.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Capstone Requirement

The Cyber Security program requires a capstone experience. To fulfill this requirement, three options exist:

- CYB 686: Internship, which expects 300 hours of practical experience in a working computing environment that embraces and extends the student's coursework and experiences
- CYB 792: Research Project, which provides the student with the opportunity to investigate or test an idea or area within the scope of Cyber Security, but on a smaller scale than that done in the thesis option
- CYB 798 and CYB 799: Thesis, requires two semesters of work and is the most rigorous of the three options, requiring a proposal/plan (798) and a second semester of writing/execution (799). This entails a minimum of two supervising faculty as the thesis committee. One of the participating faculty functions as the technical advisor and primary supervisor. The option adds 3 credits to the overall number of credits taken to complete the degree, as the pair of courses requires 6 credits.

Core Requirements		12-13 Cr.
IT 642	Information Assurance	3 Cr.
IT 644	Technology, Law, and Society	3 Cr.
IT 648	Risk Management	3 Cr.
GRD 683	Professional and Career Development	0-1 Cr.
One course from the following options		3 Cr.
CYB 530	Securing and Administering Systems in Windows Environment	3 Cr.
CYB 532	Securing and Administering Systems in Linux Environment	3 Cr.

Communication Requirements		3 Cr.
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 511	Introduction to Technical Writing	3 Cr.
LS 608	Professional Writing and Research	3 Cr.

Capstone Experience		3 Cr.
One course from the following options:		
CYB 686	Internship	1-3 Cr.
CYB 792	Research Project	3 Cr.
CYB 798 AND	Thesis Proposal and Preparation	3 Cr.
CYB 799	Thesis	3 Cr.

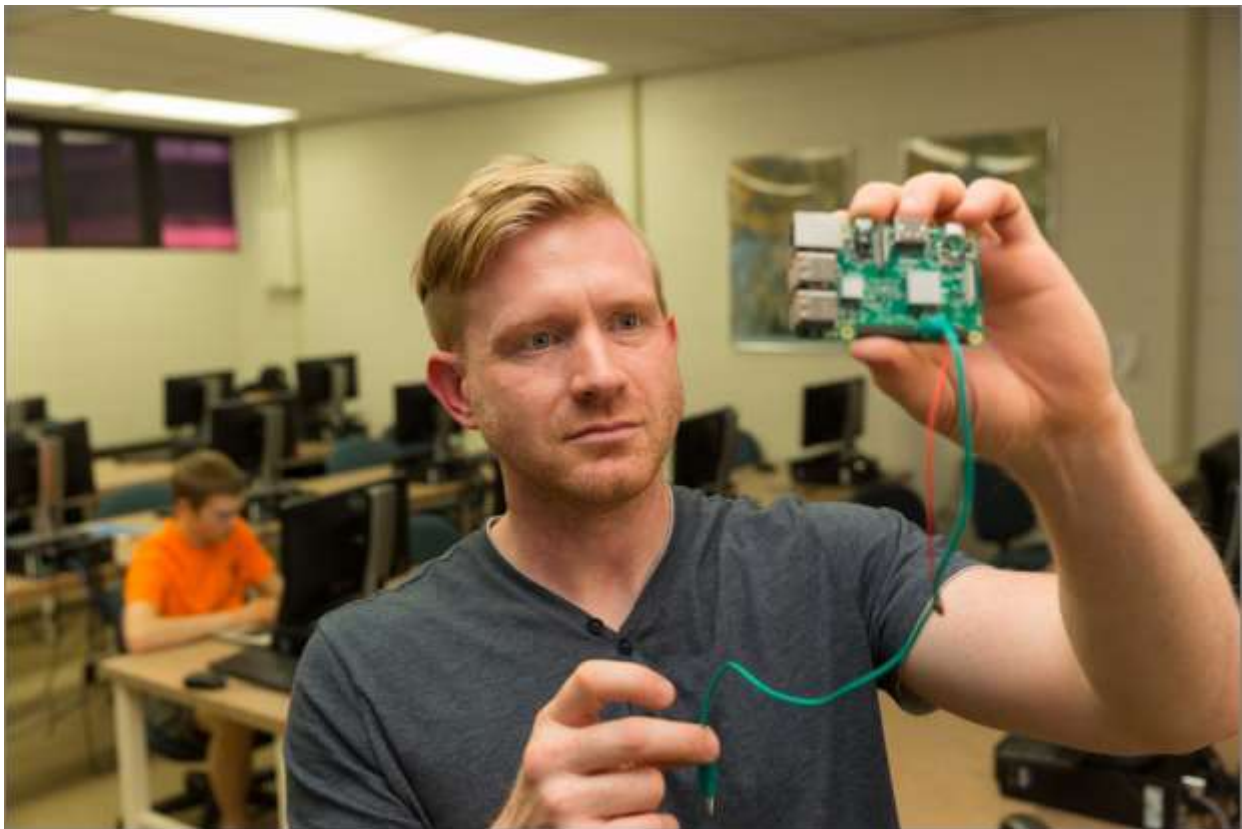
Elective Courses		17-18 Cr.
<b>CYB 520</b>	Operating Systems	2 Cr.
<b>CYB 540</b>	Assembly Language Programming	2 Cr.
<b>CYB 542</b>	Theory and Practice of Cryptography	3 Cr.
<b>CYB 552</b>	Reverse Program Engineering	3 Cr.
<b>CYB 572</b>	IT Audit, Monitoring, and Testing	3 Cr.
<b>CYB 582</b>	Networking Infrastructure Security	3 Cr.
<b>CYB 642</b>	Cyber Forensics	3 Cr.
<b>CYB 652</b>	Cyber Warfare	3 Cr.
<b>CYB 662</b>	Wireless Security	3 Cr.
<b>CYB 672</b>	Secure Software Development	3 Cr.
<b>CYB 673</b>	CISSP	1 Cr.
<b>IT 533</b>	Data Mining	3 Cr.
<b>IT 646</b>	Hacking Techniques and Counter Measures	3 Cr.

Additional graduate courses may be approved by the advisor from the areas of computer science, information technology, analytics and modeling, mathematics, and business.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

### Sequencing of Coursework

Students may take a programming test before the start of their first semester. Should a student fail the programming test, the student must complete IT 502 during the first semester of enrollment. These credits do not count towards the degree in Cyber Security. The Capstone Experience should be taken after at least one semester of study. GRD 683 must be taken prior to the start of the Capstone Experience. 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.





# Education

Learn more about graduate programs in [Education](#) online.

## **Master of Education; Master of Education/Education Specialist in 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 four 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: [www.doe.in.gov/sites/default/files/licensing/valparaiso-university-2017-public\\_0.pdf](http://www.doe.in.gov/sites/default/files/licensing/valparaiso-university-2017-public_0.pdf). Sequential Master of Education/Education Specialist degrees in School Psychology, which include courses in education and psychology, are also offered. In addition, the Department of Education offers a M.Ed. in Humane Education. Please see page 58 for more information.

### **Admission**

For admission to graduate degree programs in education, students must meet the admission requirements established by the Graduate School (page 104). In addition, the Department of Education requires:

1. A 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 104)
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.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### **Criminal Background Checks**

In connection with the practice component of all programs in education, all students must comply with criminal background check requirements. Students who fail to provide clear criminal background checks 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 evaluations will be conducted on all applicants. Applicants for the elementary teacher education program must submit passing scores on the Indiana CASA I (Core Academic Skills Assessment). Applicants for the secondary teacher preparation programs must submit passing scores on both the Indiana CASA I and the Indiana Core Assessment in their content area 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-credit sequence of required courses that includes 10 credits of internship teaching experiences plus either an elementary licensure concentration (15 credits) or a secondary licensure concentration (11 credits).

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, licensure tests, and completion of all other licensing and degree requirements.

## **Admission**

Applicants are expected to meet the following entrance requirements:

1. Minimum 3.000 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. Applicants for admission to teacher education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests<sup>1</sup>:
  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

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<sup>1</sup> 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 by passing the Pearson Content Knowledge exams at the time of application for admission to the M.Ed. (Initial Licensure) LEAPS program.

3. GRE with a score of at least 1100 based on Verbal and Quantitative
4. CASA I (Core Academic Skills Assessment) exam with a score of 220 ([www.in.nesinc.com](http://www.in.nesinc.com)). Evidence of passing scores must be submitted at the time of application.
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 academic advisor in the Education Department for additional information.

#### Required Core Courses

Professional Studies		31 Cr.
ED 504	Educational Psychology	3 Cr.
ED 506	School and Society	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	Internship in Education I	2.5 Cr.
ED 627	Internship in Education II	2.5 Cr.
ED 628	Internship in Education III	2.5 Cr.
ED 629	Internship in Education IV	2.5 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 elementary or secondary education depending on the grade level at which they will teach.

Elementary Concentration (Grades P-6)		15 Cr.
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.
Secondary Concentration (Grades 5-12)		11 Cr.
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 581-588	Methods of Teaching in Secondary Schools (for licensure area)	3 Cr.

## Graduate STEM Teacher Education Program

The program is designed for any individual who has an undergraduate degree in Science, Technology, Engineering, and Mathematics (STEM) fields of study other than teacher education and who wants to be licensed in secondary education. Candidates must have an undergraduate major that is "licensable."

## Curriculum

Graduate STEM Teacher Education Program (GSTEP) offers two tracks towards earning a Master of Education degree, leading to licensure in science and/or mathematics: a 34 credit track for domestic students and a 38 credit track for international students. GSTEP students begin taking classes in May with seminar/workshop classes, with a full class load the first week of June; classes end the first week in August. During the fall term, fellows co-teach in a high-need urban or rural secondary school setting five days per week from 7 am – 12 noon (half-day), with coursework at Valparaiso University (afternoons, evenings). GSTEP students will also have opportunities to work with the Museum of Science & Industry (MSI) or other educational sites, e.g., Indiana Dunes Environmental Learning Center, Challenger Center, Porter County Museum, Taltree Arboretum, etc. Students have full-time teaching positions in a high-need school during the spring term.

At the end of the spring semester, GSTEP students graduate with a master's degree and, upon successful completion of Indiana Department of Education teacher education test requirements, become certified in a STEM field.

Note: GSTEP students' fall/spring schedule begin and end according to their assigned partner school corporation schedule. Students start co-teaching and full-time teaching with mentor teachers on the first day of school until the last day of school.

## Domestic Track

### Summer Session

Foundational Courses		13 Cr.
ED 506	School and Society	2 Cr.
ED 560	Literacies in the Content Area	3 Cr.
ED 570	Diversity, Equity, and Education	3 Cr.
ED 604	Educational Psychology	2 Cr.
ED 631	STEM Learning Communities	0 Cr.
SPED 540	Learning Exceptionalities	3 Cr.

### Seminars/Workshops

ED 513	CPR/AED & First Aid	0 Cr.
ED 514	Suicide Prevention Training	0 Cr.

### Fall Semester

ED 518	Curriculum Design and Differentiation	2 Cr.
One course from the following options:		
ED 582	Methods of Teaching Mathematics in Secondary Schools	3 Cr.
ED 584	Methods of Teaching Science in Secondary Schools	3 Cr.
ED 631	STEM Learning Communities	0 Cr.
ED 635	Clinical Practicum (co-teaching, 20 hours/week minimum)	4 Cr.
One course from the following options:		
ED 591	Investigation of Contemporary Topics in Science	3 Cr.
An ED or MATH course		3 Cr.

### Spring Semester

ED 567	English Language Learning Methods	3 Cr.
ED 631	STEM Learning Communities	0 Cr.
ED 635	Clinical Practicum (full-time teaching, 14 weeks minimum)	6 Cr.
ED 651	Seminar: Efficacy in Professional Practice	0 Cr.

## International Track

### Summer Session

Foundational Courses		17 Cr.
ED 506	School and Society	2 Cr.
ED 560	Literacies in the Content Area	3 Cr.
ED 570	Diversity, Equity, and Education	3 Cr.
ED 595	Transition to US Education Systems	1 Cr.

## Education

<b>ED 604</b>	Educational Psychology	2 Cr.
<b>ED 631</b>	STEM Learning Communities	0 Cr.
<b>LS 606</b>	English for Academic Purposes	3 Cr.
<b>SPED 540</b>	Learning Exceptionalities	3 Cr.

### Seminars/Workshops

<b>ED 513</b>	CPR/AED & First Aid	0 Cr.
<b>ED 514</b>	Suicide Prevention Training	0 Cr.

### Fall Semester

**12 Cr.**

<b>ED 518</b>	Curriculum Design and Differentiation	2 Cr.
<b>One course from the following options:</b>		
<b>ED 582</b>	Methods of Teaching Mathematics in Secondary Schools	3 Cr.
<b>ED 584</b>	Methods of Teaching Science in Secondary Schools	3 Cr.
<b>ED 631</b>	STEM Learning Communities	0 Cr.
<b>ED 635</b>	Clinical Practicum (co-teaching, 20 hours/week minimum)	4 Cr.
<b>One course from the following options:</b>		
<b>ED 591</b>	Investigation of Contemporary Topics in Science (Required for Science Ed)	3 Cr.
<b>An ED or MATH course</b>		3 Cr.
<b>GRD 500</b>	Graduate Academic Success	0 Cr.

### Spring Semester

**9 Cr.**

<b>ED 567</b>	English Language Learning Methods	3 Cr.
<b>ED 631</b>	STEM Learning Communities	0 Cr.
<b>ED 635</b>	Clinical Practicum (full-time teaching, 14 weeks minimum)	6 Cr.
<b>ED 651</b>	Seminar: Efficacy in Professional Practice	0 Cr.

## Requirements

The program consists of 34-38 credits of required coursework (depending upon the track: domestic or international), a semester of co-teaching in a rural or urban school setting, and during the spring semester fellows remain in the classroom teaching until the end of the school year under the supervision of a cooperating/mentor teacher and University supervisor.

Three checkpoints must also be successfully completed in the 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 635, the professional semester of student teaching clinical practicum experiences in the degree program. Checkpoint 3 is completed at the end of the ED 635 clinical practicum student teaching experience. This checkpoint involves successful completion of additional performance assessments during the professional semester of clinical practicum teaching experience, passing scores on Pearson Content Knowledge exam(s) prior to the professional semester of teaching, and completion of all other licensing and degree requirements and Indiana Department of Education (IDOE) requirements.

## Admission

In addition to meeting the requirements for admission to the Graduate School (page 104), applicants should meet the following requirements:

1. A cumulative undergraduate grade point average (GPA) of 3.000 or better on a 4.000 scale (Note: Candidates who can demonstrate excellence through other avenues will also be considered. All applications are considered in their entirety and selection is based on merit.
2. Applicants for admission to teacher education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests<sup>2</sup>:
  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

<sup>2</sup> 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 by passing the Pearson Content Knowledge exams at the time of application for admission to the M.Ed. (Initial Licensure) program.

3. GRE with a score of at least 301 based on Verbal and Quantitative
  4. CASA (Core Academic Skills Assessment) exam with score of 220 ([www.in.nesinc.com](http://www.in.nesinc.com)). Evidence of passing scores must be submitted at the time of application.
  3. Essay relating graduate study to professional goals clearly stating reasons for wanting to become a STEM teacher working in a high-need urban or rural school with underrepresented students; this essay substitutes for the General Essay noted under Admission for Degree- Seeking Students.
  4. Completion of an interview with STEM Admissions Committee
- Applicants interested in the Graduate STEM Education Program should contact the Graduate School or program director for additional information.

## 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 as an elementary or secondary school teacher. 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 3.000 GPA or better prior to beginning classes for the M.Ed. Applicants for the secondary teacher preparation programs must submit passing scores on the relevant CASA (Core Academic Skills Assessment) and Pearson Core Content Knowledge 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 state and the Department of Education, an Indiana initial teaching license. This teaching license qualifies an individual to teach in public and 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 Valparaiso University licensure director evaluates transcripts and determines if there are any deficiencies in an applicant's application for admission.

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.

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.

### 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. (Note: Students must provide proof of CPR/Heimlich Maneuver/AED certification prior to student teaching semester.) 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, passing scores on Pearson Content Knowledge exam(s) prior to student teaching for elementary education, and completion of all other licensing and degree requirements and IDOE requirements.

### Admission

In addition to meeting the requirements for admission to the Graduate School (page 104), applicants should meet the following requirements:

1. Applicants for admission to teacher education must demonstrate competency in basic skills through submission of passing scores on ONE of the following standardized tests<sup>3</sup>:
  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

<sup>3</sup> Anyone with a master's degree from a regionally accredited institution is exempt from this requirement.



4. CASA (Core Academic Skills Assessment) exam with score of 220 ([www.in.nesinc.com](http://www.in.nesinc.com)). Evidence of passing scores must be submitted at the time of application.
  2. Essay relating graduate study to professional goals clearly stating reasons for wanting to become a teacher; this essay substitutes for the General Essay noted under Admission for Degree- Seeking Students.
  3. Completed Supplemental Education Application.
  4. Completion of an interview with STEM Admissions Committee.
- Admission is competitive with deadlines of March 1, August 1, and November 1.

#### Required Core Courses

Professional Studies		23 Cr.
ED 504	Educational Psychology	3 Cr.
ED 506	School and Society	2 Cr.
ED 518	Curriculum Design and Differentiation	2 Cr.
ED 570	Diversity, Equity, and Education	3 Cr.
ED 630	Supervised Teaching	10 Cr.
ED 651	Seminar: Efficacy in Professional Practice	0 Cr.
SPED 540	Learning Exceptionalities	3 Cr.

#### Concentrations

Students complete additional course work for a concentration in either elementary, secondary, or Chinese teaching, depending on the grade level at which they will teach.

##### Elementary Concentration (Grades K-6) 21 Cr.

ED 510	Foundations in Emergent and Early Literacy	3 Cr.
ED 523	Methods of Teaching Science in the Elementary School	4 Cr.
ED 524	Methods of Teaching Mathematics in the Elementary School	4 Cr.
ED 527	Methods of Teaching Social Studies in the Elementary School	4 Cr.
ED 529	Literacy in the Elementary School	3 Cr.
ED 565	Literacy in Socio-Cultural Contexts	3 Cr.

##### Secondary Concentration (Grades 5-12) 12 Cr.

ED 507	Media Education	3 Cr.
ED 560	Literacies in the Content Areas	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ED 581-588	Methods of Teaching in Secondary Schools (for licensure area)	3 Cr.

##### Chinese Teaching 15 Cr.

ED 507	Media Education	3 Cr.
ED 560	Literacies in the Content Areas	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ED 585*	Teaching Chinese Literature	3 Cr.
ED 587	Methods of Teaching Foreign Language in Secondary Schools	3 Cr.

\*Note: Must be taken at Valpo

#### Program Exit Criteria

Successful completion of M.Ed. degree programs leading to initial teaching licensure requires:

1. A 3.000 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., Pearson Content Knowledge Exam, pedagogical assessment)
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
6. Submission of all Valparaiso University materials required for graduation according to published guidelines

#### Early Admission for Undergraduate Valparaiso University Students

Exceptional undergraduate students at Valparaiso University may be accepted into the Master of Education Initial Licensure program and begin work toward a graduate degree before completion of the baccalaureate degree. In this program offering option, prior to March 1st of their junior year, an applicant with an overall GPA of 3.30 or higher may apply for early admission to the M.Ed.-

IL program. These students will have provisional acceptance status in the graduate program, pending the award of the baccalaureate degree.

To be accepted into this program, the student must complete an application for the Master of Education Initial Licensure program, and submit an essay and two strong letters of recommendation from professors. In addition, the student must complete an Early-Entry Program Form, and have it approved by the Master of Education Initial Licensure program director. See the **GENERAL CATALOG** for more information.

Final admission to the program is granted only upon completion of the undergraduate degree with a GPA of at least 3.000, and passing scores on the CASA and Pearson Content Knowledge exams as outlined by the Indiana Professional Standards Board/Department of Education. If an early-entry student has not met the normal admission requirements of a 3.000 GPA at the end of their baccalaureate degree, they will not be given final admission to the graduate program. Students accepted into an early-entry program will be subject to the same policies that pertain to other matriculated graduate students.

Under this model, students may take up to nine credits during their senior year toward both their undergraduate degree (as electives) and graduate degree. In other words, up to nine hours of graduate work may be "double counted" toward both the baccalaureate and graduate degrees. In no case may more than nine hours be double counted.

**Note: A commitment to pursuing the M.Ed. - IL program must be made prior to January 1st of the candidate's senior year.** The Early-Entry Program Form must be approved by the Graduate Admissions and Retention Committee before the student begins the early-entry graduate coursework. Failure to obtain prior Graduate Admission and Retention Committee or director of M.Ed.-IL approval negates the ability to "double count" courses in an accelerated early-entry program.

Students admitted into an early-entry program pay regular undergraduate tuition fees for all courses (undergraduate and graduate) for which they register. No additional graduate tuition is assessed.

## Master of Education Degree–Instructional Leadership

This minimum 33-34-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 3.000 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 3.000 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 3.000 grade point average is required for the completion of the degree.

Licensed teachers may use this degree to add a content area to their licenses. This applies to course-work in Special Education, TESOL, and Museum of Science and Industry science courses. Applicants should be sure to discuss options for adding content areas to their licenses with the advisor for the program in the Education Department. Licensed teachers may also complete this degree while participating in the two-year LEAPS program while they are teaching in an under-resourced parochial school. They can complete several of the available concentrations for this degree. Contact the LEAPS program advisor for more information on this option.

This program is not designed to earn the initial teaching licensure. For teaching licensure programs, please see the M.Ed. Initial Licensure.

Core Foundation Requirements		16 Cr.
ED 572	Data-driven School Improvement	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 692	Research Project	2 Cr.
ED 693	Capstone Project	2 Cr.
Education Electives		5-6 Cr.
<b>Two courses from the following options:</b>		
ED 580	Developing Professional Learning Communities	3 Cr.
ED 688	Statistical Interpretation for School Program Evaluation	2 Cr.
ED 690	Seminar in Education	1-3 Cr.

Up to six credits from the Museum of Science and Industry (MSI) science concentration, TESOL concentration, or Special Education concentration may be applied as education electives. Three credits offered in the Humane Education concentration may also be applied as education electives.

### 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 (15-19 credits) relevant to the student's professional work and goals:

1. Special Education licensure
2. Humane Education
3. TESOL Licensure (see page 98 for requirements)
4. Individualized Concentration
5. Science Education (offered through the partnership with the Museum of Science and Industry)

**Note:** The TESOL, Special Education, and Science Education concentrations all require a minimum of 18 credits to add these content areas to Indiana teaching licenses. The specialty concentration in this degree is only 12 credits of course-work. By allowing people in these content areas to complete the final 6 credits as electives, teachers can add the entire 18 credit content area to their licenses within the 33-34 credit hour requirement of this degree.

## 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. A part-time option for this program is described on page 51.

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)

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, 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 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 9 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 (page 103), 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 (page 103).

Formal review of applications for admission for fall semester occurs at four points in the calendar year: November, March, June, and August. Completed applications must be received by the first day of each of these months to be considered. Priority is given to applications submitted by March 1 for the start date of the fall semester.

<b>M.Ed.—Education and Psychological Foundations</b>		<b>33 Cr.</b>
<b>ED 528</b>	Foundations of Literacy Development	3 Cr.
<b>ED 617</b>	Assessment and Management of the Learning Environment	3 Cr.
<b>COUN 620</b>	Human Development: Biological and Learned Bases of Behavior	3 Cr.
<b>COUN 625</b>	Social and Cultural Bases of Behavior	3 Cr.
<b>SPSY 540</b>	Learning Exceptionalities	3 Cr.
<b>SPSY 600</b>	Introduction to School Services and Educational Systems	3 Cr.
<b>SPSY 610</b>	Academic Achievement: Assessment for Intervention	3 Cr.
<b>SPSY 630</b>	Cognitive Ability: Assessment for Intervention	3 Cr.
<b>SPSY 640</b>	Professional Issues, Ethics, and Law	3 Cr.
<b>One course from the following options:</b>		
<b>SPSY 660</b>	Consultation in School and Community Settings	3 Cr.
<b>COUN 575</b>	Human Neuropsychology in Counseling and School Settings	3 Cr.
<b>Elective course</b>		3 Cr.
<b>Ed.S.—Education Specialist Component</b>		<b>35 Cr.</b>
<b>ED 610</b>	Research in Education	3 Cr.
<b>ED 612</b>	Decision Making in Curriculum and Instruction	3 Cr.
<b>COUN 660</b>	Helping Relationships: Counseling Theories	3 Cr.
<b>COUN 662</b>	Helping Relationships: Counseling Processes	3 Cr.
<b>SPSY 650</b>	Socialization and Development of Life Skills	3 Cr.
<b>SPSY 679</b>	Practicum in School Psychology	3 Cr.
<b>SPSY 681</b>	Practicum in School Psychology	3 Cr.
<b>SPSY 683</b>	Internship in School Psychology	6 Cr.
<b>SPSY 684</b>	Internship in School Psychology	0 Cr.
<b>SPSY 688</b>	Statistical Interpretation for School Program Evaluation	2 Cr.
<b>One course from the following options:</b>		
<b>SPSY 660</b>	Consultation in School and Community Settings	3 Cr.
<b>COUN 575</b>	Human Neuropsychology in Counseling and School Settings	3 Cr.
<b>Elective course</b>		3 Cr.
<b>Electives</b>		
Students may select from the following courses to fulfill elective requirements (6 credit hours) for either the M.Ed. or Ed.S. degrees:		
<b>COUN 545</b>	Community and Health Counseling	3 Cr.
<b>COUN 635</b>	Introduction to Psychopathology	3 Cr.
<b>COUN 664</b>	Career Counseling: Appraisal and Intervention	3 Cr.
<b>COUN 665</b>	Family Counseling and Dynamics	3 Cr.
<b>COUN 682</b>	Practicum in School Counseling	3 Cr.
<b>COUN 691</b>	Advanced Topics in Counseling	1-3 Cr.
<b>ED 504</b>	Educational Psychology	3 Cr.
<b>ED 529</b>	Literacy in the Elementary School	3 Cr.

<b>ED 560</b>	Literacies in the Content Areas	3 Cr.
<b>ED 690</b>	Seminar in Education	1-3 Cr.
<b>PSY 550</b>	Human Cognition	3 Cr.
<b>PSY 590</b>	Special Topics in Psychology	1-3 Cr.
<b>SPED 547</b>	Characteristics of Individuals with Mild Disabilities	3 Cr.
<b>SPED 550</b>	Models of Collaboration and Consultation in Special Education	3 Cr.
<b>SPED 551</b>	Applied Behavior Analysis	3 Cr.
<b>SPED 590</b>	Current Issues in Special Education	1-3 Cr.
<b>SPSY 590</b>	Special Topics in School Psychology	1-3 Cr.
<b>SPSY 690</b>	Advanced Topics in School Psychology	1-3 Cr.

### Program Exit Criteria for the School Psychology Program

Successful completion of the school psychology program requires:

1. A 3.000 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.

### Part-Time Option in School Psychology

A 68 credit-hour part-time program may be completed within a 5-year time period, with the final year requiring a full-time, 1,200-clock hour internship experience. Course and field-work experiences are sequenced similar to the full-time program, and candidates are regularly assessed using the program's checkpoint system. Prospective candidates must indicate that they are seeking part-time status at the time of application, and agree to follow the part-time program sequenced plan upon initiation of the program. Candidates have the option of changing to full-time status at the conclusion of the M.Ed. degree sequence after successfully completing Checkpoint 2.

### 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 3.30, 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 1st 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:

<b>SPED 540</b>	Learning Exceptionalities	3 Cr.
<b>SPED 547</b>	Characteristics of Individuals with Mild Disabilities	3 Cr.
<b>SPED 550</b>	Models of Collaboration and Consultation in Special Education	3 Cr.
<b>SPED 551</b>	Applied Behavior Analysis	3 Cr.
<b>SPSY 590/690</b>	Special Topics in School Psychology	1-3 Cr.

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 1st of the senior year and complete a final admission request for entry into the School Psychology program.

## 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., Chemistry or 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.

### K-12 Chinese Teaching Certification for Licensed Teachers

Currently licensed teachers who want to add K-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, 585, 567, 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.

## Professional Education Graduate Courses offered through The Connecting Link®

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 not necessarily 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 select graduate programs 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 instructor. 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. Official transcripts are usually available six weeks after the course concludes. 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. Up to 6 TCL credits may be applied to specific degree programs at Valparaiso University. 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 on the Graduate School website.



# English Studies and Communication

Learn more about [English Studies and Communication](#) online.

## Master of Arts in English Studies and Communication

The Master of Arts in English Studies and Communication is a 36-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 goals include the following: 1) to develop an understanding of the history and structure of the English language; 2) to recognize and articulate conventions of literature in American traditions; 3) to recognize and produce writing appropriate to the field of English Studies and Communication; 4) to recognize and practice modes of communication across cultures; and 5) to complete supervised practical work or further studies in the field.

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
- Those wanting to obtain a general master's degree in the humanities (e.g., for teaching introductory courses at certain community colleges or for writing and administrative positions in business or not-for-profit agencies)

### Admission

Applicants must meet the admission requirements of the Graduate School (page 104). 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.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Curriculum

The Master of Arts in English Studies and Communication degree may be completed in 18 to 24 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 Cr.
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 640</b>	Seminar in the Fine Arts	3 Cr.
Concentration		24 Cr.
<b>COMM 645</b>	Intercultural Communication	3 Cr.
<b>ENGL 512</b>	New Literacies, Technologies, and Cultures of Writing	3 Cr.
<b>ENGL 531</b>	Advanced Composition	3 Cr.
<b>ENGL 541</b>	History of the English Language	3 Cr.
<b>ENGL 610</b>	Topics in American Literature and Culture	3 Cr.
<b>ENGL 684</b>	Observation in English (for adult ed)	1 Cr.
<b>ENGL 685</b>	Practicum in English (2 Cr. for adult ed)	1-3 Cr.
Any graduate writing course		3 Cr.
One course in organizational communication		3 Cr.
Electives		6 Cr.
<b>ENGL 568</b>	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
<b>ENGL 569</b>	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.
Other electives as approved		3 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

**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 (39 credits total) and complete a 27-credit concentration.

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 302 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed ENGL 692/695 with a grade of A or A-. Under certain circumstances, if the student otherwise meets the academic requirements, he or she may petition the graduate program director and department chair to have the GRE requirement waived. Such a waiver is not likely to be approved for a student who intends to apply for a doctoral program in the U.S.

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, through the quality of their graduate coursework, as well as the alignment of their topic with faculty interest and expertise, they will need to demonstrate 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.

# Health Administration

Learn more about [Health Administration](#) online.

## Master of Health Administration

The Master's degree in Health Administration (MHA) is a 39-credit interdisciplinary program of study designed to prepare students and professionals for careers and advancement in health administration. Of specific relevance to establishing a master's program in Health Administration at Valparaiso University is the Lutheran Church's longstanding history of active engagement in health issues—through hospitals, nursing homes, hospices, and other health care facilities—and indemnity programs. Professionals educated at Valparaiso University will be prepared to assume leadership roles in this growing, yet changing enterprise, and will bring a background that helps them deal with the current and forthcoming ethical challenges of medicine and health care.

The curriculum is designed so that graduates achieve proficiency in the following areas:

1. Demonstrate proficiency in collecting, managing, and interpreting data/information relevant to the delivery of efficient and effective health care services.
2. Evaluate the relationship between health care administration and broader issues related to research, inquiry, information management, health care services, finance, and business.
3. Analyze legal and ethical issues related to the delivery of health care services.
4. Promote the health of persons in dynamic health care environments.
5. Apply principles of health care administration in health care practices.

The program is open to both professionals in health care and new entrants to the field. Furthermore, the flexibility in delivery format of the program enables completion as either a part-time or full-time student.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Admission Requirements

Applicants are required to meet the standard admission criteria for the Graduate School (page 104), including:

1. A GPA of 3.000. If below, may be admitted on a conditional basis for the first nine credits of the program.
2. Two letters of reference, at least one of which needs to be from an employer or academic advisor.
3. A basic course in statistics.
4. An essay indicating reasons for studying health administration.
5. A non-native English speaker is required to have a minimum TOEFL (iBT version) 82 or IELTS 6.5.
6. Allowance of six graduate credits, with grades of B or higher, may be transferred in credit. For international graduate credit transfer, a professional transcript agency evaluation is required, with the cost for the external evaluation borne by the student.

### Curriculum

The curriculum has both online and on-site components, and is designed so that full-time students can complete the degree in 24 months. Part-time students will typically require about 30-36 months. The curriculum establishes a basic foundation in business principles, followed by specific applications to the field of health care. Students already having a business foundation may, upon approval of the academic advisor, substitute with other coursework.

An important component of the program is the experiential learning coursework, namely the internship, totaling 3 credits.

Core Requirements		27 Cr.
HADM 501	Understanding Health Care Organizations	3 Cr.
HADM 520	Financial Management	3 Cr.
HADM 601	Research and Program Evaluation	3 Cr.
HADM 602	Managing and Analyzing Health Care Information	3 Cr.
HADM 640	Quality Health Care Management	3 Cr.
HADM 650	Managing People and Human Resources	3 Cr.
HADM 670	Legal Issues in Health Care	3 Cr.
HADM 671	Ethical Issues in Health Care	3 Cr.
HADM 675	Organizational and Government Policy in Health Care	3 Cr.



<b>Core Enhancements</b>		<b>6 Cr.</b>
<b>Two courses from the following options:</b>		
<b>HADM 518</b>	Global Health Issues	3 Cr.
<b>HADM 530</b>	Marketing and Promotion	3 Cr.
<b>HADM 662</b>	Health in the Community	3 Cr.
<b>HADM 664</b>	International Health and Health Care Organizations	3 Cr.
<b>Experiential Training</b>		<b>3 Cr.</b>
<b>HADM 686</b>	Internship	3 Cr.
<b>General Electives*</b>		<b>3 Cr.</b>
Students may choose a range of electives from business, health, information technology, professional writing, ethics, and other fields.		

\*International students are required to take HADM 690 (Transition to US Health Systems and Health Education) as their elective, as an approved equivalent to GRD 500 (Graduate Academic Success), in their first semester of enrollment.



# Health Care Administration

Learn more about [Health Care Administration](#) online.

**Master of Science; Certificates in Health Care Administration: Strategic Leadership, Health Informatics, Forensic Health, and Gerontology.**

## Master of Science in Health Care Administration

The Master of Science in Health Care Administration (MSHCA) is a 36-credit interdisciplinary program of study that is offered in a totally online format of completion. This program offers the convenience of online accessibility with 6 start terms each year, but because it is designed primarily for those already serving in health professional organizations, it does not include an experiential component. Twenty-seven credits of the program cover basic management and policy; the final 9 credits represent specialized tracks, with the choices of Strategic Leadership; Health Informatics; Forensic Health; and Gerontology.

In this program, students will:

- Analyze legal and ethical issues in the delivery of health care services
- Formulate sound, creative solutions to complex problems relating to health care issues
- Apply leadership skills to help implement creative solutions
- Understand the breadth of issues related to healthcare management and policy
- Collect, manage, and utilize data/information relevant to the delivery of efficient and effective health care services
- Navigate the relationship between health care administration and broader issues related to best practices in business and resource management
- Apply specific skills related to managing health care projects and evaluate the impact of these projects and programs

### Admission Requirements

Admission to this degree program takes place through the online portal at [valpoonline.com](http://valpoonline.com) and requires the following:

1. Official transcripts of all previous undergraduate and graduate coursework.
2. Minimum overall GPA of 3.000 in prior coursework.
3. 1-2 page résumé.
4. A 500 word maximum writing sample. The sample should contain a statement specifying relevant experience, ultimate career goals, and reason for pursuing this degree.
5. Two letters of recommendation, preferably by professionals in related fields, an academic advisor, or a college-level instructor.
6. All prospective students are strongly advised to have a background in basic statistics; for those pursuing the Informatics track, basic coursework in statistics, calculus, and programming is required.

### Health Informatics Specialization Applicants

Students pursuing the Informatics specialization will be required to demonstrate basic competencies in calculus, statistics, JAVA, and/or other computer programming prior to starting coursework in this track. Competency may be demonstrated through appropriate undergraduate or graduate coursework, or may be attained by taking relevant coursework at local universities and/or community colleges, or through low or no cost MOOCs (Udacity, etc.). Students have the option of taking the Valpo placement exam in computer programming (JAVA) for \$50 to determine whether they can have this requirement waived.



## Admissions for International Students

Due to Homeland Security regulations, international students are generally restricted from enrolling in an online degree program from within the United States. However, some international students may be eligible to enroll in the program from outside the U.S. To be considered for admission from their home countries, in addition to the admission requirements listed above, international applicants must provide the following:

- Academic Records: certified, official bachelor's degree bearing transcript (both original and English translations). The undergraduate transcript should indicate the degree earned.
- Proof of English Proficiency, if your native language is not English: Test of English as a Foreign Language (TOEFL) score of at least 550 (paper version), 230 (computer-based), or Internet Based Test (TOEFL iBT) score of at least 80; or a minimum IELTS (International English Language Testing System) score of 6.0. For information on the TOEFL, visit their website at [www.toefl.org](http://www.toefl.org). For information on the IELTS, visit their website at [www.ielts.org](http://www.ielts.org).

## Curriculum

The program can normally be completed in 15 months, but those working more than half time should plan to complete the program on a part time basis over two years. No more than 3 credits will be accepted for transfer into this program. All students are to complete all 27 credits of core courses and one selected track of 9 credits for degree completion.

Core Requirements		27 Cr.
HMP 501	Understanding Health Care Organizations	3 Cr.
HMP 510	Project Management	3 Cr.
HMP 520	Financial Management	3 Cr.
HMP 640	Quality Health Care Management	3 Cr.
HMP 650	Managing People and Human Resources	3 Cr.
HMP 662	Health in the Community	3 Cr.
HMP 670	Legal Issues and Compliance in Health Care	3 Cr.
HMP 671	Ethics in Health Care	3 Cr.
HMP 675	Organizational and Government Policy in Health Care	3 Cr.

Strategic Leadership Track		9 Cr.
Take 3 courses from the following options:		
HMP 620	Information Management in Health Care	3 Cr.
HMP 642	Strategic Planning in Health Care	3 Cr.
HMP 644	Research and Program Evaluation	3 Cr.
Any HMP course		3 Cr.

Health Informatics Track		9 Cr.
Take 3 courses from the following options:		
HMP 620	Information Management in Health Care	3 Cr.
HMP 624	Health Informatics I	3 Cr.
HMP 625	Health Informatics II	3 Cr.
HMP 627	Data Assurance and Security in Health Care	3 Cr.

Forensic Health Track		9 Cr.
Take 3 courses from the following options:		
HMP 620	Information Management in Health Care	3 Cr.
HMP 672	Forensic Health: Scope and Issues	3 Cr.
HMP 673	Forensic Health: Victims and Offenders	3 Cr.
HMP 674	Forensic Law	3 Cr.

Gerontology Track		9 Cr.
<b>Take 3 courses from the following options:</b>		
<b>HMP 664</b>	Financial and Economic Aspects of Aging	3 Cr.
<b>HMP 665</b>	Managing Elder Facilities	3 Cr.
<b>HMP 667</b>	Aging Process and Interventions	3 Cr.
<b>HMP 668</b>	Elder Law	3 Cr.

### Sequencing of Courses

HMP 501 should normally be taken within the first two terms of study. Within the Informatics track, sequencing of coursework is required.

### Certificates in Health Care Administration

Each track within the MS Health Care Administration program may be taken as a 9 credit stand-alone certificate by non-degree graduate students. MS-HCA degree-seeking students wanting to complete additional tracks may also do so by taking the coursework as a stand-alone certificate. Students may not use specific courses toward more than one track or certificate.

Non-(MS-HCA) degree students must apply for admission to the certificate program, and MS-HCA degree students must inform their advisor of their intention to complete additional tracks through the certificate option as early as possible in their degree path to ensure proper advising. All students will need to make application for the awarding of the certificate itself. Each certificate will appear on the student's transcript.



# Humane Education

Learn more about [Humane Education](https://humaneeducation.org) online.

## **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 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 [humaneeducation.org](https://humaneeducation.org).

Humane Education may be taken as either a Master of Arts (M.A.) or a Master of Education (M.Ed.) degree, each of which is 36 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 to the 36-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 48)
2. As a concentration for the MALS degree (see page 73)
3. As a stand-alone, credit-bearing graduate certificate

In general, the Humane Education program emphasizes guided and 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. 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.

Please note that the M.Ed. program does not lead to teaching licensure for Humane Education or any other area.

### **Admission**

The standard admission requirements for the Graduate School apply (page 104). In addition, all applicants interview with one of the program faculty.

Students may begin the program in the summer, fall, or spring semester. Students beginning the program in the summer are encouraged, but not required, to complete the one-week residency during their first semester. They may also wait until the following year to complete the residency.

### **Tuition**

A special discounted tuition rate is available to students in the M.A. and M.Ed. programs. Students taking Humane Education courses as a part of a M.Ed. Instructional Leadership or MALS concentrations pay the regular graduate tuition rate for those programs. Federal loans are available through the Valparaiso University Financial Aid Office for students taking four and a half (4.5) credits or more per semester. 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 have completed the 15 credits of core coursework plus 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.

## Humane Education

A set of five core courses (15 cr.) is required for both the M.Ed. and the M.A. degrees. Beyond these basic courses, students are required to take 15 credits of pre-specified coursework and may choose two open electives (6 Cr.) on any topics germane to Humane Education or their professional development.

<b>Core Requirements for M.A. and M.Ed. degrees</b>		<b>15 Cr.</b>
<b>HUED 501</b>	Introduction to Humane Education	3 Cr.
<b>HUED 610</b>	Environmental Ethics	3 Cr.
<b>HUED 620</b>	Animal Protection	3 Cr.
<b>HUED 630</b>	Human Rights	3 Cr.
<b>HUED 640</b>	Culture and Change	3 Cr.

<b>Experiential Component</b>		<b>6 Cr.</b>
<b>HUED 650</b>	Humane Education Residency	3 Cr.
<b>HUED 685</b>	Practicum in Humane Education	1-3 Cr.

<b>Thesis Preparation and Project</b>		<b>9 Cr.</b>
<b>HUED 601</b>	Research Methods	3 Cr.
<b>HUED 698</b>	Master's Thesis Proposal	3 Cr.
<b>HUED 699</b>	Master's Thesis	3 Cr.

<b>Electives (6 credits)</b>		<b>6 Cr.</b>
With approval of their academic advisor, students may choose from a wide variety of courses offered through the Graduate School, including HUED 590, HUED 695, and other graduate courses regularly offered online.		

### Thesis in Humane Education

Thesis work requires 6 credits. To begin thesis work (HUED 698), students must have maintained an overall GPA of 3.000 or higher in all graduate coursework taken through Valparaíso University and have completed 21 credits of Humane Education coursework, including HUED 601 Research Methods or its equivalent (ED 610). With satisfactory completion of HUED 698 (B+ or higher) and approval of thesis candidacy, the student may enroll in HUED 699 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 699. 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 Valparaíso 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 Valparaíso University. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. 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.

## 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

Learn more about [Information Technology](#) online.

## Master of Science in Information Technology

Valparaiso University's Master's in IT is a professional master's degree, whose programs of study reflect professional practice and career needs. The program runs on a number of tracks that are targeted at well-understood career paths in Information Technology. The tracks share a common core set of courses that have been selected to cover the fundamental skills of this community of practice. With an emphasis on hands-on learning, this degree focuses on meeting the challenges of a rapidly evolving field, fostering technical excellence, communication, and a readiness to lead. All students also complete a capstone experience that includes a preparatory course and either a research project or a 300-hour internship. The available tracks are detailed below.

### Computing Track

This track is intended to prepare students interested in successful careers as programmers, testers, and similar positions in both the U.S. and abroad. It provides basic coverage of the fundamental areas of information technology. The flexible list of courses is intended to allow specialization and in-depth study of several areas, and requires six credits from the IT Management Core and 15 credits from the electives list.

IT Core Requirements		15 Cr.
IT 502	Introduction to Programming	3 Cr.
IT 510	Introduction to Information Technology	3 Cr.
IT 600	Ethics in Information Technology	3 Cr.
IT 603	Information Management	3 Cr.
IT 533	Data Mining	3 Cr.

IT Management Core		6-7 Cr.
IT 604	Project Management	3 Cr.
One course from the following options:		
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 511	Introduction to Technical Writing	3 Cr.
LS 604	Intensive English Language	3 Cr.
LS 605	English for Business	4 Cr.
LS 608	Professional Writing and Research	3 Cr.

IT-Computing Track		12 Cr.
Twelve credits from the following options:		
AMOD 565	Interactive Computer Graphics	3 Cr.
CS 545	Artificial Intelligence	2 Cr.
IT 530	Operating Systems	2 Cr.
IT 535	Networking	2 Cr.
IT 540	Web Programming	2 Cr.
IT 558	Software Development and Programming	3 Cr.
IT 560	Mobile Computing	2 Cr.
IT 590	Topics in Information Technology (as approved)	1-3 Cr.
IT 630	User Interface	2 Cr.
IT 632	Instructional Design in Information Technology	3 Cr.
IT 640	System Integration and Administration	3 Cr.
IT 642	Information Assurance	3 Cr.
IT 644	Technology, Law, and Policy	3 Cr.
IT 646	Hacking Techniques and Counter Measures	3 Cr.
IT 648	Risk Management	3 Cr.
IT 652	Integrative Programming and Technologies	3 Cr.
IT 654	Internet and Web Technologies	3 Cr.
IT 664	Natural Language Technologies	2 Cr.
IT 670	Professional Development	3 Cr.
IT 795	Independent Study	1-3 Cr.

Additional graduate courses may be approved by the advisor from the Management Core, Management Concentration, IT, or CS.

<b>IT Capstone Experience</b>		<b>4 Cr.</b>
<b>GRD 683</b>	Career and Professional Development	1 Cr.
<b>One of the following options:</b>		
<b>IT 686</b>	Internship	1-3 Cr.
<b>IT 792</b>	Research Project	1-3 Cr.
<b>IT 798 AND</b>	Thesis Proposal and Preparation	3 Cr.
<b>IT 799</b>	Thesis	3 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

## Management Track

This track is intended to prepare students interested in successful careers as CIOs, project leads, policy specialists, system analysts, and similar positions in both the U.S. and abroad. It provides basic coverage of the fundamental areas of information technology. To prepare students for the multifaceted roles that accompany leadership, the program includes an additional core set of analytic and policy courses, as well as an interdisciplinary component and communications-related course.

<b>IT Core Requirements</b>		<b>15 Cr.</b>
<b>IT 502</b>	Introduction to Programming	3 Cr.
<b>IT 510</b>	Introduction to Information Technology	3 Cr.
<b>IT 600</b>	Ethics in Information Technology	3 Cr.
<b>IT 603</b>	Information Management	3 Cr.
<b>IT 533</b>	Data Mining	3 Cr.

<b>IT Management Core</b>		<b>12 Cr.</b>
<b>IT 604</b>	Project Management	3 Cr.
<b>IT 644</b>	Technology, Law, and Policy	3 Cr.
<b>IT 648</b>	Risk Management	3 Cr.
<b>One course from the following options:</b>		
<b>ENGL 502</b>	Introduction to Professional Writing	3 Cr.
<b>ENGL 511</b>	Introduction to Technical Writing	3 Cr.
<b>LS 604</b>	Intensive English Language	3 Cr.
<b>LS 605</b>	English for Business	4 Cr.
<b>LS 608</b>	Professional Writing and Research	3 Cr.

<b>IT-Management Track</b>		<b>6 Cr.</b>
<b>At least six credits from the following options:</b>		
<b>COMM 500</b>	Graduate Digital Media	3 Cr.
<b>COMM 512</b>	Leadership Communication	3 Cr.
<b>COMM 572</b>	Intellectual Property	3 Cr.
<b>COMM 601</b>	Social Networking	3 Cr.
<b>CS 545</b>	Artificial Intelligence	2 Cr.
<b>ICP 612</b>	International Business Relationships	3 Cr.
<b>ICP 614</b>	International Marketing	3 Cr.
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.
<b>ICP 670</b>	Law and Legal Principles	3 Cr.
<b>IT 535</b>	Networking	2 Cr.
<b>IT 540</b>	Web Programming	2 Cr.
<b>IT 560</b>	Mobile Computing	2 Cr.
<b>IT 630</b>	User Interface	3 Cr.
<b>IT 640</b>	System Integration and Administration	3 Cr.
<b>IT 642</b>	Information Assurance	3 Cr.



<b>IT 654</b>	Internet and Web Technologies	3 Cr.
Additional graduate courses may be approved by the advisor from the Management Concentration, Computing Concentration, IT, or CS.		
<b>IT Capstone Experience</b>		<b>4 Cr.</b>
<b>GRD 683</b>	Career and Professional Development	1 Cr.
<b>One of the following options:</b>		
<b>IT 686</b>	Internship	1-3 Cr.
<b>IT 792</b>	Research Project	1-3 Cr.
<b>IT 798 AND</b>	Thesis Proposal and Preparation	3 Cr.
<b>IT 799</b>	Thesis	3 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

### Admission

To be admitted, applicants must meet all Graduate School admission requirements (page 104). Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Curriculum

Students are required to take coursework in the IT Core and in Management areas. All students complete a 300-hour internship or a major research project. Students also complete elective coursework in the competency area.

### Concentration in Security

This concentration is available to students both in Management Track and Computing Track. Students must take three of the following four courses: IT 642, IT 644, IT 646, and IT 648. Students in the Management Track who start the program without sufficient programming background might need to take more than 37 total credits to complete the concentration in Security.

### Sequencing of Coursework

Students should take IT 502, and 510 during their first semester of enrollment, as well as GRD 500 if they are new international students. 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

Learn more about [International Commerce and Policy](#) online.

## 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, policy, 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 non-native English speakers may add English for Business classes to their core requirements. Up to 3 elective credits may be taken from language courses in the student's non-native tongue.

#### Admission

Applicants must meet all the requirements of the Graduate School (page 104) as well as demonstrate adequate preparation for successful study in the program. Previous college-level coursework in macroeconomics, microeconomics, or their equivalent is recommended.

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

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

Core Requirement		25-26 Cr.
ECON 623	International Economics	3 Cr.
ICP 610	International Commerce and Policy: Case Studies	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.
GRD 683	Professional and Career Development	0-1 Cr.
ICP 699	Seminar in Global Strategies (two semesters)	0.5 Cr.
One course from the following options:		
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 616	Import and Export: Planning and Procedure	3 Cr.
One course from the following options:		
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
One course from the following options:		
ICP 671	International Business Transactions	3 Cr.
ICP 677	Public International Law	3 Cr.
ICP 678	International Commerce and Trade Law	3 Cr.

In addition, students must choose one of the following tracks:

Commerce Track		12 Cr.
Twelve credits from the following options:		
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 616	Import and Export: Planning and Procedure	3 Cr.
One course from the following options:		
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.

## International Commerce and Policy

<b>ICP 650</b>	World Bank Global Issues	3 Cr.
<b>ICP 671</b>	International Business Transactions	3 Cr.
<b>ICP 678</b>	International Commerce and Trade Law	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 686</b>	Internship in International Commerce and Policy	1-3 Cr.
<b>ICP 692</b>	Research in International Commerce and Policy (for thesis students only)	3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (Banking in a Global Economy)	0-3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (Developing Nations: Politics and Economics)	0-3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (Microfinance)	0-3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (eCommerce and eBusiness Technology)	0-3 Cr.
<b>One course from the following options:</b>		
<b>LS 604</b>	Intensive English Language	3 Cr.
<b>LS 605</b>	English for Business	4 Cr.
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>Other approved courses</b>		6 Cr.

<b>Policy Track</b>		<b>12 Cr.</b>
<b>Twelve credits from the following options:</b>		
<b>ICP 663</b>	Comparative Public Policy	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.
<b>ICP 650</b>	World Bank Global Issues	3 Cr.
<b>ICP 671</b>	International Business Transactions	3 Cr.
<b>ICP 677</b>	Public International Law and WTO	3 Cr.
<b>ICP 678</b>	International Commerce and Trade Law	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 686</b>	Internship in International Commerce and Policy	1-3 Cr.
<b>ICP 692</b>	Research in International Commerce and Policy (for thesis students only)	3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (Non-Profit Organizations)	0-3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (Developing Nations: Economics and Politics)	0-3 Cr.
<b>One course from the following options:</b>		
<b>LS 604</b>	Intensive English Language	3 Cr.
<b>LS 605</b>	English for Business	4 Cr.
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>Other approved courses</b>		3 Cr.

<b>General Track</b>		<b>12 Cr.</b>
Students may choose 12 credits of electives from either track above, based on their professional interests.		
<b>Thesis Track</b>		<b>15 Cr.</b>
Students may choose a specialized or general track, and must successfully complete ICP 692 with a grade of A.		

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

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

Students in the Valparaíso University Law School may enroll in the dual Law (J.D.) and International Commerce and Policy (M.S.) 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.

<b>ECON 626</b>	International Trade	3 Cr.
<b>ICP 662</b>	International Competitiveness, Politics, and Policies	3 Cr.

### M.S. in International Commerce and Policy

Substitutions require approval of the dean of the Graduate School and the vice dean of the Law School.

Core Requirements		25-26 Cr.
<b>ECON 623</b>	International Economics	3 Cr.
<b>ICP 610</b>	International Commerce and Policy: Case Studies	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 613</b>	Future of Business in a Global Economy	3 Cr.
<b>ICP 614</b>	International Marketing	3 Cr.
<b>ICP 615</b>	New Venture Creation	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.
<b>ICP 661</b>	International Political Economy	3 Cr.
<b>ICP 662</b>	International Competitiveness, Politics, and Policies	3 Cr.
<b>ICP 670</b>	Law and Legal Principles	3 Cr.
<b>One course from the following options:</b>		
<b>ICP 677</b>	Public International Law and WTO	3 Cr.
<b>ICP 678</b>	International Commerce and Trade Law	3 Cr.
<b>GRD 683</b>	Professional and Career Development	0-1 Cr.
<b>ICP 699</b>	Seminar in Global Strategies (two semesters)	0.5 Cr.

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.

<b>LAW 270</b>	Comparative Law: Focus on Europe	3 Cr.
<b>LAW 280</b>	Law and Economics	2-3 Cr.
<b>LAW 410</b>	International Business Transactions	3 Cr.
<b>LAW 477</b>	Public International Law: Introduction	3 Cr.
<b>LAW 478</b>	International Law: Use of Force	3 Cr.
<b>LAW 495I</b>	International Environmental Law	3 Cr.
<b>LAW 495R</b>	The Law of eCommerce	3 Cr.
<b>LAW 495T</b>	International Intellectual Property	2 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 3.70 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.



# International Economics and Finance

Learn more about [International Economics and Finance](#) online.

## Master of Science; Certificate in Applied Econometrics and Data Science Foundations Using SAS

### Master of Science in International Economics and Finance

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 fulltime 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 104) as well as demonstrate adequate preparation for successful study in the program. Previous college-level course work in microeconomics, macroeconomics, financial accounting, calculus, and statistics is recommended. Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

<b>Economic Theory</b>		<b>12 Cr.</b>
<b>ECON 621</b>	Managerial Economics	3 Cr.
<b>ECON 622</b>	Global Macroeconomic Business Conditions	3 Cr.
<b>ECON 626</b>	International Trade	3 Cr.
<b>ECON 627</b>	International Monetary Economics	3 Cr.
<b>Advanced Statistical Analysis</b>		<b>6 Cr.</b>
<b>ECON 525</b>	Applied Econometrics	3 Cr.
<b>ECON 543</b>	Time Series Analysis	3 Cr.
<b>Quantitative Requirement</b>		<b>3 Cr.</b>
<b>One course from the following options:</b>		
<b>ECON 633</b>	Mathematical Economics	3 Cr.
<b>MATH 523</b>	Game Theory	3 Cr.
<b>STAT 540</b>	Statistics for Decision Making	3 Cr.
<b>Finance Theory</b>		<b>6 Cr.</b>
<b>FIN 620</b>	Financial Analysis	3 Cr.
<b>One course from the following options:</b>		
<b>FIN 720</b>	Global Investment Management	3 Cr.
<b>FIN 721</b>	Derivatives & Hedge Fund Strategies	3 Cr.
<b>FIN 722</b>	Global Capital Markets	3 Cr.
<b>FIN 723</b>	Financial Modeling & Capital Creation	3 Cr.
<b>Any other 700-level Finance course</b>		
<b>Professional and Communication Skills</b>		<b>1 Cr.</b>
<b>GRD 683</b>	Professional and Career Development	0 Cr.
<b>ECON 601</b>	Current Topics in Economics: Micro	0.5 Cr.
<b>ECON 602</b>	Current Topics in Economics: Macro	0.5 Cr.



<b>Electives</b>		<b>9 Cr.</b>
<b>ECON 563</b>	Introduction to SAS	3 Cr.
<b>ECON 573</b>	Applied Data Science	3 Cr.
<b>ECON 639</b>	Monetary Theory	3 Cr.
<b>ECON 695</b>	Independent Study	1-3 Cr.
<b>ICP 661</b>	International Political Economy	3 Cr.
<b>ICP 662</b>	International Competitiveness, Politics, and Policies	3 Cr.
<b>ICP 670</b>	Law and Legal Principles	3 Cr.
<b>ICP 671</b>	International Business Transactions	3 Cr.
<b>ICP 678</b>	International Commerce and Trade Law	3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy (as appropriate)	0-3 Cr.
<b>IT 533</b>	Data Mining	3 Cr.
<b>STAT 541</b>	Probability	4 Cr.
<b>STAT 542</b>	Mathematical Statistics	3 Cr.
<b>STAT 544</b>	Stochastic Processes	3 Cr.
<b>Any 700-level business course, or any graduate-level course not taken to fulfill the Quantitative Requirement above.</b>		

ECON 686 Internship is available for this program, but cannot be applied to any degree requirement.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

## Certificate in Applied Econometrics and Data Science Foundations Using SAS

This 12-credit certificate provides students with practical, hands-on experience in data manipulation, segmentation, econometric modeling and forecasting, and other data analysis techniques using SAS statistical software. Students are trained to perform complicated data analysis, critically evaluate business problems, and contribute to the development of business solutions.

### Admission

Applicants must meet all the requirements of the Graduate School (page 104). Students who are not enrolled in a graduate program at Valparaiso University must apply to the Graduate School as non-degree seeking students. Students may transfer up to three credits from a different institution, subject to the Graduate School transfer policy. Transfer credit is reviewed and approved by the certificate advisor.

<b>Required Courses</b>		<b>6 Cr.</b>
<b>ECON 525</b>	Applied Econometrics	3 Cr.
<b>ECON 573</b>	Applied Data Science	3 Cr.
<b>Elective Courses</b>		<b>6 Cr.</b>
<b>ECON 543</b>	Time Series Analysis	3 Cr.
<b>ECON 563</b>	Introduction to SAS	3 Cr.
<b>ECON 695</b>	Independent Study	1-3 Cr.
<b>IT 533</b>	Data Mining	3 Cr.
<b>Any other course approved by certificate advisor</b>		3 Cr.

# Legal Studies and Principles

Learn more about [Legal Studies and Principles](#) online.

## 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.

<b>Introductory Requirements</b>		<b>3 Cr.</b>
<b>LS 670</b>	Law and Legal Principles	3 Cr.

<b>Core Options</b>		<b>10-13 Cr.</b>
<b>COMM 570</b>	Communication Law and Ethics	3 Cr.
<b>COMM 572</b>	Intellectual Property	3 Cr.
<b>COMM 603</b>	Legal Environment of Digital Media	3 Cr.
<b>ICP 671</b>	International Business Transactions	3 Cr.
<b>ICP 678</b>	International Commerce and Trade Law	3 Cr.
<b>KIN 670</b>	Sport and the Law	3 Cr.
<b>POLS 545</b>	The Judicial Process	3 Cr.
<b>POLS 571</b>	Constitutional Law I	3 Cr.
<b>POLS 572</b>	Constitutional Law II	3 Cr.
<b>PSY 565</b>	Psychology and Law	3 Cr.
<b>SOC 550</b>	Police in Society	3 Cr.
<b>SOC 560</b>	Penology	3 Cr.
Other topics as approved (e.g., Environmental Law, Law and Psychology, International Law, Negotiation, and Conflict Resolution)		

<b>Electives</b>		<b>2-3 Cr.</b>
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.		
<b>LAW 301</b>	Seminar	2 Cr.
<b>LAW 412</b>	Alternative Dispute Resolution	3 Cr.
<b>LAW 418</b>	Sports Law	2 Cr.
<b>LAW 446</b>	Employment Law	3 Cr.
<b>LAW 477</b>	Public International Law: Introduction	3 Cr.
<b>LAW 478</b>	International Law: Use of Force	3 Cr.
<b>LAW 479</b>	International Law: Human Rights	3 Cr.

Students currently enrolled in a graduate degree program at Valparaiso University may apply up to 6 credits of the above course-work 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 describing 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

Learn more about [Liberal Studies](#) online.

## 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 enjoyed robust progression in the United States over the past three 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. Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### 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		15 Cr.
LS 608	Professional Writing and Research	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
Nine credits from the following options (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.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

### 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.

### Electives (6 credits)

Three credits of electives are selected from 600-level LS courses, unless otherwise approved by the MALS advisor. The remaining three credits 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 77) 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

Applicants are required to meet the standard admission criteria for the Graduate School (page 104). 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		15 Cr.
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value	3 Cr.
<b>Nine credits from the following options (cannot repeat):</b>		
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 620</b>	Seminar in the Social Sciences	3 Cr.
<b>LS 630</b>	Seminar in the Natural Sciences	3 Cr.
<b>LS 640</b>	Seminar in the Fine Arts	3 Cr.

<b>Concentration</b>		<b>15 Cr.</b>
<b>Ethical Foundations</b>		
<b>Three course from the following options:</b>		
<b>LS 620</b>	Ethical Implications in Health Care	3 Cr.
<b>LS 655</b>	Ethics and Professional Responsibility I	3 Cr.
<b>LS 656</b>	Ethics and Professional Responsibility II	3 Cr.
<b>THEO 630</b>	Advanced Topics in Contemporary Theology (as approved)	3 Cr.
<b>THEO 640</b>	Advanced Topics in Religious Ethics	3 Cr.
<b>Ethical Studies and Applications</b>		
<b>One course from remaining Foundation level courses or the following options:</b>		
<b>COUN 693</b>	Foundations of Professional and Ethical Issues in Counseling	3 Cr.
<b>KIN 625</b>	Sports Ethics	3 Cr.
<b>LS 555</b>	Ethics in Business	2-3 Cr.
<b>LS 591</b>	Topics in Ethics	1-3 Cr.
<b>LS 691</b>	Advanced Topics in Ethics	1-3 Cr.
<b>LS 659</b>	Integrative Project in Ethics	3 Cr.
<b>THEO 643</b>	Marriage and Sexuality	3 Cr.
<b>THEO 644</b>	Religion in the Age of Science	3 Cr.
<b>One additional course from the above options</b>		3 Cr.

### Electives (6 credits)

Three 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.

<b>Core Requirements</b>		<b>15 Cr.</b>
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>LS 621</b>	Global Leadership and Team Development	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value (Topic: Issues at the End of Life)	3 Cr.
<b>Six credits from the following options (cannot repeat):</b>		
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 630</b>	Seminar in the Natural Sciences	3 Cr.
<b>LS 640</b>	Seminar in the Fine Arts	3 Cr.
<b>Gerontology Concentration</b>		<b>18 Cr.</b>
<b>LS 690</b>	Topics in Liberal Studies (Topics: Elder Law and Policy)	0-3 Cr.
<b>Graduate Research Methods course from Psychology, Nursing, or Education</b>		3 Cr.
<b>One course from the following options:</b>		
<b>LS 685</b>	Practicum	3 Cr.
<b>LS 692</b>	Research Project in Liberal Studies	3 Cr.
<b>Three courses from the following options:</b>		
<b>COUN 532</b>	Adulthood and Aging	3 Cr.
<b>COUN 691</b>	Advanced Topics in Counseling (Topic: Psychosocial Interventions for the Aging)	1-3 Cr.
<b>LS 690</b>	Topics in Liberal Studies (Approved Topics in Aging)	0-3 Cr.
<b>Elective</b>		<b>3 Cr.</b>
Any approved courses from the following programs: Business, Counseling, Liberal Studies, Nursing, or Law		3 Cr.

### 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. 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 Cr.)

<b>Core Requirements</b>		<b>12 Cr.</b>
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value	3 Cr.
<b>Six credits from the following options (cannot repeat):</b>		
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 620</b>	Seminar in the Social Sciences	3 Cr.
<b>LS 630</b>	Seminar in the Natural Sciences	3 Cr.
<b>Theology Concentration</b>		<b>24 Cr.</b>
<b>Bible and Christian History</b>		
<b>THEO 511-519/610-619</b>		3 Cr.
<b>THEO 520-529/620</b>		3 Cr.
<b>Ministry</b>		
<b>THEO 551</b>	Theology of Diaconal Ministry	3 Cr.
<b>THEO 530-549/630-649</b>		3 Cr.
<b>THEO 680</b>	Practicum in Theology and Ministry (for 3 credits)	1-4 Cr.
<b>Capstone Course</b>		
<b>One course from the following options:</b>		
<b>THEO 692</b>	Research Project	3 Cr.
<b>THEO 695</b>	Independent Study	1-3 Cr.
<b>Electives</b>		3 Cr.
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 Cr.)

<b>Core Requirements</b>		<b>12 Cr.</b>
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value	3 Cr.
<b>Six credits from the following options (cannot repeat)</b>		
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 620</b>	Seminar in the Social Sciences	3 Cr.
<b>LS 630</b>	Seminar in the Natural Sciences	3 Cr.
<b>Theology Concentration</b>		<b>19 Cr.</b>
<b>THEO 511-519/610-619</b>		6 Cr.
<b>THEO 523</b>	Reformation Theology	3 Cr.
<b>THEO 551</b>	Theology of Diaconal Ministry	3 Cr.
<b>Choose one course from the following options:</b>		
<b>THEO 630</b>	Advanced Topics in Contemporary Theology	3 Cr.
<b>THEO 690</b>	Advanced Topics in Theology (for 3 credits)	1-3 Cr.
<b>THEO 680</b>	Practicum in Theology and Ministry (for 2 credits)	1-4 Cr.



<b>THEO 681</b>	Basic Homily Preparation	2 Cr.
<b>Theology Electives</b>		9 Cr.
<b>Courses such as those listed below may be taken as electives to meet program requirements:</b>		
<b>THEO 519</b>	Topics in Biblical Studies	3 Cr.
<b>THEO 529</b>	Topics in Christian History	3 Cr.
<b>THEO 567</b>	Topics in South Asian Religions	3 Cr.
<b>THEO 568</b>	Topics in Abrahamic Religions	3 Cr.
<b>THEO 590</b>	Topics in Theology	1-3 Cr.
<b>Up to 6 credits of graduate level courses, including independent study, may be considered in consultation with the LDA and MALS advisor.</b>		

## 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=3.000) 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 (39-43 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 in the following semester. LS 795 credits are applied to the 18-credit 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 3.70 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, through the quality of their graduate coursework as well as the alignment of their topic with faculty interest and expertise, they will need to demonstrate that faculty mentoring is both deserving and possible.

Thesis work is generally carried out in two phases. LS 692 or 695 are 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).

## Dual JD/MALS Program

This program enables students in the Valparaiso University Law School 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 3.000 or higher
3. TOEFL of 550 or 80 iBT, or IELTS 6.0 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 Law School, 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:

<b>LAW 442</b>	Civil Rights Legislation and Litigation	3 Cr.
<b>LAW 446</b>	Employment Law	3 Cr.
<b>LAW 485</b>	Family Law	3 Cr.
<b>One course from the following options:</b>		
<b>LAW 487</b>	Elder Law	3 Cr.
<b>LAW 488</b>	Selected Topics in Elder Law	2 Cr.

<b>MALS Core Requirements</b>		<b>15 Cr.</b>
<b>LS 608</b>	Professional Writing and Research	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value	3 Cr.
<b>Nine credits from the following options (cannot repeat):</b>		
<b>LS 610</b>	Seminar in the Humanities	3 Cr.
<b>LS 620</b>	Seminar in the Social Sciences	3 Cr.
<b>LS 630</b>	Seminar in the Natural Sciences	3 Cr.
<b>LS 640</b>	Seminar in the Fine Arts	3 Cr.

### 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 (6 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.

**Post-MALS Certificates**

Students who have earned a 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.



# Licensed Clinical Addictions Counseling

Learn more about [Licensed Clinical Addictions Counseling](#) online.

## Certificate in Licensed Clinical Addictions Counseling (18 Cr.)

Licensure as a Licensed Clinical Addictions Counselor (LCAC) is important for employment in many human service settings and may be required for addiction treatment centers. Graduate students in Valparaiso University's program in Clinical Mental Health Counseling may pursue this certificate to complete the educational requirements for licensure. In most cases, students may use both required and elective LCAC coursework to fulfill educational requirements for LCAC licensure. Included in the LCAC certificate is an internship course, which requires additional supervision hours beyond the degree program requirements.

Professionals and students from outside Valparaiso University having a master's degree in Social Work, Counseling, Human Services, or related area may be eligible to complete the educational requirements for LCAC licensure at Valpo by completing coursework that meets the requirements of the Indiana Professional Licensing Agency (IPLA). Finally, students having an undergraduate degree in psychology, human services, or related areas may consider taking graduate coursework at Valparaiso University in order to complete some of the educational requirements for licensure.

### Admission Requirements

- A. Students in the CMHC program may apply so long as they are in good standing in the Graduate School. These applicants must declare their intention to pursue the LCAC certificate by the end of the spring semester of their first year of study to ensure proper advising and a seat in the program.
- B. Applicants having a relevant master's degree of at least 42 credits from a regionally accredited institution must submit:
  - a. A Graduate School application and remit the \$30 application fee
  - b. Official transcripts of their graduate degree
- C. Applicants having only a bachelor's degree will be considered for the 18 credit certificate. Note: 27 credits and a master's degree, plus additional post-graduation requirements, may be required for licensure. Their application must include:
  - a. A Graduate School application and remit the \$30 application fee
  - b. Official transcripts of a relevant undergraduate degree (e.g., social work, human services, psychology, human development, family studies, etc.)
  - c. An essay indicating the relevance of the licensure to professional goals
  - d. One letter of reference from a supervisor, faculty, academic advisor, or employer

### LCAC Certificate Requirements

Based upon current state licensure guidelines which must be followed, in order to be eligible for LCAC licensure in Indiana, students must show 27 graduate credit hours, 18 of which can be satisfied through the LCAC certificate, complete the post-graduation requirement, and pass the LCAC exam through the Indiana Professional Licensing Agency (IPLA). This section explains the requirements for earning the 18 credit LCAC certificate at Valpo.

To earn the certificate, students must complete the LCAC curriculum, which includes at least one supervised practicum or internship of at least 300 clock hours, and documentation of evidence of at least 105 hours of supervision. The 105 hours of supervision are fulfilled from all supervision classes, in the field through supervision for all placements, and not necessarily LCAC placements only.

Students in concurrent master's programs should check with their LCAC advisor regarding LCAC competencies satisfied by their primary program of study and the specific LCAC courses required to complete the certification. In some cases, students may simultaneously satisfy the practicum/internship requirement for the certificate by completing the practicum/internship already required for their primary degree program; students should check with the degree program advisor for specific details as this may require taking additional credit hours for the addictions counseling supervision portion.



<b>LCAC 630</b>	Psychopharmacology	3 Cr.
<b>LCAC 667</b>	Clinical Addiction Theories and Treatment	3 Cr.
<b>LCAC 668</b>	Group and Family Counseling	3 Cr.
<b>One course from the following options:</b>		<b>3 Cr.</b>
<b>LCAC 685</b>	Practicum in Addiction Counseling	1-3 Cr.
<b>LCAC 686</b>	Internship in Addiction Counseling	1-3 Cr.
<b>One course from the following options:</b>		<b>3 Cr.</b>
<b>COUN 602</b>	Research Methods	3 Cr.
<b>ED 610</b>	Education Research	3 Cr.
<b>HADM 601</b>	Research & Program Evaluation	3 Cr.
<b>One course from the following options:</b>		<b>3 Cr.</b>
<b>COUN 693</b>	Professional and Ethical Issues in Counseling	3 Cr.
<b>HADM 670</b>	Legal Issues in Health Care	3 Cr.
<b>HADM 675</b>	Ethical Issues in Health Care	3 Cr.
<b>SPSY 640</b>	Professional Issues, Ethics, and Law	3 Cr.

### Supervised Clinical Experience

Students must complete of at least one supervised practicum or internship (LCAC 685 or 686) in an addiction counseling setting requiring at least 300 hours of addiction counseling services, with academic credit for the practicum or internship appearing on the applicant's graduate transcript.

### Additional Requirements for Licensure

Based upon current state licensure guidelines which must be followed, earning of the licensure comes later, after the alumna/alumnus completes an additional 200 post-graduate hours of supervision, of which 100 must be under individual supervision, and 100 must be under group supervision. The candidate must also pass the state administered LCAC exam.

### Verification of Post-graduate Supervision

Applicants must show proof of two hundred (200) hours of face to face supervision, with one hundred (100) hours under individual supervision and one hundred (100) hours under group supervision. Supervision must be provided by a licensed clinical addiction counselor, clinical social worker, marriage and family therapist, a physician with training in psychiatric medicine, a psychologist, clinical nurse specialist in psychiatric medicine or mental health nursing, another state-regulated addiction counseling professional, or, if the experience was gained in a state where no regulation exists, by an addictions or behavioral health professional of equivalent status. The supervisor must also have at least five (5) years of experience in providing such addiction counseling services.

### Passing of the LCAC Examination

Students must pass the LCAC examination administered through the Indiana Professional Licensing Agency (IPLA).



# Media and Communication

Learn more about [Media and Communication](#) online.

## Master of Science in Digital Media; Master of Science in Sports Media; Certificates in Digital Media and Sports Media

### Master of Science in 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, graphic design and digital 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 104). In addition, applicants should ideally 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.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Curriculum

The Master of Science in Digital Media may be completed in 15 to 18 months. International students are strongly recommended to take 24 months to complete the degree program. The program requires core competencies in Digital Media, supporting competencies, experiential and elective coursework in the Department of Communication, and other selected coursework areas. Two major projects will include multiple digital media components, and a required presentation to the faculty and students of the Department of Communication upon completion.

Core Competencies		16 Cr.
<b>COMM 500</b>	Graduate Digital Media	3 Cr.
<b>COMM 596</b>	Cinema Production	3 Cr.
<b>COMM 597</b>	Audio Production	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
<b>COMM 599</b>	Web Design	3 Cr.
<b>One course from the following options:</b>		
<b>GRD 683</b>	Career and Professional Development	1 Cr.
<b>GRD 500</b>	Graduate Academic Success	1 Cr.

Note: One of GRD 683 or GRD 500 must be taken for credit, but not both. Students interested in taking both courses must enroll in one course for 0 credit. International students are already required to take GRD 500, but all Digital Media students are strongly encouraged to enroll in GRD 683 in preparation for securing an internship.

<b>Supporting Competencies</b>		<b>3 Cr.</b>
<b>Social, Ethical, Legal, and Management Dimensions</b>		
<b>One course from the following options:</b>		
<b>COMM 512</b>	Leadership Communication	3 Cr.
<b>COMM 570</b>	Communication Law and Ethics	3 Cr.
<b>COMM 572</b>	Intellectual Property	3 Cr.
<b>COMM 601</b>	Social Media	3 Cr.
<b>COMM 603</b>	Legal Environment of Digital Media	3 Cr.
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.

<b>Concentration</b>		<b>12 Cr.</b>
<b>Take 6 credits from the following options:</b>		
<b>COMM 590</b>	Special Topics in Communication	3 Cr.
<b>COMM 591</b>	Applied Topics in Communication	3 Cr.
<b>COMM 592</b>	Special Topics in Communication Practice & Theory	3 Cr.
<b>COMM 700</b>	Graduate Project I in Digital Media	3 Cr.
<b>COMM 701</b>	Graduate Project II in Digital Media	3 Cr.
<b>Note:</b> Students may substitute 3 credits of COMM 687, or other courses as approved by the program director, for the COMM 701 requirement.		

<b>Electives</b>		<b>6 Cr.</b>
<b>Six credits from courses listed above and not previously used or as approved by the program director</b>		

## Master of Science in 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 104). 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.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### Curriculum

The Master of Science in Sports Media may be completed in 15 to 18 months. International students are strongly recommended to take 24 months to complete the degree program. The program requires core competencies, supporting competencies, and elective course work in the Department of Communication and other selected programs.

<b>Core Competencies</b>		<b>17-18 Cr.</b>
<b>COMM 500</b>	Graduate Digital Media	3 Cr.
<b>COMM 503</b>	Sports Media Formats	3 Cr.
<b>COMM 505</b>	Sports Beat Reporting	3 Cr.
<b>COMM 507</b>	Sports Production	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
<b>COMM 686</b>	Internship in Sports Media	1-3 Cr.
<b>Note:</b> Students must complete at least 2 credits of COMM 686 prior to graduation.		

<b>Supporting Competencies (one course from each area)</b>		<b>6 Cr.</b>
<b>Social, Ethical and Legal Dimensions</b>		
<b>COMM 603</b>	Legal Environment of Digital Media	3 Cr.
<b>KIN 625</b>	Sports Ethics	3 Cr.
<b>Management</b>		
<b>ICP 620</b>	Cross-Cultural Management	3 Cr.
<b>ICP 621</b>	Global Leadership and Team Development	3 Cr.
<b>IT 603</b>	Information Management	3 Cr.
<b>Sports Administration</b>		
<b>KIN 610</b>	Psychology of Sport	3 Cr.
<b>KIN 620</b>	Women and Sports	3 Cr.
<b>KIN 630</b>	Sport and Society	3 Cr.

<b>Electives</b>		<b>9-10 Cr.</b>
These credits may be drawn from communication courses or other courses as approved by the program director.		

**Note:** Students taking only 2 credits of COMM 686 should ensure they take enough elective credits to satisfy the 36-credit minimum for the degree. GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

## Certificate in Digital Media

This 15-credit certificate is open to graduate students who are interested in acquiring or expanding skills in Digital Media, a field that encompasses video and audio production, graphic design and digital publishing, and multimedia and website communication. The certificate emphasizes both skill proficiency and integration in a multimedia environment.

The employment market for this certificate includes:

- Working professionals who wish to acquire or expand skills in a variety of digital modalities in order to adapt to market changes (examples: journalism, sports administration, marketing, nonprofit management, arts and entertainment administration, information technology, and education).
- Working professionals whose organizations ask them to contract for services in digital media, or to supervise creative projects. The certificate can also help anyone to become a better consumer and critic of digital media.

Benefits to students:

- Coursework offers hands-on opportunities for students to build a multimedia portfolio and to produce work for actual clients.
- Faculty in Digital Media range from working professionals in the industry to academics with unique areas of specialization. Strong industry connections expose students to current issues in real-time to socialize students to the professional workplace, while a critical-cultural perspective on historic and contemporary practices promotes critical thinking and lifelong learning.
- Students have access to high-definition video and audio production studios and field equipment, and post-production labs. Student-run campus media organizations are also located in Schnabel Hall.
- Many internships are available in digital media, including paid internships.

<b>Required Courses</b>		<b>6 Cr.</b>
<b>COMM 500</b>	Graduate Digital Media	3 Cr.
<b>One course from the following options:</b>		
<b>COMM 596</b>	Cinema Production	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
<b>Electives</b>		<b>9 Cr.</b>
<b>Three additional courses from the following options:</b>		
<b>COMM 596</b>	Cinema Production	3 Cr.
<b>COMM 597</b>	Audio Production	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
<b>COMM 599</b>	Web Design	3 Cr.
<b>One course from the following options:</b>		
<b>COMM 687</b>	Internship in Digital Media	1-3 Cr.
<b>COMM 700</b>	Graduate Project in Digital Media I	3 Cr.
<b>Communication elective (as approved by the program director)</b>		
Transfer credits may not be applied to this certificate.		

## 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 NCAA Division 1 sports competitions, on-air broadcasting through VUTV, the student media television organization, and the Sports Division of the campus radio station, WVUR. Students have access to high-definition video and audio production studios and field equipment, and post-production labs.

The internship experience may be carried out in conjunction with Valparaiso University's Webcasting requirements of Division 1 sporting events, and other media functions associated with league participation, and/or the Valparaiso University Sports Information Office functions, or other relevant internship sites in the region.

<b>Required Courses</b>		<b>6 Cr.</b>
<b>COMM 500</b>	Graduate Digital Media	3 Cr.
<b>COMM 686</b>	Internship in Sports Media	1-3 Cr.
<b>Electives</b>		<b>9 Cr.</b>
<b>Three courses from the following options:</b>		
<b>COMM 503</b>	Sports Media Formats	3 Cr.
<b>COMM 505</b>	Sports Beat Reporting	3 Cr.
<b>COMM 507</b>	Sports Production	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
Transfer credits may not be applied to this certificate.		

# Ministry Leadership and Administration

Learn more about [Ministry Leadership and Administration](#) online.

## Certificate in Ministry Leadership and Administration

The Ministry Leadership and Administration program prepares new students and experienced professionals with the skills required to effectively lead, oversee, and manage a faith-based organization. The program is offered as a 12-credit certificate.

### Admission

For admission to the certificate in Ministry Administration, students must meet the admission requirements established by the Graduate School including:

1. A cover letter including a statement of professional goals, which substitutes for the general essay noted under Admission for Degree Seeking Students (see page 104)
2. A current résumé

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

## Certificate in Ministry Leadership and Administration

Core Requirements		12 Cr.
Choose four courses from the following options:		
MMA 560	Business Skills for Faith-Based Organization	3 Cr.
MMA 561	Philanthropy and Fundraising	3 Cr.
MMA 562	Legal Issues for Faith-Based Organizations	3 Cr.
MMA 563	Supervising Staff and Navigating Conflict	3 Cr.
MMA 564	Financial Sustainability	3 Cr.
MMA 660	Strategic Planning	3 Cr.

# Nursing

Visit the [College of Nursing and Health Professions](#) online.

## Master of Science in Nursing; RN to MSN Program; Joint MSN/MHA Degree; Certificate in Nursing Education; Doctor of Nursing Practice; Post-Master's Doctor of Nursing Practice

The mission of Valparaiso University College of Nursing and Health Professions 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 in academic communities and/or health care organizations
2. Facilitate and evaluate learner achievement of cognitive, affective, and psychomotor outcomes in diverse settings
3. Design curricula and create program outcomes that reflect the dynamic health environment
4. Develop and implement strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on teaching and learning
5. Integrate the processes of scholarship, critical thinking, communication, change, and lifelong learning into the nurse educator role
6. Contribute to the academic community or health care organization, profession, and community as an innovative nurse educator

### Admission

In addition to completing the admission requirements of the Graduate School (page 104), students applying to the MSN program must submit the following materials:

1. Transcripts from an accredited baccalaureate nursing program
2. Evidence of an unencumbered Registered Nurse license in the state in which clinical coursework hours will be completed (waived for international students)
3. Evidence of having completed an undergraduate research course and statistics course

### Advising

Advising in the Master of Science in Nursing program is done by the assistant dean of graduate nursing. Students must be admitted to a graduate nursing program or be a non-degree seeking student declaring intent for the nurse educator certificate prior to enrolling in nurse educator courses.

Program Requirements		
<b>BIO 590</b>	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
<b>NUR 505</b>	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.
<b>NUR 506</b>	Pharmacologic Principles for Nurse Educators	3 Cr.
<b>NUR 512</b>	Organizational and Systems Leadership for Nurse Educators	3 Cr.
<b>NUR 570</b>	Research and Evidence-Based Practice for Nurse Educators	3 Cr.
<b>NUR 651</b>	Foundations of Education in Nursing	3 Cr.
<b>NUR 652</b>	Evaluation in Nursing Education	3 Cr.
<b>NUR 653</b>	Leadership in Clinical Nursing Education	2+1, 3 Cr.
<b>NUR 662</b>	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
	Graduate Elective*	3 Cr.
<b>Total Degree Requirements</b>		<b>30 Cr.</b>

\*International students are required to take NUR 590 (Transition to US Nursing/Health Disciplines and Health Education) as their elective.

Note: A Nursing Lab Fee is associated with NUR 505.



## Master's Thesis Option

The College of Nursing and Health Professions provides a thesis option for qualifying MSN students. Thesis work comprises up to 6 credits. Three credits of course-work are first completed as NUR 692 Research Project and are intended for the development of a thesis proposal. NUR 670 is required as a pre- or co-requisite to NUR 692. With satisfactory completion of NUR 692 and approval for thesis candidacy, the student may enroll in NUR 699 Master's Thesis.

## Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the MSN 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 Valparaiso University CONHP faculty (one who agrees to serve as thesis chair), CONHP dean or assistant dean of graduate nursing, and the dean of the Graduate School. Thesis prospects must have completed 21 credits of MSN program prior to enrolling in NUR 699.

## 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). Prospects should not assume that any or all faculty can or will agree to serve on their 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. NUR 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. The course work should be carried out under the supervision of the faculty thesis chair. 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 and the CONHP dean or assistant dean of graduate nursing. Copies of the final approved thesis should be filed with the thesis chair, Graduate School office, and the University library for archival records.

## 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. 3.000 grade point average in previous college level work
2. Updated copies of transcripts
3. Evidence of unencumbered Registered Nurse license in the state in which clinical coursework will be completed
4. Two letters of reference

All academic policies beginning on page 110 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:

Core Requirements		48 Cr.
<b>NUR 275</b>	Transition to Professional Nursing	4 Cr.
<b>NUR 418</b>	Global Health Issues	3 Cr.
<b>NUR 460</b>	Public Health Nursing	3.5+1.5, 5 Cr.
<b>NUR 470</b>	Management and Leadership Strategies for the Professional Nurse	3 Cr.
<b>BIO 590</b>	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
<b>NUR 505</b>	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.

<b>NUR 506</b>	Pharmacologic Principles for Nurse Educators	3 Cr.
<b>NUR 512</b>	Organizational and Systems Leadership for Nurse Educators	3 Cr.
<b>NUR 570</b>	Research and EBP for Nurse Educators	3 Cr.
<b>NUR 651</b>	Foundations of Nursing Education	3 Cr.
<b>NUR 652</b>	Evaluation in Nursing Education	3 Cr.
<b>NUR 653</b>	Leadership in Clinical Nursing Education	2+1, 3 Cr.
<b>NUR 662</b>	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
	Theology Course	3 Cr.
	Graduate Elective	3 Cr.

### Policy for Readmission for All MSN Programs

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 assistant dean of graduate 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 re-enroll 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 and Health Professions policy for readmission, all MSN students must follow the readmission procedures for the Graduate School. All academic policies beginning on page 110 apply to the MSN program.

### Progression and Graduation Requirements

In order to progress to masters level courses, a student must have both a 3.000 cumulative and nursing grade point average. All academic policies beginning on page 110 apply to the MSN program.

Note: A Nursing Lab Fee is associated with NUR 605.

### Nursing Liability Insurance – \$24.00

In connection with the clinical practice component of the nursing program, all students in the MSN Program, beginning with their first clinical course, must secure professional liability insurance provided by the University.

## Dual MSN/MHA Degree

The College of Nursing and Health Professions and the Graduate School offer a special dual degree program whereby students may earn the MSN degree and the Master of Health Administration (MHA) degree in approximately 18-24 months by applying a limited number of credits towards both degrees simultaneously. The curriculum is designed to prepare nurse leaders with a unique blend of interdisciplinary skills in both nursing education and health care administration. Admission to the program is selective and requires that applicants meet the standard admission criteria of the MSN program and the Graduate School. As individual degrees, the MSN is a 30-credit program; the MHA degree is a 39-credit program. The dual degree program allows completion of both degrees with 54 credits.

Program Requirements (MSN)		
<b>BIO 590</b>	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
<b>NUR 505</b>	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.
<b>NUR 506</b>	Pharmacologic Principles for Nurse Educators	3 Cr.
<b>NUR 512</b>	Organizational and Systems Leadership for Nurse Educators	3 Cr.
<b>NUR 651</b>	Foundations of Nursing Education	3 Cr.
<b>NUR 652</b>	Evaluation in Nursing Education	3 Cr.
<b>NUR 653</b>	Leadership in Clinical Nursing Education	2+1, 3 Cr.
<b>NUR 662</b>	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
<b>Total Degree Requirements</b>		<b>24 Cr.</b>

<b>Core Requirements (MHA)</b>		<b>30 Cr.</b>
<b>HADM 518</b>	Global Health Issues	3 Cr.
<b>HADM 520</b>	Financial Management	3 Cr.
<b>One of the following options:</b>		
<b>HADM 601</b>	Research and Program Evaluation	3 Cr.
<b>NUR 570</b>	Research and EBP for Nurse Educators	3 Cr.
<b>HADM 602</b>	Managing and Analyzing Health Care Information	3 Cr.
<b>HADM 640</b>	Quality Health Care Management	3 Cr.
<b>HADM 650</b>	Managing People and Human Resources	3 Cr.
<b>HADM 662</b>	Health in the Community	3 Cr.
<b>HADM 670</b>	Legal Issues in Health Care	3 Cr.
<b>HADM 675</b>	Organizational and Government Policy in Health Care	3 Cr.
<b>HADM 688</b>	Internship	3 Cr.

Students having significant administrative responsibilities through their ongoing professional employment may, with the MHA advisor's approval, substitute an MHA elective for HADM 688.

## Certificate in Nursing Education

The College of Nursing and Health Professions will recognize non-degree graduate students completing the following three courses with a Certificate in Nursing Education:

<b>NUR 651</b>	Foundations of Nursing Education	3 Cr.
<b>NUR 652</b>	Evaluation in Nursing Education	3 Cr.
<b>NUR 653</b>	Leadership in Clinical Nursing Education	2+1, 3 Cr.

## 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 (page 104), students applying to the DNP program must submit the following materials by the April 15<sup>th</sup> deadline:

1. A baccalaureate degree in nursing from an accredited university with a grade point average of at least 3.000
2. Unencumbered license or eligibility for RN licensure in the state in which clinical coursework hours will be completed (license will need to be obtained prior to any clinical experiences)
3. Clear criminal background check and negative drug screen
4. A 2-page essay relating doctoral study to professional goals
5. Submission of a portfolio to include curriculum vita/résumé that includes a description of current and past clinical practice as well as any presentations and or publications
6. Copy of all registered nurse licenses
7. 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)

## Advising

Advising in the Doctor of Nursing Practice program is done by the assistant dean of graduate nursing within the College of Nursing and Health Professions. The major for this program is Family Nurse Practitioner. Students must be unconditionally admitted to the DNP Program prior to enrolling in clinical courses.

## 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 Cr.
<b>BIO 590</b>	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
<b>NUR 605</b>	Advanced Health Assessment	2.5+0.5, 3 Cr.
<b>NUR 606</b>	Pharmacologic Principles for Advanced Practice Nursing	3 Cr.
<b>NUR 612</b>	Concepts for Advanced Nursing Practice	3 Cr.
<b>NUR 662</b>	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
<b>NUR 670</b>	Research Methods for Evidence-Based Practice	3 Cr.
<b>NUR 701</b>	Role of the Advanced Practice Nurse	3 Cr.
<b>NUR 702</b>	Family Theories	3 Cr.
<b>NUR 703</b>	Epidemiology	3 Cr.
<b>NUR 711</b>	Ethical Issues in Advanced Practice Nursing	3 Cr.
<b>NUR 712</b>	Organizational and Systems Leadership in Healthcare	3 Cr.
<b>NUR 713</b>	Business and Legal Aspects of Advanced Practice Nursing	3 Cr.
<b>NUR 721</b>	Promoting Health Across the Lifespan	3 Cr.
<b>NUR 722</b>	Application of Advanced Practice Nurse Role I	0+2, 2 Cr.
<b>NUR 731</b>	Managing Common Health Conditions	3 Cr.
<b>NUR 732</b>	Application of the Advanced Practice Nurse Role II	0+3, 3 Cr.
<b>NUR 741</b>	Managing Complex Health Conditions	3 Cr.
<b>NUR 742</b>	Application of the Advanced Practice Nurse Role III	0+3, 3 Cr.
<b>NUR 752</b>	Application of the Advanced Practice Nurse Role IV	0+2, 2 Cr.
<b>NUR 770</b>	Evidence-based Practice for Advanced Practice Nurses	2 Cr.
<b>NUR 799</b>	Doctor of Nursing Practice Project	
	Lab A Project: Development	0+2, 2 Cr.
	Lab B Project: Implementation	2+2, 4 Cr.
	Lab C Project: Evaluation.	2+2, 4 Cr.
	Lab D Project: Continuation (if needed)	(0+3, 3 Cr.)
	Elective	3 Cr.

Note: A Nursing Lab Fee is associated with NUR 605.

## 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 nine transfer credits can be applied to program requirements.

DNP students are required to come to campus to attend new student orientation at the beginning of their program, participate in a simulated patient experience in NUR 605, attend oral and poster presentations in NUR 770 at the end of their first Spring Semester, and deliver their poster and oral presentation at the completion of their studies.

Prior to beginning clinical courses, students must submit evidence of a current nursing license, CPR certification, TB skin test results, immunizations (Tdap, MMR, Hepatitis B, Varicella, and annual influenza), a statement of good health, clear criminal background check, and a negative drug screen. These items must be uploaded on a tracker purchased through the College of Nursing and Health Professions. The clinical clearance items must be updated annually and must be current through the end of the semester.

## 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 (page 104), students applying to the DNP program must submit the following materials by the April 15<sup>th</sup> deadline:

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
3. Evidence of an unencumbered Registered Nurse license in the state in which clinical coursework will be completed
4. Copy of all registered nurse licenses
5. Copy of current APN certification for advanced practice nursing specialty
6. A 2-page essay relating doctoral study to professional goals
7. Portfolio to include curriculum vita/résumé that includes a description of current and past clinical practice as well as any presentations and/or publications
8. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence. (Valparaiso University alumni need only submit two letters of recommendation)

Prior to beginning the first DNP course, students must submit evidence of a current nursing license, CPR certification, TB skin test results, immunizations (Tdap, MMR, Hepatitis B, Varicella, and annual influenza), a statement of good health, clear criminal background check, and a negative drug screen. These items must be uploaded on a tracker purchased through the College of Nursing and Health Professions. The clinical clearance items must be updated annually and must be current through the end of the semester.

### Advising

Advising in the Doctor of Nursing Practice program is done by the assistant dean of graduate nursing within the College of Nursing and Health Professions. The major for this program is Advanced Practice 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).

Course Requirements		24 Cr.
<b>NUR 703</b>	Epidemiology	3 Cr.
<b>NUR 711</b>	Ethical Issues in Advanced Practice Nursing	3 Cr.
<b>NUR 712</b>	Organizational and Systems Leadership in Healthcare	3 Cr.
<b>NUR 713</b>	Business and Legal Aspects of Advanced Practice Nursing	3 Cr.
<b>NUR 770</b>	Evidence-based Practice for Advanced Practice Nurses	2 Cr.
<b>NUR 799</b>	Doctor of Nursing Practice Project	
	Lab A Project: Development	0+2, 2 Cr.
	Lab B Project: Implementation	2+2, 4 Cr.
	Lab C Project: Evaluation	2+2, 4 Cr.
	Lab D Project: Continuation (if needed)	0+3, 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. Post Master's DNP students are required to come to campus to attend new student orientation at the beginning of their program, attend oral and poster presentations during NUR 770 at the end of their first Spring Semester, and deliver their poster and oral presentation at the completion of their studies.



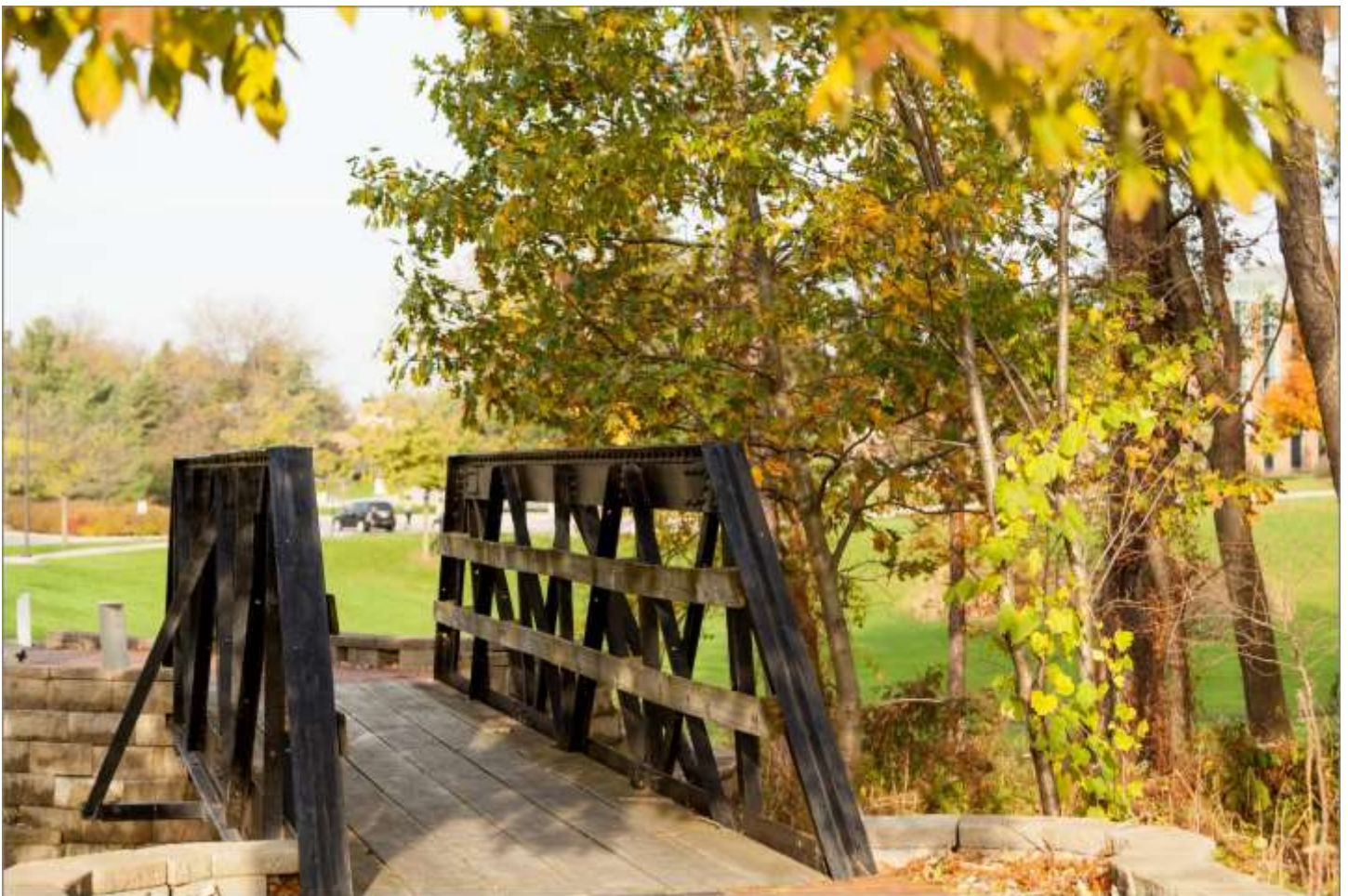
**Policy for Readmission for All DNP Students**

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 assistant dean of graduate 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 re-enroll 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 and Health Professions policy for readmission, all DNP students must follow the readmission procedures for the Graduate School. All academic policies beginning on page 110 apply to the DNP program.

**Accreditation**

Valparaiso University College of Nursing and Health Professions is accredited by the Commission on Collegiate Nursing Education (CCNE); One DuPont Circle, NW, Suite 530, Washington, DC, 20036-1120; Tel: 202-887-6791; [www.aacn.nche.edu](http://www.aacn.nche.edu).





# Sports Administration

Learn more about [Sports Administration](#) online.

## 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 Kinesiology 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 Kinesiology and other programs in the Graduate School, including Education, Psychology, Communication, and Liberal Studies.

### Admission Requirements

All applicants must meet the admission criteria of the Graduate School (page 104). In addition, students must have an undergraduate degree, preferably with the equivalent of 12 credits in KIN, a KIN related area (e.g., Recreation and Leisure), or Business.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

### 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 Cr.
One course from the following options:		
LS 620	Seminar in the Social Sciences	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
One course from the following options:		
LS 555	Ethics in Business	2-3 Cr.
LS 655	Ethics and Professional Responsibility I	3 Cr.
LS 656	Ethics and Professional Responsibility II	3 Cr.
KIN 625	Sports Ethics	3 Cr.
Concentration		30 Cr.
KIN 615	Research Methods in Sport and Physical Education	3 Cr.
KIN 621	Global Leadership and Team Development	3 Cr.
KIN 633	Management and Development of Facilities	3 Cr.
KIN 643	Sports Marketing, Promotions, and Fund-Raising	3 Cr.
KIN 653	Financial Aspects of Sport	3 Cr.
KIN 670	Sport and the Law	3 Cr.

<b>Two courses from the following options:</b>		
<b>KIN 610</b>	Psychology of Sport	3 Cr.
<b>KIN 620</b>	Women and Sports	3 Cr.
<b>KIN 630</b>	Sport and Society	3 Cr.
<b>One of the following options:</b>		
<b>KIN 686</b>	Internship in Sports Administration	1-6 Cr.
<b>KIN 692 and</b>	Research Project	3 Cr.
<b>KIN 795</b>	Master's Thesis	3 Cr.

<b>Electives</b>		<b>3 Cr.</b>
<b>COMM 512</b>	Leadership Communication	3 Cr.
<b>COMM 598</b>	Visual Communication	3 Cr.
<b>KIN 671</b>	Law and Legal Principles	2 Cr.
<b>GRD 683</b>	Professional and Career Development	0-1 Cr.
LS or KIN Graduate Elective (e.g., Economics of Sports, History of Sports, etc.)		3-6 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

## Dual Law (JD) and MS Program

Students in the Valparaiso University Law School 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

Up to 6 credits from the following Graduate School courses may be applied toward the 90 credit JD degree.

<b>One course from the following options:</b>		
<b>LS 555</b>	Ethics in Business	2-3 Cr.
<b>LS 655</b>	Ethics and Professional Responsibility I	3 Cr.
<b>KIN 625</b>	Sports Ethics	3 Cr.

### Sports Administration Requirements

<b>General Requirements</b>		<b>6 Cr.</b>
<b>One course from the following options:</b>		
<b>LS 620</b>	Seminar in the Social Sciences	3 Cr.
<b>LS 650</b>	Seminar in Religion, Culture, and Value	3 Cr.
<b>One course from the following options:</b>		
<b>LS 555</b>	Ethics in Business	2-3 Cr.
<b>LS 655</b>	Ethics and Professional Responsibility I	3 Cr.
<b>KIN 625</b>	Sports Ethics	3 Cr.

<b>Concentration</b>		<b>30 Cr.</b>
<b>KIN 615</b>	Research Methods in Sport and Physical Education	3 Cr.
<b>KIN 621</b>	Global Leadership and Team Development	3 Cr.
<b>KIN 633</b>	Management and Development of Facilities	3 Cr.
<b>KIN 643</b>	Sports Marketing, Promotions and Fund-Raising	3 Cr.
<b>KIN 653</b>	Financial Aspects of Sport	3 Cr.
<b>KIN 670</b>	Sport and the Law	3 Cr.
<b>Two courses from the following options:</b>		
<b>KIN 610</b>	Psychology of Sport	3 Cr.
<b>KIN 620</b>	Women and Sports	3 Cr.
<b>KIN 630</b>	Sport and Society	3 Cr.

<b>One of the following options:</b>		
<b>KIN 686</b>	Internship in Sports Administration	1-6 Cr.
<b>KIN 692 and</b>	Research Project	3 Cr.
<b>KIN 795</b>	Master's Thesis	3 Cr.
<b>Electives</b>		3 Cr.
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:		
<b>LAW 100</b>	Contracts	4 Cr.
<b>LAW 235G</b>	Legal Drafting: Intellectual Property and Entertainment Law	2 Cr.
<b>LAW 401</b>	Law and Accounting	2 Cr.
<b>LAW 409</b>	Labor Arbitration	2 Cr.
<b>LAW 437</b>	Intellectual Property	2-3 Cr.
<b>LAW 438</b>	Entertainment Law	3 Cr.
<b>LAW 443</b>	Antitrust Law	3 Cr.
<b>LAW 445</b>	Labor Law	3 Cr.
<b>LAW 446</b>	Employment Law	3 Cr.

Substitutions require the approval of the dean of the Graduate School and the vice dean of the Law School.



# Teaching of English to Speakers of Other Languages

Learn more about [TESOL](#) online.

## Master of Arts in Teaching of English to Speakers of Other Languages (TESOL); TESOL Certificate

The MA in TESOL at Valparaiso University provides the knowledge and experience necessary to succeed in any English language teaching context in the US and internationally, including universities, businesses, and public and private K-12 schools.

The 36-credit MA in 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 provides supporting coursework in linguistics, methodology, grammar, culture, curriculum, and assessment. All students are expected to acquire hands-on experience during the course of the program 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 has been approved by the Indiana Department of Education for approval for professional EL (English Learners) certification. To receive an Indiana P-12 TESOL license, prospective students must first either have or obtain a primary license in another licensable area.

### Admission

Applicants must meet all the admission requirements of the Graduate School (page 104). 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.

Students may be eligible for admission to this program as an Early Entry student. See page 105 for more information.

Core Curriculum		24 Cr.
ENGL 543	Introduction to Linguistics	3 Cr.
ENGL 544	Sociolinguistics: Language Across Cultures	3 Cr.
ENGL 568	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
ENGL 569	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.
ENGL 612	ESL Curriculum and Assessment	3 Cr.
ENGL 613	ESL Grammar	3 Cr.
ENGL 614	Seminar in ESL	3 Cr.
At least three credits from the following options:		
ENGL 684	Observation in English (for adult ed)	1 Cr.
ENGL 685	Practicum in English (for adult ed)	1-3 Cr.
ENGL 685	Practicum in English (for K-12 ed)	1-3 Cr.
ENGL 686	Internship	1-3 Cr.
Electives		12 Cr.
ENGL 512	New Literacies, Technologies, and Cultures of Writing	3 Cr.
ENGL 531	Advanced Composition	3 Cr.
ENGL 541	History of the English Language	3 Cr.
ENGL 542	Modern English Grammar	3 Cr.
ENGL 580	Topics in Writing	2-3 Cr.
ENGL 602	Computer Assisted Language Learning (CALL)	3 Cr.
ENGL 686	Internship	1-3 Cr.
Related courses as approved by the department or advisor		3 Cr.

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment.

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.

**TESOL Thesis Option**

The TESOL program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take three credits beyond the TESOL degree (39 credits total).

Thesis work comprises up to six 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.

**Admission to Thesis Candidacy**

Students meeting the following criteria may be accepted as candidates for the TESOL 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 302 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed ENGL 692/695 with a grade of A or A-. Under certain circumstances, if the student otherwise meets academic requirements, he or she may petition the graduate program director and department chair to have the GRE requirement waived. Such a waiver is not likely to be approved for a student who intends to apply for a doctoral program in the U.S.

Thesis prospects must have completed 21 credits of TESOL 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. 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. Rather, through the quality of their graduate coursework, as well as the alignment of their topic with faculty interest and expertise, they will need to demonstrate 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**

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.

<b>Required Courses</b>		<b>12 Cr.</b>
<b>ENGL 541</b>	History of the English Language	3 Cr.
<b>ENGL 568</b>	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
<b>ENGL 569</b>	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.
<b>At least three credits from the following options:</b>		
<b>ENGL 684</b>	Observation in English (for adult ed)	1 Cr.
<b>ENGL 685</b>	Practicum in English (for adult ed)	1-3 Cr.
<b>ENGL 685</b>	Practicum in English (for K-12 ed)	1-3 Cr.
<b>ENGL 686</b>	Internship	1-3 Cr.
<b>At least three credits from the following options:</b>		
<b>COMM 645</b>	Intercultural Communication	3 Cr.
<b>ED 504</b>	Educational Psychology	3 Cr.
<b>ENGL 502</b>	Introduction to Professional Writing	3 Cr.
<b>ENGL 511</b>	Introduction to Technical Writing	3 Cr.
<b>ENGL 512</b>	New Literacies, Technologies, and Cultures of Writing	3 Cr.
<b>ENGL 525</b>	Creative Nonfiction	3 Cr.
<b>ENGL 531</b>	Advanced Composition	3 Cr.
<b>ENGL 543</b>	Introduction to Linguistics	3 Cr.
<b>ENGL 580</b>	Topics in Writing	2-3 Cr.

### Teacher Certification in TESOL

In May 2012, the Indiana Department of Education approved Valparaiso University's Graduate Certificate in TESOL for professional certification in English as a New Language. Teachers currently licensed in the state of Indiana can now complete this version of Valpo's TESOL certificate, leading to the addition of the EL (English Learners) content area to their teaching license. The 18-hour TESOL certificate can be completed on a part-time basis through evening and summer coursework. To receive an Indiana P-12 TESOL license prospective students must first either have or obtain a primary license in another licensable area. Required coursework includes the following courses:

<b>ENGL 543</b>	Introduction to Linguistics	3 Cr.
<b>ENGL 544</b>	Sociolinguistics: Language Across Cultures	3 Cr.
<b>ENGL 568</b>	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
<b>ENGL 569</b>	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.
<b>ENGL 685</b>	Practicum in English	1-3 Cr.
<b>One elective course from the following options (based on student needs and interests):</b>		
<b>ENGL 512</b>	New Literacies, Technologies, and Cultures of Writing	3 Cr.
<b>ENGL 580</b>	Topics in Writing	2-3 Cr.
<b>ENGL 531</b>	Advanced Composition	3 Cr.
<b>ENGL 541</b>	History of the English Language	3 Cr.
<b>ENGL 542</b>	Modern English Grammar	3 Cr.
<b>ENGL 602</b>	Computer Assisted Language Learning (CALL)	3 Cr.
<b>ENGL 612</b>	ESL Curriculum and Assessment	3 Cr.
<b>ENGL 613</b>	ESL Grammar	3 Cr.
<b>ENGL 614</b>	Seminar in ESL	3 Cr.

Currently-licensed Indiana teachers who wish to add a professional certification in EL to their license through a Master's degree program may do so by enrolling in the MA in TESOL (page 98).



# World Regions

Learn more about [Certificates in World Regions](#) online.

## Certificates in Asian Studies, European Studies, Hispanic Studies, African Studies

These 12-credit certificates for graduate students provide 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

<b>GEO 501</b>	Regional Geographies of the World (Asia)	3 Cr.
<b>HIST 541</b>	Revolution and Its Roots: The Making of Modern China	3 Cr.
<b>HIST 542</b>	Tragedy and Triumph: The Making of Modern Japan	3 Cr.
<b>THEO 563</b>	Religions of China and Japan	3 Cr.
<b>THEO 561</b>	Indian Religions and Culture	3 Cr.
<b>CHST 590</b>	Topics in Chinese Studies	1-3 Cr.
<b>THTR 534</b>	Theatre of the Non-Western World (Asian Topics)	3 Cr.
<b>POLS 535</b>	Politics of Developing States (when focused on the Far East)	3 Cr.
<b>POLS 590</b>	Topics in Political Science (China and Public Policy in China)	3 Cr.
<b>LS 610</b>	Seminar in the Humanities (when topic is Asian American Writers or The Good Earth)	3 Cr.
<b>ENGL 610</b>	Topics in American Literature and Culture (when topic is 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

<b>HIST 504</b>	European Imperialism and the Colonial Experience	3 Cr.
<b>HIST 512</b>	Europe in the Age of Reformation	3 Cr.
<b>HIST 513</b>	History of Modern Britain	3 Cr.
<b>HIST 515</b>	Contemporary Europe: Century of Violence	3 Cr.
<b>HIST 516</b>	Blood and Iron: Imperial Germany, 1871-1918	3 Cr.
<b>HIST 517</b>	Hitler and the Third Reich	3 Cr.
<b>HIST 560</b>	The Old Regime and the French Revolution	3 Cr.
<b>HIST 635</b>	Problems in European History	3 Cr.
<b>ENGL 509</b>	Literature of the Medieval Period	3 Cr.
<b>ENGL 510</b>	Shakespeare	3 Cr.
<b>ENGL 520</b>	Literature of the Sixteenth and Seventeenth Centuries	3 Cr.
<b>ENGL 530</b>	Literature of the Restoration and Eighteenth Century	3 Cr.
<b>ENGL 550</b>	British Literature of the Nineteenth Century	3 Cr.
<b>ART 518</b>	Nineteenth Century European Art	3 Cr.
<b>POLS 530</b>	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, 17th and 18th Century European Art, Early 20th Century European Art.

## Hispanic Studies Certificate

<b>GEO 501</b>	Regional Geographies of the World (Latin America)	3 Cr.
<b>HIST 529</b>	Revolution! Insurgence in Latin America	3 Cr.
<b>HIST 533</b>	Latin America in the Cold War Era	3 Cr.
<b>HIST 535</b>	Modern Mexico: Competing Visions of the Nation	3 Cr.
<b>POLS 535</b>	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

<b>ECON 536</b>	Economics of Developing Nations	3 Cr.
<b>GEO 501</b>	Regional Geographies of the World (Africa)	3 Cr.
<b>ICP 690</b>	Advanced Topics in International Commerce and Policy	0-3 Cr.
<b>POLS 535</b>	Politics of Developing States (when focused on Africa)	3 Cr.
<b>THTR 534</b>	Theatre of the Non-Western World	3 Cr.
<b>THEO 562</b>	Islamic Religion and Culture	3 Cr.

Approved topics courses that may include, but are not limited to: African History and Society.

# Department of Applied Administration

The Graduate Department of Applied Administration serves to coordinate the curricula, course offerings, and activities of a number of graduate programs that share common interests, goals, and needs. The department ensures mutual benefits to all participating programs by offering essential core courses, coordinating course offerings across programs thereby making a wider range of courses available, and integrating diverse populations of students across programs in order to enrich the learning environment. The primary programs participating in the Department of Applied Administration include:

- Arts & Entertainment Administration
- Health Administration
- Ministry Leadership and Administration

In addition, graduate programs in Digital Media, Sports Administration, International Economics and Finance, and Liberal Studies benefit from the wide array of courses made available to students through this department. Coursework currently offered through the Department of Applied Administration, much of which is cross-listed through specific programs, includes:

- Analytics for Commerce and Industry
- Financial Management
- Graduate Academic Success
- Grant Writing
- Global Leadership and Team Development
- Human Resource Management
- IT Infrastructure Library
- Information Management
- Law and Legal Principles
- Marketing and Promotion
- Non-Profit Organizations
- Professional and Career Development
- Professional Writing and Research
- Project Management
- Risk Management
- Quality Operations Management (Six Sigma Green Belt certification option)
- SAS and Analytics
- Strategic Planning
- Volunteerism and Philanthropy
- Web Analytics

The department is administered by the Graduate School with the associate dean of the Graduate School serving as chair.

# 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:

1. Have graduated from an accredited college or university with an average standing of 3.000 (B) in all undergraduate or graduate work undertaken, whichever degree is the highest held.
2. An applicant whose native language is not English is required to submit a TOEFL score of at least 550 (213 computer based version or 80 iBT version), an IELTS score of at least 6.0, or a PTE score of at least 56. Some programs may require a higher score on these exams. Please check individual programs for specific requirements.

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/graduate-school](http://www.valpo.edu/graduate-school). 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 2 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 letters of recommendation unless otherwise noted in program admission requirements. 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.

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.

## 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 re-evaluation by the Admissions Committee of the program in which they are seeking readmission, in order to determine whether they may continue in the program.

## **Bridge Program for International Students with Three-Year Baccalaureate Degrees**

International students who have completed the equivalent of a three-year accredited degree may be required to complete an undergraduate bridge program prior to matriculating into a graduate degree program. Students will work with their advisors to select 24 to 30 credits of appropriate undergraduate coursework. Bridge coursework must be completed with a 3.000 grade point average.

## **Special Admission for Valparaiso University Undergraduates**

There are two programs under which a Valparaiso University undergraduate student may take graduate coursework and earn graduate credit while completing a baccalaureate degree. It is helpful to distinguish between Early Entry (4+1) and Early Admission.

Under Early Entry (4+1), an undergraduate junior is granted provisional admission to a specific Valparaiso University graduate program, and can take coursework that counts for both undergraduate and graduate programs. Early Entry is often called 4+1 to show the advantage to the student of entering the program early. Two degrees that would normally take 6 years to complete, if planned properly, may be completed in 5 years. Courses are generally taken during the senior year. See the section Early Entry (4+1) below for details.

Under a different program, Early Admission, an undergraduate senior is granted provisional admission to a Valparaiso University graduate program and may take graduate level courses in combination with remaining required undergraduate coursework up to a maximum of 12 credits. Courses taken for graduate credit during Early Admission may not be counted toward fulfilling the requirements for a baccalaureate degree. See the Early Admission section below for details.

## **Admission of Undergraduate Students to the Graduate School through Early Entry Programs**

Many graduate programs at Valparaiso University permit junior-level undergraduate students at Valparaiso University to apply for Early Entry, and, if provisionally admitted, to enroll in graduate coursework during their senior year that may be applied to both their undergraduate and graduate degrees.

Under this model, and depending on the graduate program, undergraduate students may enroll in graduate courses during their senior year and apply these credits toward both their undergraduate degree and graduate degree. Many graduate programs specify a limit for the number of credits that an undergraduate student can take at the graduate level that can count toward the undergraduate degree. Unless otherwise stated, the maximum number of credits that may be taken as a graduate student and articulated back to the undergraduate degree is 16 credits. Students accepted into an early-entry program are subject to the same policies that apply to other matriculated graduate students.

Note: A commitment to pursuing the graduate program must be made prior to the start of the student's final semester of senior year. The Early-Entry Program Form must be approved by the Graduate School (and in some programs, the department's Admissions Committee) before the student begins the early-entry graduate coursework. Failure to obtain prior necessary permissions negates the ability to apply graduate coursework to the undergraduate degree.

Students admitted into an early-entry program pay regular undergraduate tuition fees for all courses (undergraduate and graduate) for which they register while still pursuing the baccalaureate degree. No additional graduate tuition is assessed for early entry coursework.

Final admission to the graduate program is granted only upon completion of the undergraduate degree with a GPA of at least 3.000. Some graduate programs also require passing scores on entry exams and minimum scores on standardized tests. Please check the specific program page for details, and ask an admission specialist or the program director.

Eligible programs, program maximums, and selected approved coursework, include:

*MS in Analytics and Modeling (maximum of 12 credits)*

See catalog entry and speak with program director

*MA Arts and Entertainment Administration (maximum of 9 credits)*

AE 505 Arts & Entertainment Administration

AE 615 Marketing Planning and Promotions

AE 675 Law and Legal Principles

*MA in Chinese Studies (maximum of 6 credits)*

CHST 590 Topics in Chinese Studies

*MA Clinical Mental Health Counseling (maximum of 12 credits)*

COUN 530 Child and Adolescent Development

COUN 532 Adulthood and Aging

COUN 535 Psychology of Personality

COUN 545 Community Counseling

COUN 550 Psychological Foundations of Management

COUN 570 Assessment in Counseling: Testing and Appraisal

COUN 575 Human Neuropsychology in Counseling and School Settings

COUN 591 Special Topics in Counseling

PSY 550 Human Cognition

PSY 560 History and Systems of Psychology

PSY 565 Psychology and Law

PSY 590 Special Topics in Psychology

*MS Cyber Security (maximum of 12 credits)*

CYB 520 Operating Systems

CYB 530 Securing and Administering Systems: Windows

CYB 532 Securing and Administering Systems: Linux

CYB 540 Assembly Language Programming

CYB 552 Reverse Program Engineering

CYB 572 IT Audit, Monitoring, and Testing

CYB 582 Network Infrastructure Security

IT 533 Data Mining

*MEd—Initial Licensure (maximum of 9 credits)*

Elementary Education Major (courses)

ED 510 Foundations of Literacy

ED 523 Methods of Science Education

ED 524 Methods of Teaching Mathematics

ED 527 Methods of Teaching Social Studies

Secondary Education Major (courses)

ED 575 Middle Level Education

ED 589 Content Methods

Additional course options available for Elementary Education and Secondary Education majors

ED 504 Educational Psychology

ED 506 School and Society



*MEd/EdS School Psychology (maximum of 9 credits)*

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

*MA English Studies and Communication (maximum of 6 credits)*

LS 610 Seminar in Humanities  
 LS 640 Seminar in Fine Arts

*MHA - Master of Health Administration (maximum of 12 credits)*

See HCL to MHA early entry program and speak with program director  
 HADM 518 Global Health Issues  
 HADM 501 Understanding Health Care Organizations  
 HADM 601 Research and Program Evaluation  
 HADM 675 Organizational & Government Policy in Health Care

*MS in Information Technology (maximum of 6 credits)*

IT 502 Introduction to Programming  
 IT 510 Introduction to Information Technology

*MS in International Commerce and Policy (maximum of 6 credits)*

ICP 670 Law and Legal Principles  
 ICP 661 International Political Economy

*MS in International Economics and Finance (maximum of 9 credits)*

ECON 621 Managerial Economics  
 ECON 622 Global Macroeconomic Business Conditions  
 ECON 536 Economics of Developing Nations  
 ECON 539 Money and Banking

*Master of Arts in Liberal Studies (MALS) (maximum of 6 credits)*

Any 600 level Liberal Studies Elective

*MS in Digital Media (maximum of 9 credits)*

COMM 500 Graduate Digital Media  
 COMM 596 Cinema Production  
 COMM 598 Visual Communication

*MS in Sports Media (maximum of 9 credits)*

COMM 500 Graduate Digital Media  
 COMM 503 Sports Media Formats  
 COMM 598 Visual Communication

*MS in Sports Administration (maximum of 9 credits)*

KIN 615 Research Methods in Sport and Physical Education  
 KIN 620 Women and Sports  
 KIN 625 Sports Ethics  
 KIN 630 Sport and Society

*MA in Teaching English to Speakers of Other Languages (TESOL) (maximum of 9 credits)*

ENGL 543 Introduction to Linguistics  
 ENGL 544 Sociolinguistics: Languages Across Cultures  
 ENGL 568 TESOL: Theory & Methods  
 ENGL 569 TESOL: Methods & Practices

### Early Admission for Undergraduate Seniors

Undergraduate seniors at Valparaiso University who have an average standing of 3.000 in all work and an average standing of at least 3.000 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.

Early Admission may be attractive to graduating seniors who wish to continue advanced study in a particular topic, area, or language, but who have exhausted all of the undergraduate course options in that topic, area, or language. Early Admission may also be attractive to graduating seniors who wish to try graduate coursework and prepare for later application to graduate school. It is important to note, however, that under this program, courses taken for graduate credit may not be counted toward fulfilling the requirements for a baccalaureate degree.

### 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 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 Analytics and Modeling, Arts and Entertainment Administration, Business, Counseling, Cyber Security, Digital Media, English Studies and Communication, Health Administration, Humane Education, Information Technology, International Commerce and Policy, International Economics and Finance, International Human Services and Counseling, Liberal Studies, Nursing, Sports Administration, Sports Media, and TESOL. Limited study in the graduate field of Education is also possible. Certain professional programs (such as Business and Nursing) may have special requirements of international students before admission can be granted. International students studying in programs administered by the College of Nursing and Health Professions are required to take NUR 590/HADM 690 as their elective and which also satisfies the learning objectives for GRD 500. Many graduate programs are designed especially with international students in mind. Most students can complete these programs within 15–18 months. This is not recommended for some programs. Please check with your program advisor.

If students are required to complete a thesis, additional credits may be required beyond the normal degree completion requirements. Students should consult with their program advisor for additional information regarding thesis requirements.

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 Law School 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 their program advisor. All new international students are required to participate in the new international graduate student orientation held during the weeks prior to the first day of class, and enroll in GRD 500 Graduate Academic Success during their first semester. The GRD 500 Graduate Academic Success course is designed to help students from diverse cultural backgrounds learn and adjust to the expectations and requirements deemed necessary for academic success across all Valparaiso University graduate programs. This course builds upon information presented at the Graduate School's Graduate Student Orientation. Sequenced opportunities for collaboration and communication (verbal and written) are integrated throughout the curriculum sequence.

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.

Graduate tutoring is available to international students and visiting scholars to provide help with written and oral English proficiencies within disciplines, and assistance with academic content. The University Writing Center provides assistance with formatting and structure of written assignments. Students may also enroll in a Professional and Career Development course to assist them in preparing to search for internships and other work opportunities in the USA.

## Becoming Part of the Community

While academic success is important, so is the feeling of being part of a learning community. The Office of International Programs helps students deal with challenges 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 <http://www.valpo.edu/graduate-school/> or contact the Graduate School 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 is 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	---
S	Satisfactory	---
U	Unsatisfactory	---

## Grade Requirements

### Grade Point Average Requirement

**All students, degree and non-degree seeking, must maintain a grade point average of 3.000 (B = 3.000) 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.

A student whose cumulative grade point average falls below 3.000 will be dismissed from graduate studies if a 3.000 grade point average is not re-established within a one semester time-frame after receiving notification from the Graduate School. If a student completes 9 credit hours or more in the summer, this will be counted as the semester in which the grade point average should be improved for continuation in the program.

### Low Grade Policy

Grades A through C generate semester credits and quality points in meeting degree requirements, but no more than three credit hours 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, unless the exact course number and title is repeated.

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. Students must re-take the course when it is next regularly offered, rather than waiting to re-take the course in future semesters. If the course needing repeating is required and not available in the term in which the student is scheduled to graduate, the student may petition to re-take the course as an independent study using the same course number.

### Course Repetition Policy

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.

**Incomplete Grades**

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 MBA term, or during one of the summer sessions, must be removed by the beginning of the official examination period of the next succeeding semester or MBA term, or it automatically becomes a grade of IF. The student's deadline for submitting the outstanding work to the instructor shall be one week before that date. A student may request one extension of a grade of Incomplete for up to one additional semester or MBA term before it becomes a grade of IF. Should extenuating circumstances require an extension of an incomplete grade beyond one semester or MBA term (e.g., active military service, visa issues, prolonged or serious illness, etc.), the student is advised to request a leave of absence. Once an I grade becomes an IF, 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.

Students who are completing incomplete coursework, but are not registered for coursework in a given term or semester, must complete a Request for Campus Affiliation in order to maintain active student status and access to campus resources.

**Authorized Withdrawal**

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.

**Transfer Credits**

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.

**Transfer of Credits**

Appropriate graduate coursework (e.g., from an institution meeting accreditation requirements) may be accepted for transfer credit towards a graduate degree with the following stipulations: No course presented with a grade of less than B (3.000) 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 or the M.Ed./Ed.S. School Psychology program, without the approval of the dean of the Graduate School. Petitions for exception to this rule must be submitted for review by 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.

**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 Analytics and Modeling, Arts and Entertainment Administration, Chinese Studies, Cyber Security, Digital Media, Education (Instructional Leadership), English Studies and Communication, Health Administration, Humane Education, Information Technology, International Commerce and Policy, International Economics and Finance, Liberal Studies, Sports Administration, Sports Media, TESOL, and 9 credits for graduate degrees in Clinical Mental Health Counseling, Education (Initial Licensure- General Track), and Nursing programs. Students in the Master of Business Administration Program may transfer up to six credits from another AACSB-accredited MBA program with approval. 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 program may not apply transfer credit to their degree program; all applicable work must be completed at Valparaiso University. Students in the M.Ed./Ed.S. School Psychology program may transfer up to 21 credits with no more than 9 fulfilling 600-level requirements.

### **Transfer of Credits 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 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.

### **Previous Valparaiso University Coursework**

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 (see page 15).

### **Enrollment and Registration Policies**

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. 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 pay the \$20.00 application fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students.

### **Dual Degree Programs with the Valparaiso University Law School**

For dual degree programs where credits from the Valparaiso University Law School 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. Grades of C- or below do not count toward the JD/MBA dual degree program. 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 department 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.



**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.

**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.

**Course Load**

To be considered full time, a student must register for 9 credit hours in the fall or spring semesters and 9 credits across both summer sessions. A student may not register for more than 12 credit hours during fall or spring semesters, unless a petition to overload has been approved by the dean of the Graduate School. A student may not register for more than 6 credit hours in a single summer session, and no more than 12 credit hours across the entire summer, all sessions combined, unless a petition to overload has been approved by the dean of the Graduate School.

Students in the M.Ed. LEAPs program are considered full-time graduate students even though they may be registered for only 5 or 6 credits in fall and spring semesters because they complete 24 credits within each 12-month period.

Students enrolled in the Master of Business Administration program 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. JD/MBA students may not be enrolled in a combined total of more than 18 credits in each of Fall and Spring semesters and 14 credits in Summer without special permission from the MBA program director and the deans of the Law School and Graduate School.

**Change of Schedule**

Regular courses may be added or dropped (with no grade recorded) and sections changed using the drop-add system set up on DataVU until 5:00 pm on the sixth class day of the semester. For purposes of academic grading policies and tuition refund, the date on which the Office of the Registrar receives the request is recorded as the official drop date.

Students may withdraw from a regular course with a grade of W (authorized withdrawal) between the last date to drop-add and 5:00 pm on the 45th class day of the semester during the regular school year by using the withdraw request on DataVU. 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 (see page 2) of this catalog.

**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. If a student recognizes at some point in the semester that it will be difficult to complete the semester in one or more of the registered courses due to specific circumstances beyond the student's control, it is the student's responsibility to talk with the program director and/or advisor, as well as instructors, about the best course of action (e.g., Incompletes, Withdrawal, consideration of leave of absence for future semesters). Pursuant to discussions and decisions made at this level, appropriate Graduate School forms must be completed and returned to the Graduate School for consideration.

In the event of an emergency, and with the student's permission, the Graduate School will communicate with relevant University faculty and staff regarding a student's need to be absent from class. In most situations, however, it is expected that the student will be responsible for communicating with all necessary parties. The notice communicated by the Graduate School does not constitute an excused absence since this is determined at the discretion of the instructor.

**Student Retention**

The Graduate School is committed to helping all students who are enrolled in graduate programs progress satisfactorily to degree throughout the duration of their studies to graduation. Furthermore, we strive to help students learn and perform at the best of their abilities by providing academic and student resources and supports. We encourage graduate students to communicate with Academic and Student Services directly when there is an identified need or question related to continuation in the program. When students submit withdrawal forms to the Graduate School, they are invited to schedule a personal appointment with a

representative of Academic and Student Services to discuss the purpose of the withdrawal and what, if anything, might be possible to prevent discontinuation in the program.

### **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.

## **Temporary Leave from Studies**

### **Leave of Absence and Hiatus**

Degree-seeking students whose study is interrupted due to military service, prolonged or serious illness, or some other reason beyond the student's control may request a leave of absence from their program for up to two years after the end of their current semester. This request should be supplemented with documentation indicating the reason for the leave, and should be submitted before the beginning of the semester for which the leave is requested. If a leave is granted, the degree completion time will be extended commensurately. Students on leave must submit the appropriate form to reactivate their graduate status. Students who do not reactivate their status prior to the end of their leave may need to reapply for admission to their program by submitting a complete set of application materials.

Students who expect to interrupt their graduate study for a single semester may apply for a one-semester hiatus. Such need may occur when a student anticipates heavy responsibilities related to work, family, health, course availability, or other concerns that might temporarily interfere with their successful progression of study. The hiatus is valid for only one semester at a time. However, a student may apply for multiple non-concurrent hiatuses over the course of their graduate study so long as the overall duration does not extend beyond the five-year limit established for graduate degrees. During the hiatus, the student retains access to Valpo email and other select network services.

### **Appeal for Readmission**

A student who has received formal notification of dismissal from a graduate program may petition for readmission, usually after having discontinued their studies for a semester or longer. Using guidelines provided in the dismissal letter, the student must submit to the Graduate School a written request for the appeal, prior to the start of the semester in which the student hopes to be readmitted and within the policy guidelines for degree completion. It is understood that in special circumstances immediate review by the Dismissal Appeals Committee (comprised of three graduate faculty and two graduate students) may be necessary. If a decision to readmit is rendered by the committee, it will usually be on a non-degree seeking status. After re-establishing good academic standing, the student may apply for readmission to degree-seeking status.

### **Campus Affiliation**

Students who are completing incompletes or will be on a leave of absence for a semester must complete a Request for Campus Affiliation in order to maintain active student status and access to campus resources.

## **Independent Academic Work**

### **Independent Academic Work**

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 a specified number of credit hours approved for their master's degree program (12, unless otherwise noted).

To register for an independent study project, a student must complete the Independent Academic Work Form and submit it to the Graduate School for approval.

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 strongly encouraged to arrange their independent study or research project during the spring and to begin work as soon as possible. These courses will be officially registered for the full summer or 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. Upon completion of the independent study or research project, students should submit an electronic copy of their final product to the Graduate School.

## **Master's Thesis**

The Master's Thesis typically requires that students register for two sequential semesters of credit: one semester of pre-thesis coursework involving research and writing, followed by one semester of thesis writing, editing, and defense. Students planning to complete a Master's thesis should review the relevant Graduate Catalog requirements for registering for pre-thesis and thesis coursework in their specific academic program. In some cases, the number of credits may be modified by the appropriate Program Director or Department Chair. Students should also consult academic program requirements and guidelines for specific minimum grades in pre-thesis coursework, as well as GPA and GRE score requirements that must be met before registering for thesis coursework.

Students should refer to the **GRADUATE SCHOOL THESIS MANUAL** on the Graduate School website for more details and guidelines.

## **Experiential Learning Policies**

### **Practica**

Graduate students may earn academic credit for experiential learning in a practical hands-on environment. Several programs require or offer a practicum as part of their regular curriculum. Students should discuss the practicum requirements with their respective program director and/or advisor. Specific requirements, such as registration procedures or required hours, are detailed in each program's catalog description and/or course description.

### **Internships**

Graduate students in non-licensure programs who are required or elect to do an internship can earn academic credit for experiential learning in a practical hands-on environment. Programs requiring internship are: Analytics & Modeling, Arts & Entertainment Administration, Cyber Security, Health Administration, Information Technology (both tracks), Sports Administration, Sports Media, and Teaching of English to Speakers of Other Languages. Programs providing optional internship are: Chinese Studies, Digital Media, English Studies & Communication, International Commerce & Policy, International Economics & Finance, and Liberal Studies.

The Graduate School standard is generally for students to complete 100 hours of site work per 1 academic credit received. Exceptions are: Chinese Studies (100 hours per 3 credits), Digital Media and Sports Media (80 hours per 1 credit), and Health Administration (80-100 hours per 1 credit).

Students should remain in close communication with their program advisor for specific guidelines related to internship.

## **Degree Completion**

### **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 at least 3.000 (B=3.000) 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 website.

### **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 prior to the term in which they expect to complete their work and receive their degree. Information regarding the application process may be found on the Graduate School website. Students must give evidence that they have fulfilled, or will fulfill, all of the requirements for the degree, including a cumulative program GPA of 3.000. Because overall GPA and program GPA may differ, consideration will be given to the program GPA. A student's program GPA includes all coursework taken for another degree, certificate, or personal interest. Furthermore, graded credits for the program GPA cannot exceed more than 6 credits beyond the number of credits required for the degree, unless approved by the Standards Committee of the Graduate Educational Policy Committee.

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 completing degree requirements in May or August participate in the May commencement ceremony; students completing degree requirements in December participate in the December commencement ceremony. 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 earning a standalone certificate are not eligible to participate in a biannual University commencement ceremony, unless the certificate is earned in conjunction with another graduate degree.

Students are strongly encouraged to celebrate their accomplishments with the University community by participating in the commencement ceremony.

## Transcripts of Academic 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. Please visit the Office of General Counsel online ([www.valpo.edu/generalcounsel/policies/academic-and-student-life-policies/](http://www.valpo.edu/generalcounsel/policies/academic-and-student-life-policies/)) for more information.

Official transcripts of academic records are released only after an online request has been made. Degrees and transcripts are withheld for students whose account with the University has not been settled in full. The University's transcript policy may be found online at [www.valpo.edu/registrar/transcript-verification/transcript](http://www.valpo.edu/registrar/transcript-verification/transcript).

The table below outlines the cost of transcript services through Valparaiso University's approved transcript vendor. Other ordering options, including expedited shipping, are available in the ordering system. All orders are placed on DataVU.

<b>\$3.00</b>	Official transcript delivered electronically
<b>\$5.00</b>	Official transcript on paper delivered via USPS first class mail Expedited shipping of paper transcripts is available for an additional fee
<b>\$30.00</b>	Official transcript on paper picked up on campus in the Office of the Registrar

## 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 Executive Committee, Graduate Honor Council, and the Graduate Appeals Panel.

The Executive Committee consists of three faculty members appointed by the Graduate Educational Policy Committee. The Graduate Honor Council consists of three graduate students from the Graduate Student Advisory Council and one faculty member chosen by the Graduate Educational Policy Committee. The Graduate Appeals Panel 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 Executive Committee, Graduate Honor Council, and the Graduate Appeals Panel 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. Complaints must be received from an identifiable source. It is typically the case that grades will not be assigned to student work under question in the honor code adjudication process until the outcome of the case has been determined.

A student may not take a grade of W in a course to avoid the Honor Code process. Should the student withdraw themselves from the course they will not be able to re-register at Valparaiso University until the Honor Code Allegation has been resolved according to the procedures outlined here.

The graduate student to whom a formal complaint has been addressed (the respondent) may consent to an informal resolution made by the dean with input from the faculty member and under the review of the Executive Committee. If the student does not consent to an informal resolution, the case will proceed formally as follows in Level I. If the student chooses not to participate, the decision of the Honor Council is final.

### *Level I Graduate Honor Council*

The formal process leading to adjudication is as follows: a graduate student who is not a member of either the Graduate Honor Council or the Graduate Appeals Panel 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, and the graduate and University communities. This may include any materials generated by the dean during an attempted informal resolution. The presenter, on referral from the dean, files formal complaint with the Graduate Honor Council of the Graduate School and presents the information and evidence as she or he has found them. Training for the presenting student, as well as for graduate students serving on the Graduate Honor Council and Graduate Appeals Board, will be determined by the dean in consultation with the Executive Committee.

The Graduate Honor Council may choose to hear testimony from the respondent, the accuser(s), any witnesses with relevant evidence, and others that may be of assistance in reviewing the allegation. First, the Graduate Honor Council decides if there is good and sufficient evidence for a finding of Honor Code violation.

If the committee finds for an Honor Code violation, the committee then assesses a penalty appropriate to the offense, including but not limited to diversion, F in assignment, and F in the course.

### *Standard Penalties for Successive Violations*

Following are the standard penalties for successive violations of the Honor Code at the Graduate level. Deviations from the standard penalties may be considered by the Graduate Honor Council and Graduate Appeals Panel and a lesser penalty assigned if the circumstances merit such a need. A deviation in one instance does not require a deviation from the standard penalty on future offenses. The committee should consider an informal resolution as one offense for purposes of determining the penalty for successive violations.

First Offense: See penalty discussion in Level I above.

Second Offense: Failure in the course and suspension from Valparaiso University for the following semester.

Third Offense: Failure in the course and expulsion from Valparaiso University.

A finding of “no violation” by the Graduate Honor Council is final. A finding of violation of the Honor Code, an imposed sanction, or both are appealable to the Graduate Appeals Panel.

### *Level II Graduate Appeals Panel*

The following appeal process is available to a graduate student who has been found guilty of an honor code violation and penalty. The burden falls to the student to make the case for appeal. Proper grounds for appeal are as follows:

1. A procedural error occurred.
2. New evidence has arisen which has a direct bearing on the case within 10 academic days of notification of the hearing outcome by the chair of said hearing.
3. Evidence was inaccurate or disregarded.

The following evidence is acceptable at an appeals hearing: the original case files, paperwork generated at the original hearing, the final outcome and official notice of the original hearing, grounds for appeal known and unknown to the appellant, old and new evidence, and materials generated by the Graduate Appeals Panel chair during their investigation.

The Graduate Appeals Panel decides whether the appeal has merit, and if so, then agrees to hear the case.

For its deliberations, the Graduate Appeals Panel may choose to hear testimony from the respondent, the accuser(s), any witnesses with relevant evidence, and others who may be of assistance in reviewing the allegation.

The Graduate Appeals Panel may affirm or overturn the finding of an Honor Code violation from the Graduate Honor Council. The Graduate Appeals Panel may affirm or reduce (but not increase) the penalty assessed by the Graduate Honor Council. The decisions by the Graduate Appeals Panel regarding finding of Honor Code violation and penalty are final.

The faculty of the University reserves the right to abrogate the Honor System at any time.

## Student Academic Fair Practices (SAFP) for Graduate Students

### 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 Valparaíso 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 Valparaíso 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 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 Valparaíso University.
3. *Faculty member*: A faculty member is any person at Valparaíso University holding an academic appointment.



**B. Grievance Resolution Process****Level I - Student and Faculty Discussion****Informal Procedure**

Students must, if they have a concern or complaint, contact the faculty member involved and department chair-person (or department chair-person if the faculty member is not available) 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 chair-person 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, the faculty member is expected to respond appropriately either by altering subsequent classroom practice, or by changing the student's grade, or both. 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****Formal Procedure**

Graduate students pursue Level II mediation through the Graduate School, which provides an opportunity for mediation between the aggrieved student and the faculty member to whom the grievance is addressed. Within seven (7) academic days of the completion 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. For informational purposes, the student shall also forward a copy of the letter to the chairperson of the Student Academic Fair Practices Committee (SAFPC). The student's letter of grievance shall include at least these areas of information, but not limited to these:

- A statement of the problem or complaint
- Concrete evidence to support the student's case
- Necessary background documentation, including written evidence that the Level I procedure has been exhausted
- A statement of the desired outcome of the grievance procedure

After the student's letter is received in the dean's office, the dean will proceed as follows: 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. Pursuit of an informal resolution notwithstanding, selection of the committee and notification of the hearing date will be completed within fifteen academic days after receipt of the notification.

The Committee shall consist of:

1. The dean of the Graduate School (or associate dean) who chairs the meeting.
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 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 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, or having any conflict of interest regarding the faculty member involved, shall not be appointed to the committee.

When the committee members convene, they have three charges. First they must determine if there is sufficient evidence to hear the case. If so, second, they must consider the grievance and make a recommendation regarding the proposed remedy. If the committee chooses to consider the grievance, the student, the faculty member involved, and their representatives (e.g., advocate from the University community, such as an ombudsman, a counselor, a faculty member, or another student) may be invited to supply additional information for consideration as resource people for a more formal consideration of the grievance to aid in deliberations. 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. Third, the committee will discuss the grievance and formalize their conclusions in a written recommendation to the dean adopted by a majority vote.

Upon receipt of the written recommendation from the committee, 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). If the mediation process at Level II does not resolve the grievance, and the student intends to proceed to Level III, the student should inform the Graduate School dean and follow Level III: Valparaiso University Student Academic Fair Practices Committee. For additional instructions on how to proceed with Level III of the SAFP, see the **STUDENT GUIDE TO UNIVERSITY LIFE**.

All committee meetings shall be private and all committee documents shall be confidential. 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.

# Student Services and Resources

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 student IDs, computer accounts, parking permits, etc.), and informs students of the many resources and opportunities available to them as members of the University community. Due to different start dates or other special requirements, some programs may require attendance at additional orientations (e.g., MBA, Nursing, IT). Students should adhere to the orientation requirements of their home programs.

International students are required to participate in the extended New International Graduate Student Orientation, which takes place during the weeks prior to the start of the semester. The extended orientation includes sessions on academic expectations in the United States, campus services and resources (both academic and non-academic), education acclimation activities, and introductions to key staff and faculty who can serve as support and mentors for international graduate students.

## Graduate Student Advisory Council

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. The council is overseen by the dean of the Graduate School and the assistant director of student services.

## Graduate Academic Success

Graduate Academic Success (GRD 500) is a course required for all new international students to complete during their first semester of enrollment at the Graduate School. This course is designed to introduce them to the American higher education system, academic integrity, resources on campus, design of a research paper and presentation, and graduate coursework expectations. This course may be replaced by another required course if the replacement course can demonstrate that it meets the same learning objectives and experiences as Graduate Academic Success and with recommendation by the advisor and with approval by the dean of the Graduate School.

## Graduate Tutoring and University Writing Center

Graduate tutoring is coordinated with program directors and made available across program content areas to serve the academic needs of all graduate students. The "Fourth-Hour" tutoring option is specifically available to international students taking introductory courses to help cultivate and develop professional vocabulary and spoken English language proficiency within a specific discipline. If a graduate student expresses interest in additional one-on-one tutoring for a particular class, an attempt will be made by the Graduate School to find someone to help.

Graduate students and graduate faculty in the University Writing Center provide assistance with formatting and structure of written assignments. 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. Students make appointments for this assistance through the Writing Center's website at [valpo.edu/writingcenter](http://valpo.edu/writingcenter).

## Recognitions and Awards

The Graduate Academic Symposium provides an opportunity for graduate students to present their research and creative projects in a public forum. A call goes out each spring for students to submit proposals for presentations at this event.

Graduate students with grade point averages of 3.90 or higher in the previous semester will be named to the Dean's List. Students must be enrolled full-time (9+ credits) in the respective semester to be considered. Students will be notified of inclusion on the list after all final grades have been posted, will be honored with a letter of recognition, and will be invited to a special event coordinated by the Graduate School. Graduating students will not be eligible to be recognized in their final semester.

At the time of graduation, graduating students with grade point averages of 3.80 to 3.89 are recognized as "graduating with distinction," and graduating students with grade point averages of 3.90 or higher are recognized as "graduating with highest distinction." For the purpose of this recognition in commencement ceremonies, including the printed commencement program, the grade point average is calculated at the conclusion of the semester prior to the semester in which the student graduates (e.g., May graduates' grade point averages are calculated after the due date for final grades in December). If a student's final cumulative grade point average increases by completion of the degree program to a qualifying grade point average for honors, it is the student's responsibility to contact the Graduate School within one month after commencement to request a letter of recognition.

### Services Through the Web Site

Prospective and current graduate students are encouraged to use the Graduate School web page [www.valpo.edu/graduate-school](http://www.valpo.edu/graduate-school) to submit inquiries, obtain current program information, download petition and request forms, or learn about the many other services and opportunities offered through the Graduate School. Students may also connect with the Graduate School via social media (Facebook, LinkedIn, Instagram, and Twitter) to learn about upcoming events and exciting news.

### Services Through Email

Current graduate students are encouraged to check their Valparaiso University email each week for regular communications by the Graduate School. Sent at least once per week, these communications include important dates, deadlines, and upcoming events, as well as student-related announcements.

## 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 of coursework at the time of nomination
2. Attainment of an overall graduate grade point average of 3.80
3. Presentation or publication of scholarly or creative work in a public forum (this may include the Symposium for Graduate Research at Valparaiso University)
4. Evidence of good character

Nominees are reviewed and recommended by members of the Council of Graduate Program Directors and recognized each semester with a letter and honor cords.



# Financial Policies

## Fees

### Application Fee

This nonrefundable fee of \$30.00 must accompany the application for admission for domestic students. 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 \$630.00 per credit hour for the 2017-2018 academic year. The tuition for the Master of Science in Nursing, Doctor of Nursing Practice, and Master of Health Administration programs is \$715.00 per credit hour. The tuition for the Master of Business Administration program is \$2,500.00 per course. Auditors pay the tuition rate for the program in which the course is offered. The tuition for the Enterprise Resource Planning with SAP certificate offered by the College of Business is \$3000 per course.

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 Law School 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 Law School

- Students enrolled in a Premier Dual Degree Program only pay Law School tuition during the fall and spring semesters for all law and graduate courses while enrolled as a full time law student.
- Dual degree students may not take graduate courses during the fall and spring semesters of their first year.
- Dual degree students may take no more than 18 credits per semester without approval from the associate dean of academic affairs at the Law School.
- Any graduate courses completed during the summer or after graduation from the law school are charged the per credit rate and paid to the Graduate School.
- Students must achieve Satisfactory Academic Progress (SAP) as defined by each degree program to receive the financial and transfer credit benefits as a dual degree student. Individual program requirements may be found in the Law School Bulletin or Graduate School Catalog.

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.

### **General Fee**

A nonrefundable fee of \$254 is charged to all full-time graduate students (\$121/part-time) in Fall and Spring semesters for administrative costs, use of computer network services, library services, and so on. The fee also permits students to use all recreational facilities and the health center (full-time students only), and to attend athletic and cultural events. Off-campus students are charged a reduced part-time graduate student fee of \$41 each Fall and Spring semester.

### **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.

### **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 November 1<sup>st</sup> for the spring commencement, February 1<sup>st</sup> for August graduation (no commencement ceremony, but students may participate in May commencement) and by September 1<sup>st</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 \$390.00 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, but sometimes between \$1,000 and \$3,000) 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**

Official electronic transcripts ordered through the online transcript service are \$3, while official paper transcripts ordered through the same service are \$5. A pickup option is also available for \$30. No transcript of a student's record is released until the student has met in full all obligations, financial or otherwise, to the University.

### **Vehicle Registration**

All vehicles (including motorcycles and mopeds) parking on Valparaiso University property must be registered with the Parking and Transportation office and must display a valid registration permit. Students may only park in designated parking lots corresponding to the colored permit affixed to their vehicle. Valparaiso University has three types of parking lots for student use: Long Term, Resident, and Commuter. All permits will have access to Long Term parking lots (Green), in addition to the specific lots as granted by the permit. Resident parking is granted by either a Red or Blue Permit and Commuter parking is granted by an Orange Permit. Additional details including regulations, fines, and maps are available at: [www.valpo.edu/aux/parking](http://www.valpo.edu/aux/parking).



Graduate students may purchase either a Green, Blue, or Orange Permit. A Green permit is \$80 per semester, or \$135 per academic year. A Blue or Orange Permit is \$120 per semester, or \$200 per academic year. A \$15 fee will be charged for a replacement Registration Permit.

## Payment

Tuition, fees, and any other charges are due at the time registration is complete, August 15<sup>th</sup> for the Fall Semester and December 31<sup>st</sup> for the Spring Semester. 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 add/drop period	100%
During the second week of classes	90%
During the third week of classes	80%
During the fourth week of classes	70%
During the fifth week of classes	60%
During the sixth week of classes	50%
During the seventh week of classes	40%
During the eighth week of classes	30%
During the ninth week of classes	20%
During the tenth week of classes	10%
After the tenth 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 may drop one or more courses during the add/drop period. Tuition charges will be reassessed at the end of that period. There will be no adjustments to tuition for courses dropped after the add/drop period. There will also be no refund of the special, laboratory, or general fees.

The financial aid award, if any, will be reviewed at the end of the add/drop period and, if needed, will be adjusted to reflect enrollment at that time.

## **Financial Aid**

There are several scholarship and grant resources for graduate students at Valparaíso University. Most are for the graduate nursing program and are available through the College of Nursing and Health Professions. A limited number of assistantships and traineeships are available to students in other programs, including Community 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. Students 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 charges. However, 1.5 % of the fee is immediately refunded back to students in the form of an interest rebate. The net effect of this rebate is that they will receive the loan amount requested less 2.5 %. To keep the interest rebate, students must make their first twelve required monthly payments on time when their loan enters repayment. If they do not make all twelve payments on time, the rebated amount will be added back to their loan account. Repayment begins 60 days after the loan is disbursed. However, they may apply for an in-school deferment. If approved, students may defer repayment until 6 months after they 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).

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## 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 Valparaíso 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. Typically students will spend between \$11,000 and \$14,760 for tuition/fees as a full time student (18-24 credit hours per year). If living off-campus another \$12,000 is allotted for living expenses. Please contact the Office of Financial Aid for specific program information and 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 3.000.

## 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 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 Law School are eligible for the Patriot Award and should refer to the policy in the Law Bulletin. The University does limit the number of Yellow Ribbon recipients it funds and priority goes to returning students 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 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. Students may not register for more than 6 credit hours in a single summer session, and no more than 12 credit hours across the entire summer (all sessions combined).

Graduate students may not enroll in undergraduate courses without approval from the dean of the Graduate School.

For Law School course offering information, please refer to the [Law Bulletin available online](#).

## *Actuarial Science*

- ACRS 525      Actuarial Modeling      3 Cr.**  
A study of actuarial models in the context of insurance. Topics include mathematics of finance (including interest theory and annuities), mortality tables, basic life contingencies, and actuarial professional issues. Normally offered in alternate years. Requires approval of the chair of the department.

## *Analytics and Modeling*

- AMOD 533      Data Mining      3 Cr.**  
(Also offered as IT 533) Data mining is a broad area that integrates techniques from several fields, including machine learning, statistics, pattern recognition, artificial intelligence, and database systems for the analysis of large volumes of data. This course gives a wide exposition of these techniques and their software tools. Prerequisite: IT 502 or instructor approval.
- AMOD 545      Evolutionary Algorithms      3 Cr.**  
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.
- AMOD 550      Scientific Visualization      3 Cr.**  
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 525.
- AMOD 560      Computational Molecular Science      3 Cr.**  
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.
- AMOD 565      Interactive Computer Graphics      3 Cr.**  
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.
- AMOD 590      Topics in Analytics and Modeling      1-3 Cr.**  
An intensive study of selected topics, methods, techniques, and problems in analytics and modeling. Only offered when there is sufficient demand. Prerequisites will depend on the content.
- AMOD 610      Business Analytics      3 Cr.**  
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.
- AMOD 620      Bioinformatics      3 Cr.**  
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.



<b>AMOD 640</b>	<b>Topics in Biostatistics</b> 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, cohort studies, 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: STAT 540.	3 Cr.
<b>AMOD 650</b>	<b>Computational Social Science</b> 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.	3 Cr.
<b>AMOD 686</b>	<b>Internship</b> An initial supervised work experience related to computational science. Each credit requires 100 clock hours. No more than 3 credits of AMOD 686 may be applied to the degree without approval of the program director and/ or dean of the Graduate School. Prerequisite: 12 credits of AMOD coursework and approval prior to registration.	1-3 Cr.
<b>AMOD 690</b>	<b>Advanced Topics in Computational Science</b> Study of special advanced topics in computational science. May be repeated more than once when topics differ.	1-3 Cr.
<b>AMOD 695</b>	<b>Independent Study</b> Investigation of a special topic under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. No more than 6 credits of AMOD 695 and AMOD 792 may be applied toward the degree. Prerequisite: 9 credits of graduate coursework and the project must be approved prior to registration.	1-3 Cr.
<b>AMOD 792</b>	<b>Research Project</b> 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 AMOD 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 AMOD coursework and project approval prior to registration.	1-3 Cr.
<i>Art</i>		
<b>ART 511</b>	<b>Topics in the Theory and History of Art</b> Investigation of major periods of development in the visual arts. Includes topics such 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.	1-4 Cr.
<b>ART 518</b>	<b>Nineteenth Century European Art</b> A seminar tracing major themes in 19th century European art.	3 Cr.
<b>ART 521</b>	<b>American Art and Architecture</b> 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 twentieth century.	3 Cr.
<b>ART 562</b>	<b>Advanced Black and White Photography</b> 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.	0+6, 3 Cr.
<b>ART 563</b>	<b>Advanced Digital Photography</b> 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.	0+6, 3 Cr.
<b>ART 590</b>	<b>Special Studies</b> 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.	1-3 Cr.



<b>ART 595</b>	<b>Independent Study</b> 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.	3 Cr.
<i>Arts and Entertainment Administration</i>		
<b>AE 505</b>	<b>Arts and Entertainment Administration</b> A general survey of the field covering all basic elements of arts and entertainment administration, including a brief overview of investigational methodologies and the functions on management within arts organizations.	3 Cr.
<b>AE 603</b>	<b>Information Management in the Arts</b> Practice and use with software systems that enable organizing, managing, analyzing, and interpreting data with emphasis on the types of data required for reporting to federal, state, and local governments, as well as data that drive the decision-making process.	3 Cr.
<b>AE 610</b>	<b>Managing Facilities</b> The process of preparing, maintaining, using, and assessing venues for events related to the performing and visual arts, entertainment, and other exhibitions.	2 Cr.
<b>AE 615</b>	<b>Marketing, Planning, and Promotion</b> A review of the organizational, administrative, technical, and digital strategies in the development and marketing of events.	2 Cr.
<b>AE 620</b>	<b>Cross-Cultural Management</b> (Also offered as ICP 620.) 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 which underpin international management principles.	3 Cr.
<b>AE 621</b>	<b>Global Leadership and Team Development</b> (Also offered as ICP 621, KIN 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.	3 Cr.
<b>AE 630</b>	<b>Financial Management for Arts</b> Basic accounting and budgeting procedures and analysis, as well as financial reporting for non-profit organizations.	2 Cr.
<b>AE 635</b>	<b>Volunteerism and Philanthropy</b> 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.	3 Cr.
<b>AE 650</b>	<b>International Arts and Entertainment</b> An introduction to the planning and implementing productions and performances across national boundaries, including an understanding of cultural, policy, legal, and logistical issues.	2 Cr.
<b>AE 670</b>	<b>Entertainment Law</b> 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 670-675. Prerequisite: ICP 670.	3 Cr.

<b>AE 671</b>	<b>Art and the Law</b> 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 670-675. Prerequisite: ICP 670.	2 Cr.
<b>AE 673</b>	<b>Sports and the Law</b> 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 670-675. Prerequisite: ICP 670.	2 Cr.
<b>AE 675</b>	<b>Law and Legal Principles</b> (Also offered as ICP 670, KIN 671, LS 670, 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. No more than 6 credits may be taken from AE 670-675.	3 Cr.
<b>AE 680</b>	<b>Comprehensive Project Planning and Implementation</b> An advanced level experience in which students proceed through the planning, implementation, and assessment process of a major production or performance.	2 Cr.
<b>AE 686</b>	<b>Internship</b> 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.	1-4 Cr.
<b>AE 690</b>	<b>Topics in Arts and Entertainment Administration</b> Selected topics related to arts and entertainment. May be repeated when topics vary.	1-3 Cr.
<b>AE 692</b>	<b>Research Project</b> Development and implementation of a research or investigation related to arts or entertainment management. Carried out under the supervision of a faculty member.	1-4 Cr.
<b>AE 699</b>	<b>Continuity and Change in Arts and Entertainment</b> Seminar series dealing with how economic, demographic, social policy, and leisure preferences affect arts and entertainment.	2 Cr.
<b>AE 750</b>	<b>Entrepreneurship: New Venture Creation</b> 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.	3 Cr.

## *Biology*

<b>BIO 590</b>	<b>Special Topics in Biology</b> 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.	1-3 Cr.
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## *Chemistry*

<b>CHEM 590</b>	<b>Special Topics in Chemistry</b> 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.	1-3 Cr.
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<b>CHEM 592</b>	<b>Special Problems in Chemistry</b> 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.	1-3 Cr.
<i>Chinese Studies</i>		
<b>CHST 501</b>	<b>Advanced Chinese I</b> An intense advanced Chinese language immersion course offered primarily in China that prepares students to improve their level of proficiency in Chinese beyond second year, college-level Chinese. Involves 80 hours of class time. Prerequisite: successful completion of second year, college-level Chinese or equivalent.	3 Cr.
<b>CHST 502</b>	<b>Advanced Chinese II</b> Continuation of CHST 501. Prerequisite: CHST 501, or approval of the director of the Chinese Studies Program.	3 Cr.
<b>CHST 507</b>	<b>Intensified Fourth Year Chinese I</b> (Also offered as FLC 507.) An advanced language course that develops students' proficiency in all language skills.	4 Cr.
<b>CHST 508</b>	<b>Intensified Fourth Year Chinese II</b> (Also offered as FLC 508.) A continuation of CHST 507. Prerequisite: CHST 507.	4 Cr.
<b>CHST 520</b>	<b>Introduction to Chinese Literature</b> An introduction to the field of Chinese literature using selected works in English translation. Some reading may be done in Chinese by qualified students.	3 Cr.
<b>CHST 521</b>	<b>Selected Readings in Chinese Literature</b> 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.	3 Cr.
<b>CHST 531</b>	<b>Contemporary Chinese in Mass Media I</b> (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.	5 Cr.
<b>CHST 532</b>	<b>Contemporary Chinese in Mass Media II</b> (Also offered as FLC 532.) A continuation of CHST 531 with particular emphasis on film and television materials. Prerequisite: CHST 531.	5 Cr.
<b>CHST 541</b>	<b>The Chinese Language</b> Introduction to the historical development of the Chinese language through the study of linguistics, phonetics, and philology. Offered primarily in China.	3 Cr.
<b>CHST 581</b>	<b>Cooperative Education in Chinese</b> Work experience with a cooperating employer. A written report is required. Prerequisites: CHST 507 or equivalent and approval of the program director. S/U grade only.	0.5-3 Cr.
<b>CHST 589</b>	<b>Pedagogical Issues in Teaching the Chinese Language</b> 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.	3 Cr.
<b>CHST 590</b>	<b>Topics in Chinese Studies</b> 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.	1-3 Cr.
<b>CHST 591</b>	<b>Introduction to Classical Chinese I</b> 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.	3 Cr.
<b>CHST 592</b>	<b>Introduction to Classical Chinese II</b> Continuation of study of classical Chinese. Taught primarily in Chinese. Prerequisite: CHST 591.	3 Cr.

<b>CHST 609</b>	<b>Survey of Chinese Literature</b> Survey of classical, modern, and contemporary Chinese literature. Texts will be used in both Chinese and translated form.	3 Cr.
<b>CHST 686</b>	<b>Internship in China</b> 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.	0-3 Cr.
<b>CHST 690</b>	<b>Seminar in Chinese Studies</b> Graduate seminar in special topics relating to specific elements of Chinese culture, literature, politics, commerce, and life. May be repeated when topics vary.	0-6 Cr.
<b>CHST 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>CHST 695</b>	<b>Supervised Reading and Research in Chinese Studies</b> 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.	1-3 Cr.
<b>CHST 696</b>	<b>Graduate Seminar in Chinese Studies I</b> Semi-monthly lecture series covering a variety of current topics relevant to Chinese studies. Fall semester only.	0.5 Cr.
<b>CHST 697</b>	<b>Graduate Seminar in Chinese Studies II</b> A continuation of CHST 696 with a focus on preparing students for careers and assisting in professional development. Spring semester only.	0.5 Cr.
<b>CHST 699</b>	<b>Preparation for Standardized Test</b> Course is designed to prepare students to take standardized Chinese language proficiency test such as HSK, OPT, and WPI. Offered in Spring Semester only.	0-1 Cr.
<b>CHST 795</b>	<b>Master's Thesis</b> 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.	3 Cr.

### *Coaching*

<b>COA 501</b>	<b>Coaching Theory, Methods, and Pedagogy</b> This course covers topics from developing a personal coaching philosophy to implementing a complete practice/game plan. A fundamental theoretical approach to coaching any sport is presented that focuses on scientific findings and analytical thinking in coaching.	2 Cr.
<b>COA 502</b>	<b>Coaching: Leadership and Psychology</b> This course examines techniques and strategies of leadership as applied to athletics, offering practical ways to relate various theories of psychology to the sports world. Topics such as motivation, self-evaluation, and strategy are explored.	2 Cr.
<b>COA 510</b>	<b>Legal and Ethical Issues of Sport</b> This course gives an overview of the relevant and current legal issues presented in the domestic and the international sports world as well as the role the legal system plays within the sports setting. Topics include ethical issues such as sportsmanship, drug use, and cheating at all levels of athletic competition.	2 Cr.
<b>COA 511</b>	<b>Financial Aspects of Sport Management</b> This course examines economic and finance theories applied to sport and administration. Specific topics covered include accounting, economics, finance, budgets, and policy procedures as they relate to the various areas of the sport industry. The course provides the knowledge required to effectively apply basic business concepts to a sport and administrative setting.	2 Cr.

<b>COA 512</b>	<b>Sports Media, Communication, and Networking</b> This course deals with the ever increasing presence of the media in the sports world as well as the pressures coaches face in communicating with parents, administrators, and fans. Coaches learn to utilize their connections within the sports community for the success of their program or for future employment.	2 Cr.
<b>COA 520</b>	<b>Nutrition, Training, and Health</b> This course concentrates on the growth and development of athletes as well as their physical well-being. Training techniques are presented so as to equip coaches with a general knowledge of eating habits and physical development and health.	2 Cr.
<b>COA 521</b>	<b>Sports Medicine and Performance</b> This course provides an overview of the overall development of an athlete. From safety and prevention to advanced therapy for injuries, it offers practical and ethical ways to ensure the well-being of the athlete. Medical conditions common among athletes are discussed, as well as a coach's responsibility for the athlete's health.	2 Cr.
<b>COA 580-589</b>	<b>Coaching Clinics</b> These clinics provide individual opportunities for coaches to have hands-on experience and guidance in their particular sport. Clinics are hosted by the Valparaiso University Athletic Department. These clinics are sports specific. A maximum of 2 credits may be applied to the certificate.	1 Cr.
<i>Communication</i>		
<b>COMM 500</b>	<b>Graduate Digital Media</b> Overview of the constituent components of digital media (digital cinema and audio, visual communication, and web design), program software, and facilities. May include online course content delivery.	3 Cr.
<b>COMM 503</b>	<b>Sports Media Formats</b> This course serves as an introduction to the sports media industry and focuses on the reporting, producing, and planning that goes into all forms of media. In addition to the how and why of sports media, the ethics of sports journalism and the role of sports in society also will be examined.	3 Cr.
<b>COMM 505</b>	<b>Sports Beat Reporting</b> Detailed study of how to cover a sports beat. Topics include story construction, relationship building, and the art of the interview.	3 Cr.
<b>COMM 507</b>	<b>Sports Production</b> Students will gain experience producing a variety of video projects involving athletic events and team promotions. Students will work closely with the athletic department.	3 Cr.
<b>COMM 511</b>	<b>Organizational Communication</b> This course explores communication theory and practice in complex organizations, including how language and technology shape the contemporary experience of work. A critical cultural perspective on communication allows students to explore how strategic communication and advocacy affect broader discourses about career issues and their resolution in modern life.	3 Cr.
<b>COMM 512</b>	<b>Leadership Communication</b> 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.	3 Cr.
<b>COMM 532</b>	<b>Creative Code</b> This course will explore the aesthetic of experimental code and data-driven graphic design with an emphasis on the programming language, Processing. Through tutorial codes, students will learn how to apply graphic design principles and functions to explore their own projects in Processing.	2+2, 3 Cr.
<b>COMM 561</b>	<b>Advanced Journalism</b> Study and understanding of the various components of reporting and 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.	3 Cr.

<b>COMM 562</b>	<b>Communication Cases and Campaigns</b> In this course students will examine and evaluate real world examples of strategic communication and explore consequences for stakeholders in a variety of contexts, including public relations, corporate communication, organizational communication, and communication law. May involve researching and writing an original case study.	3 Cr.
<b>COMM 570</b>	<b>Communication Law and Ethics</b> 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.	3 Cr.
<b>COMM 572</b>	<b>Intellectual Property</b> This course explores legal rights in nontangible property including creative works. Emphasis placed on copyright and trademark law, software and digital media protection, and unfair competition.	3 Cr.
<b>COMM 590</b>	<b>Special Topics in Communication</b> Selected topics on contemporary issues and themes in communication. May be repeated when topics vary.	1-3 Cr.
<b>COMM 591</b>	<b>Applied Topics in Communication</b> In this course students will apply concepts in communication to the production of student projects in one or more media. May be repeated when topics vary.	0+6, 3 Cr.
<b>COMM 592</b>	<b>Special Topics in Communication Practice and Theory</b> This course provides instruction in a special topic, combining theory and practice in a combination of lecture and lab classes. Consent of instructor required.	2+2, 3 Cr.
<b>COMM 595</b>	<b>Independent Study</b> 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.	3 Cr.
<b>COMM 596</b>	<b>Cinema Production</b> A practical, hands-on introduction to single-camera field production techniques including preproduction, camera operation and aesthetics, lighting, sound recording, and non-linear editing. This course emphasizes the language of visual storytelling and the creative interplay of sound and image. May include online course content delivery.	3 Cr.
<b>COMM 597</b>	<b>Audio Production</b> Provides students with an overview of advanced digital sound recording and audio editing software and hardware. Principles, functions, and operation will be examined through significant audio recording and editing projects.	3 Cr.
<b>COMM 598</b>	<b>Visual Communication</b> Instruction and hands-on application in the design, production, and distribution of content for print and digital delivery. Provides students with principles of design, typography, composition, and graphics, as well as principles of communication including audience adaptation and trends in distribution.	2+2, 3 Cr.
<b>COMM 599</b>	<b>Web Design</b> 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. Prerequisite: COMM 598 or consent of instructor.	2+2, 3 Cr.
<b>COMM 600</b>	<b>Communication Technology Forum</b> Current issues in digital media, including ethical, management, and content developments. Includes online course content delivery. May be taken twice for credit.	1 Cr.
<b>COMM 601</b>	<b>Social Media</b> 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.	3 Cr.



<b>COMM 603</b>	<b>Legal Environment of Digital Media</b> 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 and hosts of online digital media. Emerging topics of digital media creation and distribution are also discussed.	3 Cr.
<b>COMM 645</b>	<b>Intercultural Communication</b> 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.	3 Cr.
<b>COMM 686</b>	<b>Internship in Sports Media</b> An internship involving placement with the Horizon League and/or VU Sports Information Office. A minimum of 80 contact hours are required for each credit. Students must adhere to internship requirements described on department website.	1-3 Cr.
<b>COMM 687</b>	<b>Internship in Digital Media</b> Placement in a work setting related to digital media, requiring a minimum of 80 contact hours for each credit. Students must adhere to internship requirements described on department website.	1-3 Cr.
<b>COMM 700</b>	<b>Graduate Project I in Digital Media</b> 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.	3 Cr.
<b>COMM 701</b>	<b>Graduate Project II in Digital Media</b> 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.	3 Cr.
<i><b>Comparative Global Inquiry</b></i>		
<b>CGI 601</b>	<b>Global Strategies</b> 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.	1 Cr.
<b>CGI 680</b>	<b>Project Development</b> 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.	2 Cr.
<b>CGI 792</b>	<b>Cross-Cultural Project I</b> 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: CGI 601 and approval of advisor and dean.	3 Cr.
<b>CGI 793</b>	<b>Cross-Cultural Project II</b> Continuation of CGI 792 at the second international residency site. A minimum 25-page review of methods and findings is required. Prerequisite: CGI 792 and approval of advisor and dean.	3 Cr.
<b>CGI 799</b>	<b>Cross-Cultural Thesis</b> Capstone project, building upon reviews generated for CGI 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: CGI 793 and approval of advisor and dean.	4 Cr.

## *Counseling*

<b>COUN 530</b>	<b>Child and Adolescent Development</b> Study of the maturational, cognitive, social, and behavioral changes associated with infancy, childhood, and adolescence.	3 Cr.
<b>COUN 532</b>	<b>Adulthood and Aging</b> Examination of adult development from the end of adolescence to old age from a psychological perspective.	3 Cr.
<b>COUN 535</b>	<b>Psychology of Personality</b> Examination of the central concepts in personality theory, including the self-concept, basic motives, emotional conflicts, mechanisms of adjustment, and personality integration.	3 Cr.
<b>COUN 545</b>	<b>Community Counseling</b> This course provides an overview of the variety of community counseling agencies that employ mental health counselors. An exploration of the foundations of mental health counseling; mental health service delivery, mental health assessment including assessment for mental disorders, and preventative mental health concepts will be briefly reviewed. The contextual dimensions of a variety of community agencies will be explored.	3 Cr.
<b>COUN 550</b>	<b>Psychological Foundations of Management</b> (Also offered as MGT 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.	2 Cr.
<b>COUN 570</b>	<b>Assessment in Counseling: Testing and Appraisal</b> Principles and methods of psychological measurement and evaluation with application to specific testing situations. Prerequisite: a course in statistics or research methods.	3 Cr.
<b>COUN 575</b>	<b>Human Neuropsychology in Counseling and School Settings</b> 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.	3 Cr.
<b>COUN 591</b>	<b>Special Topics in Counseling</b> Selected topics in counseling based on the interest areas of students and faculty.	1-3 Cr.
<b>COUN 602</b>	<b>Research Methods</b> 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.	3 Cr.
<b>COUN 620</b>	<b>Human Development: Biological and Learned Bases of Behavior</b> 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.	3 Cr.
<b>COUN 625</b>	<b>Social and Cultural Bases of Behavior</b> 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.	3 Cr.
<b>COUN 635</b>	<b>Introduction to Psychopathology</b> 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.	3 Cr.
<b>COUN 642</b>	<b>Advanced Psychopathology</b> 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.	3 Cr.

<b>COUN 651</b>	<b>Leadership and Team Development</b> (Also offered as MGT 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.	3 Cr.
<b>COUN 652</b>	<b>Developing People</b> (Also offered as MGT 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.	3 Cr.
<b>COUN 660</b>	<b>Helping Relationships: Counseling Theories</b> Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.	3 Cr.
<b>COUN 662</b>	<b>Helping Relationships: Counseling Processes</b> Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the process of psychotherapy. Prerequisite: COUN 660.	3 Cr.
<b>COUN 664</b>	<b>Career Counseling: Appraisal and Intervention</b> 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.	3 Cr.
<b>COUN 665</b>	<b>Family Counseling and Dynamics</b> An examination of family dynamics and the use of counseling techniques to help families in distress.	3 Cr.
<b>COUN 667</b>	<b>Clinical Addiction Theories and Treatment</b> (Also offered as LCAC 667.) An examination of the complexity of addiction and its biological, psychological, behavioral, and social aspects, special populations such as gender and sexual orientation, the spectrum of types of addiction, co-occurring mental disorders, as well as racial, ethnic, and cultural differences. Exploration in the treatment of addictions as a chronic disease, identifying best practices, individualizing treatment using effective treatment plans, strategies, and techniques. Examine addiction across the life span and the changing landscape in the addictions field.	3 Cr.
<b>COUN 668</b>	<b>Group Counseling</b> 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.	3 Cr.
<b>COUN 685</b>	<b>Counseling Practicum</b> A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. A minimum of 120 is spent working in a mental health setting under the supervision of an on-site supervisor and a campus faculty member. Prerequisite: satisfactory completion of a pre-practicum review. S/U grade only.	3 Cr.
<b>COUN 686</b>	<b>Counseling Internship I</b> 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 on-site supervisor. Prerequisite: satisfactory completion of COUN 685 and permission of the counselor training coordinator. S/U grade only.	3 Cr.
<b>COUN 687</b>	<b>Counseling Internship II</b> 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. Prerequisite: satisfactory completion of COUN 686 and permission of the counselor training coordinator. S/U grade only.	3 Cr.

<b>COUN 688</b>	<b>Advanced Counseling Internship</b> A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum/internship experiences 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. Prerequisite: satisfactory completion of COUN 687 and permission of the Counselor Training Coordinator. S/U grade only.	3 Cr.
<b>COUN 691</b>	<b>Advanced Topics in Counseling</b> Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.	1-3 Cr.
<b>COUN 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>COUN 693</b>	<b>Foundations of Professional and Ethical Issues in Counseling</b> Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.	3 Cr.
<b>COUN 694</b>	<b>Counseling Proseminar</b> 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.	0 Cr.
<b>COUN 695</b>	<b>Independent Study</b> 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.	1-3 Cr.
<b>COUN 698</b>	<b>Master's Research Proposal</b> 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. S/U grade only.	3 Cr.
<b>COUN 699</b>	<b>Master's Research and Thesis</b> 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. S/U grade only.	3 Cr.

## *Computer Science*

<b>CS 525</b>	<b>Simulation and Modeling</b> 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.	3 Cr.
<b>CS 545</b>	<b>Artificial Intelligence</b> 7 weeks. An introduction to the goals, concepts, and algorithms of artificial intelligence, including both modern techniques and techniques of historical interest. Topics include symbolic and numerical representations, as well as the algorithms for machine reasoning and machine learning. Lab topics include use and implementation of these techniques.	2 Cr.
<b>CS 547</b>	<b>Operating Systems and Networking</b> (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.	4 Cr.

<b>CS 558</b>	<b>Software Design and Development</b> (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.	3+2, 4 Cr.
<b>CS 565</b>	<b>Interactive Computer Graphics</b> 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.	3 Cr.
<b>CS 572</b>	<b>Computability and Computational Complexity</b> 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.	4 Cr.
<b>CS 593</b>	<b>Seminar in Professional Practices</b> (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.	2 Cr.
<i><b>Cyber Security</b></i>		
<b>CYB 520</b>	<b>Operating Systems</b> This course is an introduction to the concepts of modern operating systems. Topics include processes, scheduling, synchronization, virtual memory, file systems, shells, and security. Lab topics include common operating system utilities and commands as well as programming to use OS facilities.	2 Cr.
<b>CYB 540</b>	<b>Assembly Language Programming</b> Students explore fundamentals of the structure of digital computers and an introduction to assembly language programming. Topics include machine instructions, data representation, addressing techniques, and program segmentation and linkage. Prerequisite: IT 500.	2 Cr.
<b>CYB 530</b>	<b>Securing and Administering Systems in Windows Environment</b> This course focuses on overall security processes with particular emphasis on security policy enforcement and compliance in Microsoft Windows environments. This course also provides a survey of security technologies, products, and solutions. Hands-on skill labs focus on Windows group policy, Windows networking security, and security architecture of Windows systems. Windows server and client administration is also discussed.	3 Cr.
<b>CYB 532</b>	<b>Securing and Administering Systems in Linux Environment</b> This course discusses the secure administration of Linux server and client systems. The course will focus on security strategies in implementing Linux systems. Hands-on skill labs focus on Linux firewall design, the installation, configuration, and maintenance of Linux server environments. This course also examines common vulnerabilities and other security issues in Linux operating systems.	3 Cr.
<b>CYB 542</b>	<b>Theory and Practice of Cryptography</b> The course approaches the fundamental principles of cryptography and network security from both theoretical and applied aspects. It considers classical goals of cryptography such as privacy, authenticity, and integrity. Topics include stream and block ciphers, symmetric and asymmetric encryption schemes, message authentication codes, public key encryption, and digital signatures. Additional topics include number theory, traffic analysis, and crypto-attacks.	3 Cr.
<b>CYB 552</b>	<b>Reverse Software Engineering</b> This course is an introduction to the art of determining what a piece of software does and how it works without access to the source code. Students will learn the use of tools that assist in this process including assembler and machine language.	3 Cr.

<b>CYB 572</b>	<b>IT Audit, Monitoring, and Testing</b> This course develops the skills of IT auditing, monitoring, and testing within an organization. Student will prepare audits of technology resources as required by several government regulations. This course utilizes approaches from several IT governance frameworks.	3 Cr.
<b>CYB 582</b>	<b>Networking Infrastructure Security</b> This course introduces the fundamentals of digital network systems and the security issues associated with them. Topics include analysis of switching and routing protocols, OSI, TCP/IP, traffic analysis, network security management, client-server models, DNS and DHCP attacks, web servers and web security, and LAN security.	3 Cr.
<b>CYB 590</b>	<b>Topics in Cyber Security</b> Study of special and timely topics in cyber security. May be repeated more than once when topics differ. Prerequisite might be set by instructor.	1-3 Cr.
<b>CYB 642</b>	<b>Cyber Forensics</b> This course introduces the processes of performing cybercrime investigations. It provides students with both the theoretical and practical foundation on techniques and methods used for extraction of information from digital devices. Students will be exposed to developing and using various computer forensics tools to be used in the cyber forensics process. Both Windows and Unix systems will be used to illustrate typical investigative process.	3 Cr.
<b>CYB 652</b>	<b>Cyber Warfare</b> Cyberspace has become a new battle space equally important with the land, sea, and air. This course will focus on the exploration of what cyberspace is and the role that it plays in both civilian life and military operations. It discusses the technical, tactical, and operational issues from both defensive and offensive sides. This course will also address the emerging policy and regulations, doctrine, and strategy of conducting cyber warfare at the national level. Students will be exposed to the development and use of operational systems and concepts.	3 Cr.
<b>CYB 662</b>	<b>Wireless Security</b> This course introduces system security issues in wireless networks such as wireless local area networks, satellite communications, cellular networks, and wireless personal area networks (Bluetooth, Zigbee, and RFID). Topics include availability, integrity, confidentiality, control of fraudulent usage of networks, jamming, and interception. It teaches students how to develop attacks for wireless networks and appropriate defense mechanisms for them.	3 Cr.
<b>CYB 672</b>	<b>Secure Software Development</b> This course introduces a process for designing secure applications that can withstand attacks. The course also discusses security testing and auditing. It focuses on the security issues a developer faces and common security vulnerabilities and flaws. The course explains security principles, strategies, coding techniques, and tools that can help make code more resistant to attacks. Students will write and analyze code that demonstrates specific secure development techniques.	3 Cr.
<b>CYB 673</b>	<b>CISSP</b> This course is designed to prepare students to sit for the CISSP the exam. This course is an accelerated review course and assumes students have a basic understanding of networks and operating systems. The course will focuses on the ten domains of knowledge as determined by (ISC)2.	1 Cr.
<b>CYB 686</b>	<b>Internship</b> A supervised work experience in a cyber security firm or a cyber security related position. May be repeated. No more than 4 credits of CYB 686 may be applied toward the degree. Prerequisite: GRD 683 and approval by the program director and/or dean of the Graduate School. S/U grade only.	1-3 Cr.
<b>CYB 690</b>	<b>Advanced Topics in Cyber Security</b> Study of special advanced topics in cyber security. May be repeated more than once when topics differ. Prerequisite: 9 credits of CYB course work.	1-3 Cr.
<b>CYB 692</b>	<b>Research Project</b> 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 CYB coursework and the project must be approved prior to registration. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.	1-3 Cr.



<b>CYB 695</b>	<b>Independent Study</b> Investigation of cyber security topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. Prerequisite: 9 credits of CYB coursework and the project must be approved prior to registration. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.	1-3 Cr.
<b>CYB 798</b>	<b>Thesis Proposal and Preparation</b> Supervised preparation for master's thesis, resulting in a detailed research plan and proposal. The plan and proposal must be approved by the candidate's thesis advisor and committee member(s). This course counts as a CYB program elective. Prerequisite: approval of the chair of the department. S/U grade only.	3 Cr.
<b>CYB 799</b>	<b>Thesis</b> Supervised research for master's thesis. A copy of the final thesis must be filed with the Graduate School Office and the University (see the Department's thesis manual for instructions). Prerequisites: approval of the chair of the department and successful completion of CYB 798. S/U grade only.	3 Cr.
<i><b>Economics</b></i>		
<b>ECON 525</b>	<b>Applied Econometrics</b> 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.	3 Cr.
<b>ECON 536</b>	<b>Economics of Developing Nations</b> 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.	3 Cr.
<b>ECON 537</b>	<b>Public Finance</b> 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.	3 Cr.
<b>ECON 539</b>	<b>Money and Banking</b> 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.	3 Cr.
<b>ECON 543</b>	<b>Time Series Analysis</b> (Also offered as STAT 543.) 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.	3 Cr.
<b>ECON 563</b>	<b>Introduction to SAS</b> (Also offered as STAT 563.) This course gives an introduction to SAS, preparing students for the SAS Base Certificate. The certificate exam is optional and requires payment of examination fee. The 3 credit version of the course includes a substantial project that requires the use of SAS. Prerequisite: For the 3 credit version STAT 540, or consent of the instructor.	2-3 Cr.
<b>ECON 573</b>	<b>Applied Data Science</b> A focus on data management, business analytics, predictive analytics, and econometric modeling. Logistic regression, instrumental variables estimation, and other estimation techniques are discussed. Prerequisite: ECON 525 or STAT 540.	3 Cr.
<b>ECON 590</b>	<b>Topics in Economics</b> Intense study of various topics in economics, with varying topics from year to year.	1-3 Cr.
<b>ECON 601</b>	<b>Current Topics in Economics: Micro</b> A basic course in the analysis of contemporary economic issues from a microeconomic perspective. Students apply microeconomic principles to current issues through written assignments, in-class discussion, and class presentations. Topics include consumer choice theory, the theory of the firm, market structure, and government intervention in the marketplace.	0.5 Cr.

<b>ECON 602</b>	<b>Current Topics in Economics: Macro</b> A basic course in the analysis of contemporary economic issues from a macroeconomic perspective. Students apply macroeconomic principles to current issues through written assignments, in-class discussion, and class presentations. Topics include macroeconomic measurement, business cycles, inflation, economic inequality, and monetary fiscal policy.	0.5 Cr.
<b>ECON 621</b>	<b>Managerial Economics</b> 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.	3 Cr.
<b>ECON 622</b>	<b>Global Macroeconomic Business Conditions</b> 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.	3 Cr.
<b>ECON 623</b>	<b>International Economics</b> (Also offered as ICP 623.) 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.	3 Cr.
<b>ECON 626</b>	<b>International Trade</b> 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.	3 Cr.
<b>ECON 627</b>	<b>International Monetary Economics</b> This course examines four key issues in international finance and international macroeconomics: exchange rate determination, balance of payments, international capital budgeting, and exchange rate regimes. Besides studying economic models of international finance, the course will include empirical evaluation and application of these models to current international events.	3 Cr.
<b>ECON 633</b>	<b>Mathematical Economics</b> This course is a study of the explicit links between mathematical tools and their uses in Economics. Mathematical tools are applied to a range of economic fields, including microeconomics, macroeconomics, international trade, labor economics, public economics, and industrial organization. The mathematical tools include matrix algebra, differential calculus, optimization, integral calculus, and differential equations.	3 Cr.
<b>ECON 639</b>	<b>Monetary Theory</b> This course examines financial markets and the effects of money supply changes on the economy. Topics include interest rate measurement and determination, money supply measurement, commercial bank behavior, business cycles, and the interaction between fiscal and monetary policy.	3 Cr.
<b>ECON 686</b>	<b>Internship in Economics</b> Direct, supervised experience in a cooperating business, government, or service agency requiring the use of a student's economics and finance knowledge. Prerequisite: consent of the program director. This course does not count towards the fulfillment of the minimum program requirements.	1-3 Cr.
<b>ECON 690</b>	<b>Topics in Economics</b> Specialized topics dealing with current issues and study in fields related to economics. May be repeated for credit when topics vary.	1-3 Cr.
<b>ECON 695</b>	<b>Independent Study</b> 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.	1-3 Cr.

## *Education*

- ED 504 Educational Psychology** 3 Cr.  
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** 2 Cr.  
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 Literacy and Critical Praxis** 3 Cr.  
This course provides an introduction to media literacy as a critical framework through which to analyze the sociocultural and economic contexts of our production, representation, and engagement with media. Students will explore the role of media in learner social development and content knowledge; draw from critical media education frameworks to analyze representations of discipline content in texts both within and outside of school contexts; and draw from media education instructional strategies to develop media literacy lesson plans that reflect the dialogic relationship between production, text, and audience. Appropriate for elementary, middle, and secondary education students.
- ED 510 Foundations in Emergent and Early Literacy** 3 Cr.  
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 512 Technologies & Collaboration** 0.5 Cr.  
This is a hands-on course with a focus on technologies and collaboration in the classroom. Fellows explore, experience, and analyze instructional strategies that utilize technology for teaching mathematics and science in secondary schools. The topics and experiences of collaboration (co-teaching) ready fellows for entry into school classrooms for the student teaching practicum experience.
- ED 513 CPR/AED and First Aid** 0 Cr.  
This workshop leads to American Red Cross certification in cardio pulmonary resuscitation, automated external defibrillator, and first aid. All students are required to take this course prior to starting field practicum experiences. Fee required.
- ED 514 Suicide Prevention Training** 0 Cr.  
This seminar course addresses suicide prevention in the classroom using Question, Persuade, Refer (QPR), leading to a certificate which is required for licensure in the state of Indiana.
- ED 515 Educational Foundations** 0.5 Cr.  
This course analyzes the structure, function, and purpose of teaching in an urban or rural setting. The course will also focus on topics in school law specific to public, private, and charter schools using case studies and critical incidents.
- ED 518 Curriculum Design and Differentiation** 2 Cr.  
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 523 Methods of Teaching Science** 4 Cr.  
This course will (1) explore the basic orientations that will have survival value in our world, and (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.

<b>ED 524</b>	<b>Methods of Teaching Mathematics in the Elementary School</b> 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.	4 Cr.
<b>ED 527</b>	<b>Methods of Teaching Social Studies</b> 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.	4 Cr.
<b>ED 528</b>	<b>Foundations of Literacy Development</b> 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.	3 Cr.
<b>ED 529</b>	<b>Literacy in the Elementary School</b> 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.	3 Cr.
<b>ED 531</b>	<b>Faith Learning Community</b> Integrated with Valparaíso University's liturgical and worship community this seminar cultivates faith community among aspiring teachers. Each week participants gather and reflect on the vocation of teaching through the lens of one's personal faith. Weekly attendance with a worship community is strongly encouraged.	1 Cr.
<b>ED 553</b>	<b>Spiritual Practices, Teaching, and the Good Life</b> Drawing primarily from the Christian tradition this course explores teaching as fundamentally a spiritual endeavor. In addition to content and pedagogical knowledge the best teachers possess distinctive habits, practices, and ways of seeing. Teacher education research increasingly underscores the importance of dispositions as critical for transformative and effective teaching. This course explores spiritual practices that sustain and nourish human flourishing generally, and excellent teaching dispositions in particular. Although this course invites students to partake and experiment with spiritual practices, no spiritual and/or religious commitments are required.	3 Cr.
<b>ED 554</b>	<b>Faith, Ethics, and Teaching</b> This course explores how faith informs the way we see, and how we teach across the disciplines. Whether intended or not, teachers impart, reinforce, and/or deconstruct students' metaphysical assumptions about human nature and purpose.	3 Cr.
<b>ED 560</b>	<b>Literacies in the Content Areas</b> 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.	3 Cr.
<b>ED 565</b>	<b>Literacy in Socio-Cultural Contexts</b> 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.	3 Cr.
<b>ED 567</b>	<b>English Language Learning Methods</b> This course surveys current theory and practice in planning, implementing and monitoring instruction of linguistically and culturally diverse students in a variety of English language teaching contexts. It focuses on methodologies and techniques for teaching English as a new language, as well as evaluation of materials for various levels and instructional goals. This course includes a 20-hour field experience.	3 Cr.

<b>ED 570</b>	<b>Diversity, Equity, and Education</b> This course focuses on creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. Legal issues and a historical perspective are used to examine the student's civil rights and the ways that prejudice, culture, language diversity, and socioeconomic factors influence the student's academic success or lack of it within the current system and under the current policies. The cultures of students are studied and used in planning and cultivating culturally responsive learning/instruction and positive cultural identity in the family and community relations. 40 clock hours of field experience are required. All students admitted to the teacher education program must take this course.	3 Cr.
<b>ED 572</b>	<b>Data-driven School Improvement</b> 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.	3 Cr.
<b>ED 575</b>	<b>Principles of Middle Level Education</b> 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.	2 Cr.
<b>ED 576</b>	<b>Physical Science, Brief Course</b> This is a condensed version of the ED 577/578 course that is also offered at the Museum of Science and Industry. This course explores concepts related to energy such as energy transformation and conversion, potential and kinetic energy, light, heat, electricity, and more.	3 Cr.
<b>ED 577</b>	<b>Physical Science I</b> This is the first of a two-course required sequence (ED 577/ED 578) offered over the course of one academic year at the Museum of Science and Industry at Chicago. This course explores concepts related to energy such as energy transformation and conversion, potential and kinetic energy, light, heat, electricity, and more.	2 Cr.
<b>ED 578</b>	<b>Physical Science II</b> This is the second of a two-course required sequence (ED 577/ED 578) offered over the course of one academic year at the Museum of Science and Industry at Chicago. This course explores concepts related to energy such as energy transformation and conversion, potential and kinetic energy, light, heat, electricity, and more.	3 Cr.
<b>ED 579</b>	<b>Life Science I</b> This is the first of a two-course required sequence (579 & 592) offered over the course of one academic year at the Museum of Science and Industry at Chicago. Participants will investigate the human body through activities on body systems, genetics, tissues and cells, and medical technology.	2 Cr.
<b>ED 580</b>	<b>Developing Professional Learning Communities</b> 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.	3 Cr.
<b>ED 581</b>	<b>Methods of Teaching English in Secondary Schools</b> Study and practice of instructional methods of teaching English in secondary schools. Fieldwork required.	3 Cr.
<b>ED 582</b>	<b>Methods of Teaching Mathematics in Secondary Schools</b> Study and practice of instructional methods of teaching mathematics in secondary schools. Fieldwork required.	3 Cr.
<b>ED 583</b>	<b>Methods of Teaching Social Studies in Secondary Schools</b> Study and practice of instructional methods of teaching social studies in secondary schools. Fieldwork required.	3 Cr.
<b>ED 584</b>	<b>Methods of Teaching Science in Secondary Schools</b> Study and practice of instructional methods of teaching science in secondary schools. Fieldwork required.	3 Cr.

<b>ED 585</b>	<b>Teaching Chinese Literature</b> This course teaches key writers and works which have had a lasting impact on China and Chinese communities around the world, both ancient and modern with two primary aims: increase candidate knowledge and appreciation of Chinese literature, and learn a variety of strategies for teaching these works to native, heritage, and foreign language learners in secondary schools.	2 Cr.
<b>ED 586</b>	<b>Educational Art: Methods and Materials Workshop</b> This course provides the prospective teacher with studio experience in the selection, organization, and use of two- and three- dimensional art and craft materials. Students will learn to format lesson plans in accordance with state and national standards, following the discipline-based art education model. Field work required.	3 Cr.
<b>ED 587</b>	<b>Methods of Teaching Foreign Language in Secondary Schools</b> Study and practice of instructional methods of teaching foreign language in secondary schools. Fieldwork required.	3 Cr.
<b>ED 588</b>	<b>Methods of Teaching Art in Secondary Schools</b> Study and practice of instructional methods of teaching art in secondary schools. Fieldwork required.	3 Cr.
<b>ED 589</b>	<b>Methods of Teaching Chinese in Elementary Schools</b> This course builds knowledge and skills of contextualized language instruction, instructional planning, use of assessment for learning, use of technologies, and development of instructional strategies and skills through engagement with current research and practice in teaching foreign language at the elementary school-level based on the ACTFL standards. Course includes a field component.	3 Cr.
<b>ED 590</b>	<b>Current Problems in Education</b> An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.	1-3 Cr.
<b>ED 591</b>	<b>Investigation of Contemporary Topics in Science</b> This course includes modules focused on issues in contemporary science that require some basic understanding of multiple disciplines from the set of biology, chemistry, earth science, mathematics, and/or physics. Classroom lectures and discussions will provide the basic science and mathematical content knowledge required to explore interdisciplinary science issues. The laboratory will provide an environment in which the students will construct numerical models of complex physical systems.	3 Cr.
<b>ED 592</b>	<b>Life Science II</b> This is the second of a two-course required sequence (579 & 592) offered over the course of one academic year at the Museum of Science and Industry at Chicago. Participants will investigate the human body through activities on body systems, genetics, tissues and cells, and medical technology.	3 Cr.
<b>ED 593</b>	<b>Life Science, Brief Course</b> This is a condensed version of the ED 579/592 course that is also offered at the Museum of Science and Industry. Participants will investigate the human body through activities on body systems, genetics, tissues and cells, and medical technology.	3 Cr.
<b>ED 595</b>	<b>Transition to US Education Systems</b> This course is specifically geared for international students seeking to obtain a Master's in Education at Valparaiso University. It focuses on issues on related to teaching in a US K-12 context.	1 Cr.
<b>ED 597</b>	<b>Earth Systems Science I</b> This is the first of a two-course required sequence (597 & 598) offered over the course of one academic year at the Museum of Science and Industry at Chicago. Participants will explore the interconnected systems of Earth through our unique Great Lakes perspective, and learn how climate has changed and continues to change through time.	2 Cr.
<b>ED 598</b>	<b>Earth Systems Science II</b> This is the second of a two-course required sequence (597 & 598) offered over the course of one academic year at the Museum of Science and Industry at Chicago. Participants will explore the interconnected systems of Earth through our unique Great Lakes perspective, and learn how climate has changed and continues to change through time.	3 Cr.



<b>ED 599</b>	<b>Earth Systems Science, Brief Course</b> This is a condensed version of the ED 597/598 course that is also offered at the Museum of Science and Industry. Participants will explore the interconnected systems of Earth through our unique Great Lakes perspective, and learn how climate has changed and continues to change through time.	3 Cr.
<b>ED 604</b>	<b>Foundations of Educational Psychology</b> This course will examine the contributions that psychology can make to educational practice. Students will explore child development theories, learning, and motivation. The implications of psychological theory for educational research and practice will be central. Other topics include: social and cognitive processes, learner differences and learner needs, diversity issues in education and psychology, motivation in learning and teaching, creating learning environments, and teaching and assessing.	2 Cr.
<b>ED 610</b>	<b>Research in Education</b> 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.	3 Cr.
<b>ED 611</b>	<b>Teacher Research</b> 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.	3 Cr.
<b>ED 612</b>	<b>Decision Making in Curriculum and Instruction</b> 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.	3 Cr.
<b>ED 617</b>	<b>Assessment and Management of the Learning Environment</b> 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.	3 Cr.
<b>ED 621</b>	<b>Teaching of Religion</b> 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.	1 Cr.
<b>ED 622</b>	<b>Living and Learning in Community</b> 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.	1 Cr.
<b>ED 623</b>	<b>Mentoring I</b> 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 peer/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.	0.5 Cr.
<b>ED 624</b>	<b>Living and Learning in Community</b> 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.	1 Cr.

<b>ED 625</b>	<b>Mentoring II</b> 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 peer/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.	0.5 Cr.
<b>ED 626</b>	<b>Internship in Education I</b> 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.	2.5 Cr.
<b>ED 627</b>	<b>Internship in Education II</b> 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.	2.5 Cr.
<b>ED 628</b>	<b>Internship in Education III</b> 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.	2.5 Cr.
<b>ED 629</b>	<b>Internship in Education IV</b> 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.	2.5 Cr.
<b>ED 630</b>	<b>Supervised Teaching</b> 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.	10 Cr.
<b>ED 631</b>	<b>STEM Learning Communities</b> This course promotes the development of cohorts among participants and supports them through mentoring and collaborative initiatives. Fellows engage in an ongoing cycle of questions that promote deep team (cohort) learning, which enhances fellow effectiveness. The course also provides aspiring teachers an opportunity for meaningful collaboration, through which students work together to analyze and improve their classroom practice.	0-1 Cr.
<b>ED 635</b>	<b>Clinical Practicum</b> Graduate STEM Teacher Education Program students co-teach with a licensed classroom teacher in an urban school setting for a minimum of 14 weeks during the semester. Note that this course is repeated for credit: 3 credits in the fall term and 6 credits in the spring term and is for GSTEP students only.	3-6 Cr.
<b>ED 651</b>	<b>Seminar: Efficacy in Professional Practice</b> 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.	0 Cr.

<b>ED 652</b>	<b>Seminar: Research</b> 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.	1 Cr.
<b>ED 665</b>	<b>Diagnosis of Reading Difficulties</b> 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.	3 Cr.
<b>ED 666</b>	<b>Clinical Practicum in Reading</b> Guided experience in clinical practice in reading instruction with emphasis on specific remedial theory and techniques. Prerequisite: ED 665 or the equivalent.	3 Cr.
<b>ED 667</b>	<b>Research in Reading</b> 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.	3 Cr.
<b>ED 671</b>	<b>Cultural Leadership in a Multicultural Society</b> 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.	3 Cr.
<b>ED 688</b>	<b>Statistical Interpretation for School Program Evaluation</b> (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.	2 Cr.
<b>ED 690</b>	<b>Seminar in Education</b> 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.	1-3 Cr.
<b>ED 692</b>	<b>Research Project</b> 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.	2-3 Cr.
<b>ED 693</b>	<b>Capstone Project</b> This is a continuation of the research capstone project initiated in ED 692.	2 Cr.
<b>ED 695</b>	<b>Independent Study</b> 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.	1-3 Cr.
<b>ED 699</b>	<b>Thesis</b> 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.	3 Cr.

## *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.

<b>ENGL 502</b>	<b>Introduction to Professional Writing</b>	3 Cr.
	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, and electronic communication technologies in the workplace.	
<b>ENGL 509</b>	<b>Literature of the Medieval Period</b>	3 Cr.
	A survey of medieval English lyric, ballad, narrative, drama, and romance (including Chaucer), with attention to intellectual, religious, and social background materials.	
<b>ENGL 510</b>	<b>Shakespeare</b>	3 Cr.
	Close readings of representative plays: histories, comedies, and tragedies.	
<b>ENGL 511</b>	<b>Introduction to Technical Writing</b>	3 Cr.
	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 non-specialist to understand what the problem is and how it was (or can be) solved.	
<b>ENGL 512</b>	<b>New Literacies, Technologies, and Cultures of Writing</b>	3 Cr.
	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.	
<b>ENGL 520</b>	<b>Literature of the Sixteenth and Seventeenth Centuries</b>	3 Cr.
	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.	
<b>ENGL 521</b>	<b>Intermediate Composition</b>	3 Cr.
	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.	
<b>ENGL 523</b>	<b>Short Story Writing</b>	3 Cr.
	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.	
<b>ENGL 524</b>	<b>Poetry Writing</b>	3 Cr.
	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.	
<b>ENGL 525</b>	<b>Creative Nonfiction</b>	3 Cr.
	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.	
<b>ENGL 530</b>	<b>Literature of the Restoration and Eighteenth Century</b>	3 Cr.
	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.	

<b>ENGL 531</b>	<b>Advanced Composition</b> 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.	3 Cr.
<b>ENGL 541</b>	<b>History of the English Language</b> An introduction to the development of modern English from Indo-European with emphasis upon structure and vocabulary.	3 Cr.
<b>ENGL 542</b>	<b>Modern English Grammar</b> An introduction to such recent linguistic developments as structural grammar and transformational-generative grammar.	3 Cr.
<b>ENGL 543</b>	<b>Introduction to Linguistics</b> 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.	3 Cr.
<b>ENGL 544</b>	<b>Sociolinguistics: Language Across Cultures</b> 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).	1-3 Cr.
<b>ENGL 545</b>	<b>The Theory and Practice of Tutoring Writing</b> This course introduces the theory and practice of tutoring writing and explores the unique pedagogical opportunities afforded by working individually with student writers. The course will introduce students to current writing center theory and address a range of practical issues, such as negotiating goals during writing tutorials, structuring sessions, and providing feedback. Chair's approval required.	3 Cr.
<b>ENGL 550</b>	<b>British Literature of the Nineteenth Century</b> 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.	3 Cr.
<b>ENGL 556</b>	<b>The Novel</b> A study of representative English novels of the eighteenth and nineteenth centuries, with discussion of the social background.	3 Cr.
<b>ENGL 565</b>	<b>Studies in American Literature*</b> 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.	3 Cr.
<b>ENGL 568</b>	<b>Teaching of English to Speakers of Other Languages: Theory and Methods</b> 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.	3 Cr.
<b>ENGL 569</b>	<b>Teaching of English to Speakers of Other Languages: Methods and Practices</b> A study of practical applications of language learning involved in methods of teaching vocabulary, reading, and writing, with special attention to different cultural backgrounds. 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.	3 Cr.
<b>ENGL 570</b>	<b>Modern and Contemporary Fiction</b> 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.	3 Cr.

<b>ENGL 572</b>	<b>Modern and Contemporary Drama</b> Readings of significant works by British, American, and Anglophone playwrights since 1900, as well as some possible attention to related influential writings from other time periods or languages.	3 Cr.
<b>ENGL 575</b>	<b>Modern and Contemporary Poetry</b> Readings of significant works by British, American, and Anglophone poets since 1900, as well as some possible attention to related influential writings from other time periods or languages.	3 Cr.
<b>ENGL 578</b>	<b>Literature for Children</b> 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.	3 Cr.
<b>ENGL 579</b>	<b>Literature for Adolescents</b> 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.	3 Cr.
<b>ENGL 580</b>	<b>Topics in Writing*</b> 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).	2-3 Cr.
<b>ENGL 590</b>	<b>Topics in Literature*</b> 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).	2-3 Cr.
<b>ENGL 591</b>	<b>Seminar in Professional Writing*</b> 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.	3 Cr.
<b>ENGL 592</b>	<b>Seminar in Creative Writing</b> 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.	3 Cr.
<b>ENGL 594</b>	<b>Topics in Language</b> An open-topic course, which may concern a single issue in language or linguistics (e.g. Language and Gender, Lexicography: Dictionaries and Dictionary Writing, Genre Analysis: Culture and Rhetoric, Exploring English for Academic Purposes).	3 Cr.
<b>ENGL 602</b>	<b>Computer Assisted Language Learning (CALL)</b> 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.	3 Cr.
<b>ENGL 603</b>	<b>Seminar in Literature for Children</b> 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.	3 Cr.
<b>ENGL 609</b>	<b>Topics in Writing</b> Readings and lectures in the theory of writing; practice in analyzing essays and in writing various forms of non-fiction prose; study of the principles of teaching writing. Topics might include memoir writing, the theory and practice of teaching composition, or the pedagogy of professional and technical writing. The course may be repeated when topics vary.	3 Cr.



<b>ENGL 610</b>	<b>Topics in American Literature and Culture</b> 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.	3 Cr.
<b>ENGL 612</b>	<b>ESL Curriculum and Assessment</b> 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.	3 Cr.
<b>ENGL 613</b>	<b>ESL Grammar</b> 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.	3 Cr.
<b>ENGL 614</b>	<b>Seminar in ESL</b> 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).	3 Cr.
<b>ENGL 684</b>	<b>Observation in English</b> Exposure to and guidance in the teaching of English to non-native adult speakers. Students spend approximately 50 clock hours for each academic credit. Can be taken concurrently with 2 credits of ENGL 685. Prerequisite: satisfactory completion of 12 graduate credits.	1 Cr.
<b>ENGL 685</b>	<b>Practicum in English</b> 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 non-native 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.	1-3 Cr.
<b>ENGL 686</b>	<b>Internship</b> 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.	1-3 Cr.
<b>ENGL 690</b>	<b>Studies in Literary Periods*</b> 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.	1-3 Cr.
<b>ENGL 691</b>	<b>Studies in Literary Themes and Topics*</b> 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).	1-3 Cr.
<b>ENGL 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>ENGL 695</b>	<b>Independent Study</b> 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.	3 Cr.

<b>ENGL 795</b>	<b>Master's Thesis</b> 3 Cr. 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.
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## *Foreign Languages and Literatures*

### *Chinese*

<b>FLC 507</b>	<b>Intensified Fourth Year Chinese I</b> 4 Cr. (Also offered as CHST 507.) An advanced language course that develops students' proficiency in all language skills.
<b>FLC 508</b>	<b>Intensified Fourth Year Chinese II</b> 4 Cr. (Also offered as CHST 508.) A continuation of FLC 507. Prerequisite: FLC 507.
<b>FLC 531</b>	<b>Contemporary Chinese in Mass Media I</b> 5 Cr. (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.
<b>FLC 532</b>	<b>Contemporary Chinese in Mass Media II</b> 5 Cr. (Also offered as CHST 532.) A continuation of FLC 531 with particular emphasis on film and television materials. Prerequisite: FLC 531.

### *Geography*

<b>GEO 501</b>	<b>Regional Geographies of the World</b> 3 Cr. 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.
<b>GEO 504</b>	<b>Advanced Geomorphology</b> 3 Cr. A study of the principles and analysis of complex geomorphic processes and the resulting landforms. Students will enhance their knowledge of physiographic processes and topographic form through laboratory exercises and field trips. Prerequisite: consent of the instructor.
<b>GEO 515</b>	<b>Advanced Geographic Information Systems (GIS)</b> 3 Cr. 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.
<b>GEO 560</b>	<b>Data Analysis</b> 3 Cr. (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.
<b>GEO 566</b>	<b>Profession of Geography</b> 3 Cr. 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."
<b>GEO 570</b>	<b>Political Geography</b> 3 Cr. 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.

<b>GEO 574</b>	<b>Historical Geography of the United States</b> 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.	3 Cr.
<b>GEO 575</b>	<b>Culture, Nature, Landscape</b> 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.	3 Cr.
<b>GEO 585</b>	<b>Field Study</b> 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.	0+4, 1-3 Cr.
<b>GEO 590</b>	<b>Selected Topics in Geography</b> 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.	1-3 Cr.
<b>GEO 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>GEO 695</b>	<b>Independent Study</b> 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.	3 Cr.

### *Graduate School*

<b>GRD 500</b>	<b>Graduate Academic Success</b> This course is designed to help students from diverse cultural backgrounds learn and adjust to the expectations and requirements deemed necessary for academic success across all Valparaiso University graduate programs. This course will build-upon information presented at the Graduate School's International Graduate Student Orientation. Sequenced opportunities for collaboration and communication (verbal and written) will be integrated throughout the curriculum sequence.	0-1 Cr.
<b>GRD 683</b>	<b>Career and Professional Development</b> 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 résumé 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.	0-1 Cr.

### *Health Care Administration*

<b>HMP 501</b>	<b>Understanding Health Care Organizations</b> An introduction to the field to establish professional identity and understand health care systems. This course also exposes students to the many issues and challenges, including those dealing with ethics, surrounding the health care field. Topics may include organizational structures, legal and ethical issues, government policies, community health, managing information, managing people, and managing resources.	3 Cr.
<b>HMP 510</b>	<b>Project Management</b> Development of concepts and skills related to project management. Emphasis on learning and applying concepts in the Project Management Body of Knowledge and how those concepts relate to health care organizations.	3 Cr.

<b>HMP 520</b>	<b>Financial Management</b> 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.	3 Cr.
<b>HMP 620</b>	<b>Information Management in Health Care</b> Students learn to understand health informatics as the intersection of information technology, computer science, and health care. They gain broad exposure to the field of health informatics with an emphasis on its application to various clinical and related environments (medicine, nursing, pharmacy, laboratory, public health), and the role of the health informaticist in bridging clinical care and information technology. Students are exposed to core concepts and technologies, including terminologies, data standards, development approaches/strategies, data security, and privacy.	3 Cr.
<b>HMP 624</b>	<b>Health Informatics I: Health Information Systems and Clinical Data</b> Students develop a comprehensive understanding of electronic health record systems, their architecture, and application. Students apply systems analysis and design theory to the development of health information systems and learn principles of object-oriented programming and relational databases; processes for assessing and modeling user requirements and data structures; the role of data standards in systems design; and data warehousing strategies. Students apply these concepts to a variety of situations, with the course culminating in a business plan for the implementation and configuration of a specific EHR to address the needs of a specific clinical environment. Prerequisite: HMP 620.	3 Cr.
<b>HMP 625</b>	<b>Health Informatics II: Clinical and Public Health Decision Support</b> Focus on evidence-based medicine and the role of decision support tools in bringing informatics to the bedside. Topics cover clinical decision support systems, common data sources and medical algorithms, and data mining techniques, and the applications and limitations of decision support as a supplement to clinical judgment. Prerequisite: HMP 620.	3 Cr.
<b>HMP 627</b>	<b>Data Assurance and Security in Health Care</b> Examines how computer security and privacy impact electronic health information and exchange, ranging from EHRs and telemedicine, to mobile devices and robotic surgical instruments. Students learn basic security concepts; analyze securing systems and sanitize data; examine privacy, identity, and attribution; and are exposed to incident response, auditing, and forensics. Prerequisite: HMP 620.	3 Cr.
<b>HMP 640</b>	<b>Quality Health Care Management</b> The planning and control of operations and processes in health service organizations, including design for the future of health care. Topics include aggregate planning, facility location and community resources, patient and family-centered care, layout, environmentally responsible systems, capacity planning, management of human resources, inventory management, and project management. Models are developed to maximize output while ensuring high employee standards, morale, and benefits.	3 Cr.
<b>HMP 642</b>	<b>Strategic Planning in Health Care</b> Principles of strategic planning, implementation, and assessment as applied to health services. Students develop a strategic plan that includes goals, objectives, action steps, and assessment procedures in a unit within their health care organization.	3 Cr.
<b>HMP 644</b>	<b>Research and Program Evaluation</b> Understanding research protocols, designs, and strategies used to garner and verify knowledge in the field of health care, with special attention to procedures designed for program evaluation.	3 Cr.
<b>HMP 650</b>	<b>Managing People and Human Resources</b> Focus on recruiting, training, and developing human resources thereby enabling employees to be competent performers within organizations. In addition, strategies for developing as an effective leader and team member in the field of health care are covered.	3 Cr.

<b>HMP 662</b>	<b>Health in the Community</b> Understanding the role of health education and health resources in the community, including securing community support and investment. Topics include prevention and control of chronic health conditions, efficient use of community health services and resources, volunteer agencies, disease and injury prevention, women's health, substance use, and other relevant issues.	3 Cr.
<b>HMP 664</b>	<b>Financial and Economic Aspects of Aging</b> Economic consequences of population aging and the economic status of the aged. Includes topics such as income adequacy in old age, dependency, work income, and retirement income planning as a means to economic security for ensuring individual health, health care, and longevity.	3 Cr.
<b>HMP 665</b>	<b>Managing Elder Facilities</b> Treatment of issues specific in the design, implementation, and management of facilities designed to serve the elder population, including assisted living, long-term care, hospice, and other specialized facilities.	3 Cr.
<b>HMP 667</b>	<b>Aging Process and Interventions</b> Overview of physiological changes resulting from the aging process, along with problems that typically occur after age 50. Discussion includes both chronic and acute conditions, diagnosis, prognosis, and treatment strategies.	3 Cr.
<b>HMP 668</b>	<b>Elder Law</b> As a growing percentage of the general population, senior citizens face complex financial management and health care issues that 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.	3 Cr.
<b>HMP 670</b>	<b>Legal Issues and Compliance in Health Care</b> Understanding health laws and regulation from both the patient and corporate viewpoints, including regulatory laws, labor law, patients' rights, liability, third party providers, and contract law.	3 Cr.
<b>HMP 671</b>	<b>Ethics in Health Care</b> Broad coverage of the challenges and dilemmas facing the health care enterprise using the case study method to arrive at ethical and moral decision making. Includes examination of personal beliefs and prejudices that often influence actions. Topics vary but generally include access, cost, quality of care; organizational ethics and risk; professional codes of conduct; principles of patient autonomy and rights; and issues within the community.	3 Cr.
<b>HMP 672</b>	<b>Forensic Health: Scope and Issues</b> Overview of forensic science, including its history and scope and how the field intersects with health issues and management. Topics may include forensic assessment and the collection and preservation of evidence, with focus on issues surrounding health, injury, disease, trauma, and death investigation. Includes discussion of legal and medical issues.	3 Cr.
<b>HMP 673</b>	<b>Forensic Health: Victims and Offenders</b> Forensic health issues as they relate to victims of violent crimes, such as intra-familial violence, sexual violence, workplace violence, homicide, and hate crimes. Content also includes overview of issues as they relate to perpetrators of violent crimes, including interfamilial violence, sexual violence, workplace violence, homicide, and terrorism, as well as crime classifications. Special topics include needs and rights of victims and perpetrators, juvenile offenders, and correctional health systems.	3 Cr.
<b>HMP 674</b>	<b>Forensic Law</b> Basics of civil and criminal law, particularly as issues relate to health, well-being, and sickness and disease. Issues such as provocation, intent, guilt, punishment, deterrence, and rehabilitation will be covered.	3 Cr.
<b>HMP 675</b>	<b>Organizational and Government Policy in Health Care</b> A course that addresses the economics and financing of health policy, need and demand by the public, and quality and effectiveness of the services including issues of public health preparedness, prevention, long-term care, and mental illness.	3 Cr.

## *History*

### *European History*

- HIST 504 European Imperialism and the Colonial Experience** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
Study of the political, socio-economic, 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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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.



<b>HIST 521</b>	<b>The American Revolution, 1763-1789</b> 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.	3 Cr.
<b>HIST 523</b>	<b>Civil War and Reconstruction</b> Study of the great watershed conflict in American history, with special emphasis on the problems of Black Americans.	3 Cr.
<b>HIST 524</b>	<b>Depression and War: The United States, 1929-1945</b> 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.	3 Cr.
<b>HIST 525</b>	<b>The Age of Anxiety: United States since 1945</b> An examination of the post-war American response to the prospect of living in an uncertain world.	3 Cr.
<b>HIST 527</b>	<b>History of Chicago</b> A study through readings and discussion of Chicago's development from a frontier village to a bustling town to the "Second City" to a post-industrial metropolis.	3 Cr.
<b>HIST 529</b>	<b>Revolution! Insurgence in Latin America</b> 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.	3 Cr.
<b>HIST 533</b>	<b>Latin America in the Cold War Era</b> 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."	3 Cr.
<b>HIST 535</b>	<b>Modern Mexico: Competing Visions of the Nation</b> 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.	3 Cr.
<b>HIST 594</b>	<b>Beats and Hippies</b> 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.	3 Cr.

### *Non-Western History*

<b>HIST 541</b>	<b>Revolution and Its Roots: The Making of Modern China</b> The decline of traditional civilization resulting from domestic crises and foreign pressures, and the search for a new orthodoxy in the Chinese revolution.	3 Cr.
<b>HIST 542</b>	<b>Tragedy and Triumph: The Making of Modern Japan</b> 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 post-war world.	3 Cr.
<b>HIST 555</b>	<b>Modern Middle Eastern History</b> 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.	3 Cr.

## *Specialized Offerings in History*

- HIST 590 Topics in History** 1-3 Cr.  
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** 2-3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 1-3 Cr.  
Selected topics on contemporary issues and themes in history. May be repeated for credit when topics vary.
- HIST 695 Independent Study** 3 Cr.  
Investigation of a special topic through readings under supervision of a faculty advisor. 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** 3 Cr.  
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 590 Current Topics in Humane Education** 1-3 Cr.  
An intensive study of an area of humane education. Topics, credit, and content depend on the instructor's choice and student interest. Maybe repeated more than once when topics differ.
- HUED 601 Research Methods** 3 Cr.  
(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** 3 Cr.  
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 challenges in ways that foster solutions that work for all. Prerequisite: completion of or concurrent enrollment in HUED 501.

<b>HUED 620</b>	<b>Animal Protection</b> 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 non-human 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.	3 Cr.
<b>HUED 630</b>	<b>Human Rights</b> 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.	3 Cr.
<b>HUED 640</b>	<b>Culture and Change</b> 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.	3 Cr.
<b>HUED 650</b>	<b>Humane Education Residency</b> 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.	3 Cr.
<b>HUED 685</b>	<b>Practicum in Humane Education</b> 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.	1-3 Cr.
<b>HUED 692</b>	<b>Research Project</b> 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.	1-3 Cr.
<b>HUED 695</b>	<b>Independent Study</b> 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.	1-3 Cr.

<b>HUED 698</b>	<b>Master's Thesis Proposal</b> This course constitutes the first of two courses related to the completion of the Master's Thesis. It involves completion of a literature review and research proposal that are the basis of the thesis/research project (HUED 699). Prerequisite: completion of or concurrent enrollment in HUED 601 or ED 610, completion of at least 12 credits in the program, and an overall GPA of 3.000.	3 Cr.
<b>HUED 699</b>	<b>Master's Thesis</b> Implementation, writing, and defense of the Master's Thesis project. Prerequisite: successful completion of HUED 698 (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.	3 Cr.
<i>Information Technology</i>		
<b>IT 502</b>	<b>Introduction to Programming</b> A first course in problem-solving through algorithm development and analysis and software design. Students design and write elementary and intermediate sized programs, including intensive study of Java or other programming language(s) of similar scale and complexity. An introduction to the best practices for professional/ industry grade programming is included.	3 Cr.
<b>IT 510</b>	<b>Introduction to Information Technology</b> Reviews the academic discipline of IT, including pervasive IT themes, IT history, organizational issues, and relationship of IT to other computing disciplines. This also includes practicum to illustrate the nature of platforms and technologies currently employed in industry.	2 Cr.
<b>IT 530</b>	<b>Operating Systems</b> An introduction to the concepts of modern operating systems. Topics include processes, scheduling, synchronization, virtual memory, file systems, shells, and security. Lab topics include common operating system utilities and commands, as well as programming to use OS facilities.	2 Cr.
<b>IT 533</b>	<b>Data Mining</b> (Also offered as AMOD 533.) Data mining is a broad area that integrates techniques from several fields, including machine learning, statistics, pattern recognition, artificial intelligence, and database systems, for the analysis of large volumes of data. This course gives a wide exposition of these techniques and their software tools. Prerequisite: IT 502.	3 Cr.
<b>IT 535</b>	<b>Networking</b> An introduction to the concepts of computer networks, with an emphasis on Internet Protocol. Topics include the OSI layered model, network and transport layer protocols, design goals, and security. Lab topics include common network information and configuration utilities, as well as programming to use network facilities. Prerequisite: IT 502.	2 Cr.
<b>IT 540</b>	<b>Web Programming</b> An introduction to web technology covering a number of specific systems such as html, php, SQL, JavaScript, and XML. A laboratory component provides hands-on experience. Prerequisite: IT 502.	2 Cr.
<b>IT 558</b>	<b>Software Development and Programming</b> Students explore the specification, design, implementation, documentation, testing, and management of software systems, and fundamentals of graphics and graphical user interfaces. The course includes a group project, directed by the instructor, to design and develop a usable software system.	3 Cr.
<b>IT 560</b>	<b>Mobile Computing</b> This class provides experience creating applications in a mobile device environment such as Android, IOS, or Windows Mobile. Topics include the model, view, controller paradigm, user interaction, hardware device interaction, and common patterns of application behavior. Prerequisite: IT 502.	2 Cr.
<b>IT 590</b>	<b>Topics in Information Technology</b> Study of special and timely topics in information technology. May be repeated more than once when topics differ. Prerequisite: instructor approval.	1-3 Cr.

<b>IT 600</b>	<b>Ethics in Information Technology</b> Introduces students of information technology to concepts of philosophy relative to ethics, and applies those concepts to the field of information technology.	3 Cr.
<b>IT 603</b>	<b>Information Management</b> 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. Prerequisite: IT 502.	3 Cr.
<b>IT 604</b>	<b>Project Management</b> 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.	3 Cr.
<b>IT 630</b>	<b>User Interface</b> Discussion and application of the concepts of human-computer interaction, including human factors, performance analysis, cognitive processing, usability studies, environment, and training.	3 Cr.
<b>IT 632</b>	<b>Instructional Design in Information Technology</b> 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.	3 Cr.
<b>IT 640</b>	<b>System Integration and Administration</b> 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. Prerequisite: IT 502 and IT 510.	3 Cr.
<b>IT 642</b>	<b>Information Assurance</b> This course presents an introduction to information assurance and data security. Critical thinking skills regarding systems are developed in the context of both low level attributes and large scale contexts. Vulnerabilities, encryption, and forensics tools are examined in relation to these areas. Prerequisites: IT 502 and IT 510.	3 Cr.
<b>IT 644</b>	<b>Technology, Law, and Policy</b> This course explores the legal, regulatory, and policy framework of information technology, cybersecurity, cyber warfare, and cybercrime. Students will be exposed to professional standards and practices, national and international laws governing this field, and organizations involved in the formulation of such laws and policies. Additionally, this course will examine topics related to privacy, intellectual property, and regulations used to mitigate cyber threats and cyber-attacks in both governmental and non-governmental organizations.	3 Cr.
<b>IT 646</b>	<b>Hacking Techniques and Counter-Measures</b> The study of several ethical hacking techniques and principles needed for a security expert in today's world. Students will acquire in-depth knowledge of network security. Prerequisite: IT 502.	3 Cr.
<b>IT 648</b>	<b>Risk Management</b> This course examines the essential business issues, information technology infrastructure, and the foundations of information technology risk management. Students apply IT risk management topics to information security and assurance and focus on managerial policy and strategies used in the selection of technology solutions.	3 Cr.
<b>IT 652</b>	<b>Integrative Programming and Technologies</b> 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. Prerequisite: IT 502.	3 Cr.

<b>IT 654</b>	<b>Internet and Web Technologies</b> 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. Prerequisite: IT 502.	3 Cr.
<b>IT 664</b>	<b>Natural Language Technologies</b> This course looks at a variety of IT applications that process language with an overview of how each can be applied in ordinary IT, how the technology is obtained, and the mathematical and algorithmic principles behind each. Topics vary each time, but may include spelling correction, text summarization, information retrieval, speech recognition, interactive voice response, fonts and character sets, internationalization of software and web sites, machine translation, chatterbots, IP telephony, and opinion mining. Prerequisite: IT 502.	2 Cr.
<b>IT 670</b>	<b>Professional Development</b> Understanding the social and professional context of information technology and computing, and developing skills relevant to professional conduct and advancement. Prerequisite: IT 502 and IT 510.	3 Cr.
<b>IT 686</b>	<b>Internship</b> A supervised work experience in an IT organization or IT-related position. No more than 3 credits of IT 686 and 787 may be applied to the degree. Prerequisite: GRD 683 and approval by the program director or dean of the Graduate School. S/U grade only.	1-3 Cr.
<b>IT 787</b>	<b>Advanced Internship</b> A second supervised work experience in an IT organization or IT-related position. Responsibilities and experience must differ from IT 686. No more than 3 credits of IT 686 and 787 may be applied to the degree. Prerequisite: IT 686 and approval by the program director or dean of the Graduate School. S/U grade only.	1-3 Cr.
<b>IT 790</b>	<b>Advanced Topics in Information Technology</b> Study of special advanced topics in information technology. May be repeated more than once when topics differ. Prerequisite: 9 credits of IT coursework.	1-3 Cr.
<b>IT 792</b>	<b>Research Project</b> 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.	1-3 Cr.
<b>IT 795</b>	<b>Independent Study</b> 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.	1-3 Cr.
<b>IT 798</b>	<b>Thesis Proposal and Preparation</b> Supervised preparation for master's thesis, resulting in a detailed research plan and proposal. The plan and proposal must be approved by the candidate's thesis advisor and committee member(s). This course counts as an IT program elective. Prerequisite: approval of the program director. S/U grade only.	3 Cr.
<b>IT 799</b>	<b>Thesis</b> Supervised research for master's thesis. A copy of the final thesis must be filed with the Graduate School Office and the University (see the department's thesis manual for instructions). Prerequisites: approval of the program director and successful completion of IT 798. S/U grade only.	3 Cr.

### *International Commerce and Policy*

<b>ICP 540</b>	<b>International Finance</b> 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.	3 Cr.
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<b>ICP 560</b>	<b>Public Policy: Role of Government and Non- Governmental Organizations</b> Effects of public policy in public, nonprofit, and NGO administration. Emphasis on global and international issues, approaches, and organizations.	3 Cr.
<b>ICP 590</b>	<b>Topics in International Commerce and Policy</b> Topics in business, law, politics, history, administration, and other fields that may be of interest to ICP students.	1-3 Cr.
<b>ICP 610</b>	<b>International Commerce and Policy: Case Studies</b> 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.	3 Cr.
<b>ICP 612</b>	<b>International Business Relationships</b> 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.	3 Cr.
<b>ICP 613</b>	<b>Future of Business in a Global Economy</b> 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.	3 Cr.
<b>ICP 614</b>	<b>International Marketing</b> 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.	3 Cr.
<b>ICP 615</b>	<b>New Venture Creation</b> 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.	3 Cr.
<b>ICP 616</b>	<b>Import and Export: Planning and Procedure</b> This course will focus primarily on the knowledge, skills, and insight needed to manage imports and exports in order to achieve an organization's strategic objectives. Companies acknowledge the need to export and compete internationally as a means of locating new customers and expanding beyond a domestic market. To do so, companies that intend to, or currently, trade in the world market must hire staff that is knowledgeable and qualified in this area.	3 Cr.
<b>ICP 620</b>	<b>Cross-Cultural Management</b> (Also offered as AE 620.) 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 which underpin international management principles.	3 Cr.
<b>ICP 621</b>	<b>Global Leadership and Team Development</b> (Also offered as AE 621, LS 621, and KIN 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.	3 Cr.
<b>ICP 623</b>	<b>International Economics</b> (Also offered as ECON 623.) 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.	3 Cr.

<b>ICP 650</b>	<b>World Bank Global Issues</b> 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 first-hand 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.	3 Cr.
<b>ICP 661</b>	<b>International Political Economy</b> (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.	3 Cr.
<b>ICP 662</b>	<b>International Competitiveness, Politics, and Policies</b> 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.	3 Cr.
<b>ICP 663</b>	<b>Comparative Public Policy</b> 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.	3 Cr.
<b>ICP 670</b>	<b>Law and Legal Principles</b> (Also offered as AE 675, KIN 671, LS 670, 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.	3 Cr.
<b>ICP 671</b>	<b>International Business Transactions</b> 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.	3 Cr.
<b>ICP 677</b>	<b>Public International Law</b> 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.	3 Cr.
<b>ICP 678</b>	<b>International Commerce and Trade Law</b> 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.	3 Cr.
<b>ICP 686</b>	<b>Internship in International Commerce and Policy</b> 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.	1-3 Cr.
<b>ICP 690</b>	<b>Advanced Topics in International Commerce and Policy</b> Specialized topics dealing with current and relevant areas of study related to international commerce, law, politics, business, and cultural issues.	0-3 Cr.
<b>ICP 692</b>	<b>Research in International Commerce and Policy</b> 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.	3 Cr.

<b>ICP 695</b>	<b>Independent Study</b> Investigation of a special topic through readings under supervision of a faculty advisor. 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.	1-3 Cr.
<b>ICP 699</b>	<b>Seminar in Global Strategies</b> 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.	0.5 Cr.
<b>ICP 795</b>	<b>Master's Thesis</b> 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.	3 Cr.
<i><b>Kinesiology</b></i>		
<b>KIN 590</b>	<b>Special Topics in Physical Education</b> 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, and current issues in physical education. May be repeated when topics vary. Prerequisite: consent of the instructor and chair of the department.	1-3 Cr.
<b>KIN 610</b>	<b>Psychology of Sport</b> A study of the competitive sports experience, with emphasis on the multi-dimensional factors involved in the psychology of sport.	3 Cr.
<b>KIN 615</b>	<b>Research Methods in Sport and Physical Education</b> 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: a course in statistics.	3 Cr.
<b>KIN 620</b>	<b>Women and Sports</b> Historical perspectives as well as psychological, sociological, and physiological implications of women's participation in sport.	3 Cr.
<b>KIN 621</b>	<b>Global Leadership and Team Development</b> (Also offered as AE 621, 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.	3 Cr.
<b>KIN 625</b>	<b>Sports Ethics</b> 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.	3 Cr.
<b>KIN 630</b>	<b>Sport and Society</b> A study of the role of sports in society and the effects of culture and society on sports.	3 Cr.
<b>KIN 633</b>	<b>Management and Development of Facilities</b> The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities.	3 Cr.
<b>KIN 643</b>	<b>Sports Marketing, Promotions, and Fund- Raising</b> 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.	3 Cr.

<b>KIN 653</b>	<b>Financial Aspects of Sport</b> 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.	3 Cr.
<b>KIN 670</b>	<b>Sport and the Law</b> Focus on developing an understanding of the role the legal system plays in recreation, interscholastic, collegiate, and professional sports.	3 Cr.
<b>KIN 671</b>	<b>Law and Legal Principles</b> (Also offered as AE 675, ICP 670, LS 670, 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.	2 Cr.
<b>KIN 686</b>	<b>Internship in Sports Administration</b> 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 department chair.	1-6 Cr.
<b>KIN 690</b>	<b>Special Topics in Physical Education</b> Examines a variety of current topics in Physical Education and Sports Administration. May be repeated for credit when topics vary.	3 Cr.
<b>KIN 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>KIN 695</b>	<b>Independent Study</b> 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.	0-3 Cr.
<b>KIN 795</b>	<b>Master's Thesis</b> 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.	3 Cr.

## *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.

<b>LS 501</b>	<b>Academic and Research Strategies</b> This course focuses on broad transition issues with special emphasis on academic study skills, writing, and library research. Class sessions are interactive and focused on personal and academic growth. May not count toward a graduate degree program without prior approval. May be taken up to three times for credit.	1 Cr.
<b>LS 555</b>	<b>Ethics in Business</b> 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.	2-3 Cr.
<b>LS 590</b>	<b>Topics in Liberal Studies</b> 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.	1-3 Cr.
<b>LS 591</b>	<b>Topics in Ethics</b> Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business.	1-3 Cr.

<b>LS 604</b>	<b>Intensive English Language</b> Intensive English language instruction for non-native 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.	3 Cr.
<b>LS 605</b>	<b>English for Business</b> 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.	4 Cr.
<b>LS 606</b>	<b>English for Academic Purposes</b> Development of listening and speaking skills through classroom discussion and out-of-class activities for non-native 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.	3 Cr.
<b>LS 608</b>	<b>Professional Writing and Research</b> 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.	3 Cr.
<b>LS 610</b>	<b>Seminar in the Humanities</b> 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.	3 Cr.
<b>LS 620</b>	<b>Seminar in the Social Sciences</b> 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 through 640 are required for most MALS degrees. Normally offered every fall and spring.	3 Cr.
<b>LS 621</b>	<b>Global Leadership and Team Development</b> (Also offered as AE 621, ICP 621, and KIN 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.	3 Cr.
<b>LS 630</b>	<b>Seminar in the Natural Sciences</b> 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.	3 Cr.
<b>LS 640</b>	<b>Seminar in the Fine Arts</b> 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.	3 Cr.

## Course Offerings

<b>LS 645</b>	<b>Evolving American Identities</b> 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.	3 Cr.
<b>LS 648</b>	<b>Music Studio</b> 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.	1 Cr.
<b>LS 650</b>	<b>Seminar in Religion, Culture, and Value</b> 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.	3 Cr.
<b>LS 655</b>	<b>Ethics and Professional Responsibility I</b> 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.	3 Cr.
<b>LS 656</b>	<b>Ethics and Professional Responsibility II</b> 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.	3 Cr.
<b>LS 659</b>	<b>Integrative Project in Ethics</b> 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.	3 Cr.
<b>LS 660</b>	<b>Classic and Contemporary Masterworks</b> This course covers classic and contemporary readings by major authors. Designed as a discussion seminar and frequently offered as part of a continuing education program, the course may include non-degree-seeking participants from the community. Topics vary. MALS students may complete 3 credits (two semesters) of LS 660 as an elective during two semesters in the program.	1.5 Cr.
<b>LS 670</b>	<b>Law and Legal Principles</b> (Also offered as AE 675, ICP 670, KIN 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.	2 Cr.
<b>LS 685</b>	<b>Practicum</b> 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.	3 Cr.
<b>LS 686</b>	<b>Internship</b> 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.	1-3 Cr.
<b>LS 690</b>	<b>Advanced Topics in Liberal Studies</b> 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 non-traditional formats and for less than 3 credits.	0-3 Cr.



<b>LS 691</b>	<b>Advanced Topics in Ethics</b> 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.	1-3 Cr.
<b>LS 692</b>	<b>Research Project in Liberal Studies</b> 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.	3 Cr.
<b>LS 693</b>	<b>Seminar in Liberal Studies</b> Seminars are designed for students who are capable of significant independent work and making major contributions to the course.	1-3 Cr.
<b>LS 694</b>	<b>Learning through Service</b> 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.	1-6 Cr.
<b>LS 695</b>	<b>Independent Study</b> 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.	1-3 Cr.
<b>LS 696</b>	<b>Independent Study in Ethics</b> 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.	3 Cr.
<b>LS 697</b>	<b>Study/Travel Abroad</b> 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.	3 or 6 Cr.
<b>LS 698</b>	<b>Study/Travel USA</b> 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.	3 Cr.
<b>LS 770</b>	<b>Integrated Graduate and Law Study</b> Active graduate school status for students pursuing a dual degree in the Valparaíso University Law School and the Graduate School. Intended only for dual JD/master's degree students not registered for regular graduate coursework.	0 Cr.
<b>LS 795</b>	<b>Master's Thesis</b> 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.	3 Cr.
<b><i>Licensed Clinical Addictions Counselor</i></b>		
<b>LCAC 630</b>	<b>Psychopharmacology</b> A review of neurochemical and drug action in the central nervous system, with attention the mechanisms and dynamics of psychoactive drugs, both prescriptive and recreational.	3 Cr.

<b>LCAC 667</b>	<b>Clinical Addiction Theories and Treatment</b> (Also offered as COUN 667.) An examination of the complexity of addiction and its biological, psychological, behavioral, and social aspects, special populations such as gender and sexual orientation, the spectrum of types of addiction, co-occurring mental disorders, as well as racial, ethnic, and cultural differences. Exploration in the treatment of addictions as a chronic disease, identifying best practices, individualizing treatment, using effective treatment plans, strategies, and techniques. Examine addiction across the life span and the changing landscape in the addictions field.	3 Cr.
<b>LCAC 668</b>	<b>Group and Family Counseling</b> An examination of theory and practice in group dynamics, group processes, group counseling, family group counseling, intensive group counseling for special populations, addiction intervention, and consultation in evidence based protocols. Includes significant experiential components.	3 Cr.
<b>LCAC 685</b>	<b>Practicum in Addiction Counseling</b> An exposure to the application of counseling principles and practices, typically through shadowing and observation, in a setting related to counseling addiction services. Includes on-campus group supervision. For LCAC licensure, a minimum of 360 contact hours is required between LCAC 685 and 686, with each credit hour requiring at 120 hours. S/U grade only.	1-3 Cr.
<b>LCAC 686</b>	<b>Internship in Addiction Counseling</b> A supervised experience in addictions counseling in an appropriate addictions counseling service. Includes on-campus group supervision. For LCAC licensure, a minimum of 360 contact hours is required between LCAC 685 and 686, with each credit hour requiring at 120 hours. S/U grade only.	1-3 Cr.

### *Mathematics and Computer Science*

<b>MATH 520</b>	<b>Dynamical Systems</b> 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.	3 Cr.
<b>MATH 521</b>	<b>Mathematical Models of Infectious Disease</b> 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. This course is usually offered online during the summer sessions.	3 Cr.
<b>MATH 522</b>	<b>Optimization</b> 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.	3 Cr.
<b>MATH 523</b>	<b>Game Theory</b> 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. Usually offered only during summer sessions.	3 Cr.
<b>MATH 530</b>	<b>Partial Differential Equations</b> 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.	3 Cr.
<b>MATH 534</b>	<b>Complex Variables</b> A study of mathematics in the complex plane, including analytic functions, derivatives, power and Laurent series, integrals, residues, and conformal mapping, with applications to partial differential equations. Usually offered in the fall semester of even numbered years.	3 Cr.
<b>MATH 570</b>	<b>Numerical Analysis</b> 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.	3 Cr.

<b>MATH 571</b>	<b>Experimental Mathematics</b> 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.	3 Cr.
<b>MATH 590</b>	<b>Advanced Topics in Mathematics</b> 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.	1-3 Cr.
<b>MATH 592</b>	<b>Research in Mathematics</b> 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.	3 Cr.
<b>MATH 595</b>	<b>Independent Study in Mathematics</b> Advanced topics in mathematics under the supervision of a faculty member. Written work is required. Prerequisite: consent of the chair of the department.	1-3 Cr.
<i>Meteorology</i>		
<b>MET 530</b>	<b>Numerical Weather Prediction</b> 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.	3 Cr.
<b>MET 535</b>	<b>Radar Meteorology</b> 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.	3 Cr.
<b>MET 540</b>	<b>Global Climate Change</b> 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.	3 Cr.
<b>MET 560</b>	<b>Data Analysis</b> (Also offered as GEO 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.	3 Cr.
<b>MET 569</b>	<b>Atmospheric Thermodynamics</b> 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.	3 Cr.
<b>MET 572</b>	<b>Atmospheric Dynamics I</b> 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.	3+2, 4 Cr.
<b>MET 573</b>	<b>Atmospheric Dynamics II</b> 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.	3+2, 4 Cr.

<b>MET 580</b>	<b>Synoptic Scale Forecasting and Analysis</b> 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 weather phone service. Prerequisites: MET 573 and consent of instructor.	3+2, 4 Cr.
<b>MET 581</b>	<b>Mesoscale Analysis and Forecasting</b> 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, slope/valley flows, mountain waves, and polar lows. Atmospheric stability, convection theory, atmospheric discontinuities, severe convention, MCCs, and analysis and forecast methods are examined. Prerequisite: MET 580.	3+2, 4 Cr.
<b>MET 585</b>	<b>Field Study in Meteorology</b> 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.	0+4, 3 Cr.
<b>MET 586</b>	<b>Internship in Meteorology</b> 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.	1-6 Cr.
<b>MET 590</b>	<b>Selected Topics in Meteorology</b> 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.	1-3 Cr.

## *Music*

<b>MUS 590</b>	<b>Topics in Music</b> 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.	1-3 Cr.
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## *Performance*

<b>MUAP 503</b>	<b>Studio Instruction</b> Studio Instruction in piano, harpsichord, orchestral and band instruments, voice, guitar, organ, and composition. Permission of the chair of the department required.	1-3 Cr.
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## *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.

<b>MUEN 550</b>	<b>Choirs</b> VU Men's Choir, VU Women's Choir, Valparaiso University Chorale, Kantorei. Admission by audition only.	
<b>MUEN 552</b>	<b>Bands</b> Concert Band, Luce Band, Jazz Ensemble. Admission by audition only. Also Community-University Band, audition not required.	
<b>MUEN 554</b>	<b>Orchestra</b> University Symphony Orchestra. Admission by audition only.	
<b>MUEN 556</b>	<b>Music/Theatre Workshop</b> Admission by audition only.	

- MUEN 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 require audition or prior consultation with the instructor.
- MUEN 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.

## *Political Science*

- POLS 520      Politics of Urban and Metropolitan Areas** 3 Cr.  
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 526      The Presidency** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
A study of political systems in the Western industrialized world. Attention is directed primarily at Western and Eastern Europe, alternately.
- POLS 532      Politics of China and East Asia** 3 Cr.  
This course examines the politics of contemporary China and East Asia. It traces the cultural and historical legacies offered affecting political life and the political process through which nation-state, citizen-subjects, and the organizations and institutions of governance are constructed and interact. It also examines the major political challenges facing the region.
- POLS 533      Politics of Africa** 3 Cr.  
This course explores the economic, social, and political challenges facing Africa today, and places them in historical and global contexts. Key themes include democratization, the origins of conflict, and political and economic development.
- POLS 534      Politics of the Middle East** 3 Cr.  
This course explores the contemporary politics of the Arab world. It focuses on the political development and dynamics of these countries, and their relationships with each other and the rest of the world.
- POLS 536      Politics of Latin America** 3 Cr.  
This course examines the politics of Latin America, with a focus on democracy and economic development. The course includes a brief historical overview, an examination of the fight for democracy, an exploration of citizens' political views, and debate regarding major issues facing the region.
- POLS 538      Gender and Public Policy in Global Perspective** 3 Cr.  
The purpose of this course is to introduce students to the role of gender and politics in different countries throughout the world. The course examines the role of women as political actors and their activities in formal and grassroots politics, and analyzes gender as a variable in public policy in different countries.

<b>POLS 542</b>	<b>Political Ideologies</b> After an introduction to the concept of ideology and various approaches to studying ideologies, the course will examine many of the ideologies that developed during the twentieth century and that continue to shape the world in which we live. Topics for reading and discussion include: liberalism and conservatism, socialism and communism, fascism and nationalism, fundamentalism, liberation theology, feminism, environmentalism, and anarchism. The class will examine what each of these have in common as ideologies, how the proponents of each understand the world, and how each has been used to encourage and control political action.	3 Cr.
<b>POLS 545</b>	<b>The Judicial Process</b> 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.	3 Cr.
<b>POLS 551</b>	<b>American Foreign Policy</b> The various internal and external factors that influence the formulation and execution of U.S. foreign policy are examined. The course will also cover the substance of foreign policy, as well as the major international problems facing the United States today.	3 Cr.
<b>POLS 552</b>	<b>Model United Nations</b> This course provides an orientation to the operations of the United Nations, including current events, pressing international issues, the basics of international law, and some of the protocol and procedures of international diplomacy. The course will assist students in preparing for their roles as distinguished diplomats at one of the Model United Nations conferences held in Indiana or Illinois (attendance required).	3 Cr.
<b>POLS 553</b>	<b>Principles of Peace and Social Justice</b> This course focuses on social responsibility by examining the means of establishing justice, achieving peace, and resolving conflicts nonviolently. The causes, nature, and processes of conflict are reviewed. That conflicts are frequently rooted in injustice requires an understanding of the nature of social justice. These injustices may arise from economic, political, sociological, religious, and/or psychological sources. The nature and methods of nonviolent conflict resolution and reconciliation are also considered.	3 Cr.
<b>POLS 554</b>	<b>International Political Economy</b> The objective of this course is to introduce students to the study of political economy, with an emphasis on the relationship between politics and economics within the context of globalization. The course draws upon concepts and approaches from political science, economics, history, and sociology in order to offer the student a broad introduction to current issues in political economy.	3 Cr.
<b>POLS 560</b>	<b>Public Administration</b> An introduction to the basic principles of administrative organization and management in government.	3 Cr.
<b>POLS 561</b>	<b>Public Policy</b> An introduction to the study of the public policy processes, focusing on the politics and science of policy formulation, execution, and evaluation.	3 Cr.
<b>POLS 571</b>	<b>Constitutional Law I</b> 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.	3 Cr.
<b>POLS 572</b>	<b>Constitutional Law II</b> A continuation of POLS 571, focusing on Supreme Court decisions relating to the Bill of Rights, equal protection, due process, and related topics.	3 Cr.
<b>POLS 590</b>	<b>Advanced Topics in Political Science</b> An intensive study of topics in the process, policies, and functions of political science (e.g., political parties, political psychology, etc.). May be repeated for credit if topics differ.	3 Cr.
<b>POLS 591</b>	<b>Advanced Topics in International Relations I</b> An intensive study of topics in the process, policies, and functions of international relations or comparative political science (e.g., comparative political parties, political institutions, etc.). May be used to fulfill either an International Relations requirement or a Comparative requirement, when topics are appropriate (as determined by the department chair). May be repeated for credit if topics are different.	3 Cr.

<b>POLS 661</b>	<b>International Political Economy</b> (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.	3 Cr.
<b>POLS 690</b>	<b>Topics in Political Science</b> 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.	1-3 Cr.
<i>Psychology</i>		
<b>PSY 550</b>	<b>Human Cognition</b> Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.	3 Cr.
<b>PSY 560</b>	<b>History and Systems of Psychology</b> 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.	3 Cr.
<b>PSY 565</b>	<b>Psychology and Law</b> The application of psychological knowledge to the legal system. Topics include eyewitness testimony, jury decision-making, the insanity defense, jury selection, and lie detection.	3 Cr.
<b>PSY 590</b>	<b>Special Topics in Psychology</b> Selected topics based on the special interest areas of students and faculty.	1-3 Cr.
<b>PSY 670</b>	<b>Introduction to Law and Legal Principles</b> (Also offered as AE 675, ICP 670, KIN 671, and LS 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.	3 Cr.
<b>PSY 687</b>	<b>Psychology Internship</b> 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. S/U grade only. Prerequisite: permission of the counseling training director.	1-3 Cr.
<b>PSY 690</b>	<b>Special Topics in Psychology</b> 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.	1-3 Cr.
<b>PSY 700</b>	<b>Law and Psychology: Integrative Project</b> 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. S/U grade only.	3 Cr.



## *School Psychology*

<b>SPSY 540</b>	<b>Learning Exceptionalities</b> (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.	3 Cr.
<b>SPSY 590</b>	<b>Special Topics in School Psychology</b> Topics of interest to the field of school psychology, with content, topic, and credit dependent on student and instructor interest.	1-3 Cr.
<b>SPSY 600</b>	<b>Introduction to School Services and Educational Systems</b> 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.	3 Cr.
<b>SPSY 610</b>	<b>Academic Achievement: Assessment for Intervention</b> 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.	3 Cr.
<b>SPSY 630</b>	<b>Cognitive Ability: Assessment for Intervention</b> 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.	3 Cr.
<b>SPSY 640</b>	<b>Professional Issues, Ethics, and Law</b> 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.	3 Cr.
<b>SPSY 650</b>	<b>Socialization and Development of Life Skills</b> 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.	3 Cr.
<b>SPSY 660</b>	<b>Consultation in School and Community Settings</b> 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.	3 Cr.
<b>SPSY 679</b>	<b>Practicum in School Psychology</b> A 125-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. S/U grade only.	3 Cr.

<b>SPSY 681</b>	<b>Practicum in School Psychology</b> A 125-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. S/U grade only.	3 Cr.
<b>SPSY 683</b>	<b>Internship in School Psychology</b> 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. S/U grade only.	6 Cr.
<b>SPSY 684</b>	<b>Internship in School Psychology</b> Continuation of internship experience in a school or educational agency for a total of 1200 hours. S/U grade only.	0 Cr.
<b>SPSY 688</b>	<b>Statistical Interpretation for School Program Evaluation</b> (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.	2 Cr.
<b>SPSY 690</b>	<b>Advanced Topics in School Psychology</b> Advanced study in the field of school psychology, with content, topic, and credit dependent on student and instructor interest.	1-3 Cr.
<i><b>Sociology and Criminology</b></i>		
<b>SOC 510</b>	<b>Development of Sociological Theory</b> 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.	3 Cr.
<b>SOC 511</b>	<b>Criminological Theory</b> Study of the major sociological theories of crime. Considers how crime is defined and measured, and how society responds to criminal behavior.	3 Cr.
<b>SOC 515</b>	<b>Mass Media and Society</b> This course examines the overall structure and scope of the media as a social institution. Students will explore the social factors (e.g., economics, politics, technology, law, and culture) that shape media messages and the way in which media images and meanings frame social issues and affect public discourse and individual beliefs. Topics include social inequality (based on race, ethnicity, social class, and gender), media representations, social change, and public policy, among others.	3 Cr.
<b>SOC 520</b>	<b>Research Methods in Sociology</b> Strategies for developing and testing hypotheses: comparison of basic and applied research goals; methods of generating and organizing data; computer-aided elementary analysis. Skills are taught through small-scale projects whenever possible.	3 Cr.
<b>SOC 525</b>	<b>Urban Sociology</b> 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.	3 Cr.
<b>SOC 526</b>	<b>Drugs in Society</b> 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.	3 Cr.

<b>SOC 540</b>	<b>Gender</b> 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.	3 Cr.
<b>SOC 550</b>	<b>Police in Society</b> 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.	3 Cr.
<b>SOC 560</b>	<b>Penology</b> 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.	3 Cr.
<b>SOC 570</b>	<b>Sociology of Law</b> 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.	3 Cr.
<b>SOC 590</b>	<b>Issues in Sociology</b> 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.	1-3 Cr.
<b>SOC 591</b>	<b>Issues in Criminology and Criminal Justice</b> 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.	1-3 Cr.
<b>SOC 620</b>	<b>Seminar in Criminal Justice and Criminology</b> Critical review of current theory, practice, and research in criminology and penology, or criminal justice. Prerequisite: approval of the chair of the department.	1-3 Cr.
<b>SOC 690</b>	<b>Seminar in Sociology</b> 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.	1-3 Cr.
<b>SOC 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>SOC 695</b>	<b>Independent Study</b> 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.	3 Cr.

### *Special Education*

<b>SPED 540</b>	<b>Learning Exceptionalities</b> (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.	3 Cr.
<b>SPED 541</b>	<b>Assistive Technology</b> 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.	1 Cr.

<b>SPED 547</b>	<b>Characteristics of Individuals with Mild Disabilities</b> 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.	3 Cr.
<b>SPED 548</b>	<b>Initial Preparation in Special Education</b> 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.	1-3 Cr.
<b>SPED 550</b>	<b>Models of Collaboration and Consultation in Special Education</b> 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.	3 Cr.
<b>SPED 551</b>	<b>Applied Behavior Analysis</b> 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.	3 Cr.
<b>SPED 566</b>	<b>Teaching Reading to Students with Disabilities</b> 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.	3 Cr.
<b>SPED 590</b>	<b>Current Issues in Special Education</b> 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.	1-3 Cr.
<b>SPED 644</b>	<b>Assessment in Special Education</b> 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.	3 Cr.
<b>SPED 645</b>	<b>Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-12)</b> 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.	3 Cr.

<b>SPED 646</b>	<b>Advanced Practicum in Special Education</b> 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.	1-3 Cr.
<b>SPED 690</b>	<b>Seminar in Education</b> An intensive study of a significant topic in special education. May be repeated for credit if the topics vary.	1-3 Cr.
<b>SPED 692</b>	<b>Research Project in Special Education</b> 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.	3 Cr.
<b>SPED 695</b>	<b>Independent Study</b> 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.	3 Cr.
<b>SPED 699</b>	<b>Master's Thesis</b> Supervised research for master's thesis. The thesis may be a review paper or research project submitted in APA style to 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.	3 Cr.
<i>Statistics</i>		
<b>STAT 540</b>	<b>Statistics for Decision Making</b> 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 non-parametric methods.	3 Cr.
<b>STAT 541</b>	<b>Probability</b> 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. Recommended preparation: a statistics course and a calculus course.	4 Cr.
<b>STAT 542</b>	<b>Mathematical Statistics</b> This course in mathematical statistics is based on the background of STAT 541. Topics include Central Limit Theorem, covariance, moments, estimation, tests of hypotheses, and sampling theory. Prerequisite: STAT 541 or an equivalent course.	3 Cr.
<b>STAT 543</b>	<b>Time Series Analysis</b> (Also offered as ECON 543.) 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. Students will participate in periodic computer lab sessions with the software SAS. Prerequisite: STAT 540.	3 Cr.
<b>STAT 544</b>	<b>Stochastic Processes</b> This course focuses on the modeling and analysis of stochastic processes arising from a wide range of applications. Topics include discrete-time Markov chains, Poisson processes, continuous-time Markov chains, queueing theory, and decision theory. Recommended preparation: A linear algebra course and an introductory statistics course.	3 Cr.

**STAT 563 Introduction to SAS** 3 Cr.  
(Also offered as ECON 563) An introductory course to the statistical analysis software SAS. Topics include basic SAS programming, creating SAS data sets from external files, creating and managing variables, reading raw data in fixed fields, reading free-format data, reading date and time values, producing descriptive statistics, SAS functions, SAS plots, one-sample tests, two- sample tests, and linear regression. Recommended preparation: At least one course in statistics.

**STAT 590 Advanced Topics in Statistics** 3 Cr.  
An intensive study of selected topics, methods, techniques, and problems in applied statistics. Only offered when there is sufficient demand. Prerequisites will depend on the content.

## *Theatre*

**THTR 537 American Theatre** 3 Cr.  
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, 3 Cr.  
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** 1-3 Cr.  
Selected topics and themes of current interest. Topics may vary. May be repeated for credit when topics are different.

**THTR 595 Independent Study** 3 Cr.  
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*

### *Biblical Studies Courses*

**THEO 511 Understanding the Old Testament** 3 Cr.  
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** 3 Cr.  
A study of the history and theology of the New Testament with attention to its rootage in the Old Testament.

**THEO 514 The Pentateuch** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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 610 Advanced Topics in Biblical Study** 3 Cr.  
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** 3 Cr.  
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.

### *Foundations of Christianity Courses*

**THEO 523 Reformation Theology** 3 Cr.  
A study of major theological developments of the sixteenth-century reform movements, both Protestant and Catholic.

**THEO 524 Christianity in America** 3 Cr.  
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** 3 Cr.  
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** 3 Cr.  
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 620 Advanced Topics in Christian History** 3 Cr.  
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.

### *Theology and Ethics Courses*

**THEO 530 Christian Theology in the Eighteenth and Nineteenth Centuries** 3 Cr.  
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 533 Black Theology and Black Church** 3 Cr.  
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.

**THEO 545 The Church in the World** 3 Cr.  
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** 3 Cr.  
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 630 Advanced Topics in Contemporary Theology** 3 Cr.  
A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology, and liberation theology. May be repeated if topics vary.



<b>THEO 640</b>	<b>Advanced Topics in Religious Ethics</b> An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics vary.	3 Cr.
<b>THEO 643</b>	<b>Marriage and Sexuality</b> 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.	3 Cr.
<b>THEO 644</b>	<b>Religion in the Age of Science</b> 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.	3 Cr.

### *Religions of the World Courses*

<b>THEO 561</b>	<b>Indian Religions and Culture</b> A study of religious traditions of India, viewed through both popular devotional practices and religious texts and rituals.	3 Cr.
<b>THEO 562</b>	<b>Islamic Religion and Culture</b> 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.	3 Cr.
<b>THEO 563</b>	<b>Religions of China and Japan</b> A study of the religious traditions (Confucianism, Taoism, Buddhism, and Shinto) of China and Japan.	3 Cr.
<b>THEO 567</b>	<b>Topics in South Asian Religions</b> A study of a selected topic in the religions of South Asia. May be repeated for credit if topics are different.	3 Cr.
<b>THEO 568</b>	<b>Topics in Abrahamic Religions</b> 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.	3 Cr.
<b>THEO 660</b>	<b>Advanced Topics in the History of Religions</b> 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.	3 Cr.
<b>THEO 665</b>	<b>Toward Understanding Islam</b> 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.	3 Cr.

### *Pre-Professional Courses*

<b>THEO 550</b>	<b>Studies in Practical Theology</b> 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.	3 Cr.
<b>THEO 551</b>	<b>Theology of Diaconal Ministry</b> 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.	3 Cr.
<b>THEO 553</b>	<b>Clinical Education for Ministry</b> 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.	3 Cr.

<b>THEO 556</b>	<b>Church Music and Liturgical Theology</b> An intensive academic study of the history and practices of music and liturgy in Christian churches with an emphasis on the Lutheran heritage. Study includes both primary liturgical theology (participation in a variety of liturgical expressions), and secondary liturgical theology (reflection on liturgical forms and structure). Topics include theologies and practices of music, history of hymnody, and music in worship. Open to graduate theology majors; other non-majors may be admitted by permission of the instructor.	3 Cr.
<b>THEO 653</b>	<b>Clinical Deaconess Education</b> 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.	3 Cr.
<b>THEO 680</b>	<b>Practicum in Theology and Ministry</b> 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.	1-4 Cr.
<b>THEO 681</b>	<b>Basic Homily Preparation</b> 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.	1 Cr.

### *Advanced Study Courses*

<b>THEO 590</b>	<b>Topics in Theology</b> Selected topics based on special interests of students and faculty. This course may be repeated for credit if the selected topics vary.	1-3 Cr.
<b>THEO 690</b>	<b>Advanced Topics in Theology</b> 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.	1-3 Cr.
<b>THEO 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>THEO 695</b>	<b>Independent Study</b> 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.	1-3 Cr.

## College of Business

### *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.

<b>BUS 601</b>	<b>Managerial Economics</b> Applied microeconomic theory, statistics, and mathematics are used in the process of managerial decision making. Using problems and short case studies, topics such as estimating demand, cost, productivity, and pricing policies are discussed.	3 Cr.
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<b>ACC 610</b>	<b>Accounting Information for Decision Analysis</b> 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 prepare students with limited background in accounting for a middle or senior management role.	3 Cr.
<b>FIN 620</b>	<b>Financial Analysis</b> 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.	3 Cr.
<b>MKT 630</b>	<b>Marketing in a Global Environment</b> 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.	3 Cr.
<b>IDS 641</b>	<b>Quantitative Methods in Management</b> This course is intended to be a survey course that covers a selected set of commonly used analytical tools appropriate for business applications. Topics may include regression, time-series analysis, optimization, and decision trees.	3 Cr.
<b>MGT 650</b>	<b>Leadership in a Global Environment</b> A study of the emerging field of international management as the practice of applying concepts and processes in a uniquely multinational environment. Emphasis will be placed on culture-based behaviors and cross-cultural comparisons along with the theories which underpin international management principles.	3 Cr.
<b>BLAW 660</b>	<b>Governance &amp; International Business Law</b> With an increased focus on the international trade agreement, this class will highlight global trade terms, alternate dispute resolution, international trade treaties, and values-based leadership which exceeds the basic knowledge of law and focuses on principled decision-making.	3 Cr.
<b>MGT 670</b>	<b>Strategic Thinking and Action</b> 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.	3 Cr.

### *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.

<b>FIN 720</b>	<b>Global Investment Management</b> 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: FIN 620 or the equivalent.	3 Cr.
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<b>FIN 721</b>	<b>Derivatives &amp; Hedge Fund Strategies</b> This course provides the manager with the skills necessary to understand how the wide ranges of derivative securities are used for risk management, speculation, and investment. Also covered is an introductory overview of hedge funds and their investment strategies. Prerequisite: FIN 620 or the equivalent.	3 Cr.
<b>FIN 722</b>	<b>Global Capital Markets</b> The course covers essential elements of investing and trading securities in international financial markets. The main perspective is that of the investment manager. The objective of the course is to equip students with strong practical knowledge about financial markets in foreign countries. Prerequisite: FIN 620 or the equivalent.	3 Cr.
<b>FIN 723</b>	<b>Financial Modeling &amp; Capital Creation</b> This course utilizes spreadsheet software to create an interactive financial model for the purpose of estimating the financial implications of alternative business strategies. The student will learn how valuation and return on investment modeling is used to attract investors and test sensitivities the exogenous business variables. Prerequisite: FIN 620 or the equivalent.	3 Cr.
<b>IDS 740</b>	<b>Advanced Business Analytics Tools</b> A selected set of commonly used analytical tools appropriate for business applications will be covered; this set of tools will expand on the number of tools with which students will be familiar. Topics may include queuing analysis, simulation, and process analysis. Prerequisite: IDS 641 or the equivalent.	3 Cr.
<b>IDS 748</b>	<b>Business Analytics: Descriptive</b> The advancement of computing and database management technology has led businesses to store and analyze data for making decisions. This course will prepare students to access, clean, and analyze datasets that may differ in size and contexts. This is an application oriented-course and students will complete a project employing descriptive analytics of datasets from the domain of their interest. Prerequisite: IDS 641 or the equivalent.	3 Cr.
<b>IDS 749</b>	<b>Business Analytics: Predictive</b> With the advances in technology and World Wide Web revolution, vast amounts of data are being generated that need to be analyzed for predictive analytics by business organizations and government agencies. In this course students will get hands-on and in-depth experience working on datasets to build models using supervised and unsupervised data mining techniques. Topics may include: advanced regression models, KNN, advanced decision trees, and clustering analysis. Prerequisite: IDS 641 or the equivalent.	3 Cr.
<b>MGT 750</b>	<b>High Performance Organizations</b> 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.	3 Cr.
<b>MGT 752</b>	<b>Managing Emerging Technologies</b> 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.	3 Cr.
<b>MGT 753</b>	<b>Project Management</b> 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.	3 Cr.
<b>MGT 754</b>	<b>Managing Technical Teams</b> 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.	3 Cr.
<b>MGT 755</b>	<b>Creativity and Innovation</b> 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.	3 Cr.

<b>MGT 756</b>	<b>Global Supply Chain Management</b> 3 Cr. This course investigates the strategies for effective and efficient management of global supply chains. To stay competitive, organizations make decisions across multiple functional areas, coordinate with their supply chain partners who might have conflicting goals, and utilize advanced analytics to facilitate data-driven and fact-based decisions. Topics may include supply chain coordination; risk sharing and inventory pooling; strategic sourcing and procurement; contracts and supply chain coordination; and global logistics and risk management. Prerequisite: IDS 641 or the equivalent.
<b>MGT 757</b>	<b>Developing People</b> 3 Cr. 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.
<b>MGT 758</b>	<b>Intellectual Property Management</b> 3 Cr. This course prepares the student on the management and control of issues surrounding copyrights, trademarks, and patents. Special emphasis will be placed on patent law, patent applications, and working with patent attorneys.
<b>MGT 781</b>	<b>Study Abroad Experience</b> 3 Cr. Full-time daytime cohort students will have the opportunity to study abroad with selective universities around the world. The study abroad program is added to the MBA full-time daytime cohort with a vision to promote cultural exchange of ideas. The study abroad is designed to provide a greater understanding of cross-cultural business practices. This helps students to understand cultural nuances and become actively engaged with global organizations. Their exchange experience is intended to build on our VU MBA goals and to provide them with a network of students, faculty, and professionals from around the world. We truly believe that in today's global business environment, international experience is a key component for a successful career.
<b>MGT 790</b>	<b>Special Topics</b> 3 Cr. 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.
<b>MGT 791</b>	<b>Field Project</b> 3 Cr. 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.
<b>MGT 795</b>	<b>Independent Study</b> 3 Cr. 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.
<b><i>Enterprise Resource Planning</i></b>	
<b>ERP 710</b>	<b>Enterprise Resource Planning with SAP</b> 3 Cr. Students will be exposed to concepts in enterprise resource planning (ERP), including business processes across the functional areas of an organization. The main focus of this course is to show how ERP systems integrate business processes across functional areas and support business management and performance analysis.
<b>ERP 711</b>	<b>SAP Navigation and Configuration</b> 3 Cr. This course provides an in depth understanding of Enterprise Resource Planning (ERP) systems, and addresses how integrated information systems improve business operations. Students will be exposed to concepts and receive hands on configuration of business processes using SAP ERP software. Prerequisite: ERP 710.
<b>ERP 712</b>	<b>SAP Business Intelligence</b> 3 Cr. This course provides an in depth understanding of SAP's Business Warehouse and Business Intelligence solutions. Exposes students to the processes and tools within SAP to deliver analytical and reporting foundation needed to drive mission critical business decisions. Prerequisite: ERP 711.

**ERP 713 Business Process Management and Controlling with SAP** 3 Cr.  
This course builds on the prior courses by ensuring the effectiveness of internal controls in managing integrated business processes. The course will explore internal and external controls. Students will develop working and hands on knowledge of internal corporate controls that support the Sarbanes Oxley Act. Students will analyze and deploy audit and compliance processes to reduce corporate risk. Prerequisite: ERP 712.

**ERP 714 SAP/ERP Terp-10 Certification Boot Camp** 3 Cr.  
This course is an onsite, 2-week (8 hours a day), intensive SAP Terp10 exam preparation course. TERP10 will give students the foundational knowledge needed to understand how a highly integrated system can favorably impact company performance. This course will consist of extensive reading, configuration, lectures, and preparation tests to prepare students for the SAP Terp10 exam. The exam will be taken on the last day of the 2-week session. Prerequisite: ERP 713.

### *Ministry Leadership and Administration*

**MMA 560 Business Skills for Faith-Based Organizations** 3 Cr.  
Students are introduced to topics related to business as a contemporary social institution. Emphasis is placed on the role of business in a faith-based organization, ethical frameworks for business decision-making, the perils and promises of new technology, sustainable business and the natural environment, issues of social and economic justice, and values-based leadership.

**MMA 561 Philanthropy and Fundraising** 3 Cr.  
This course addresses the vital issue of fundraising for the not-for-profit organization by appealing to the philanthropic side of the donor. Traditional fundraising strategies, as well as the philanthropic approach, will be presented. Emphasis is also placed on available grants and organizations that fund faith-based NFPs.

**MMA 562 Legal Issues for Faith-Based Organizations** 3 Cr.  
This course is comprised of a series of lectures on topics relevant to current legal issues confronting not-for-profit managers. Topics explored may include the role and responsibility of a board of directors, employment law, white collar crime, and a legal definition of not-for-profit organizations, including IRS 501 c-3 designation. The course focuses on identifying actions or areas of inaction that could result in an NFP business violating statutes, incurring legal liability, and possibly being subjected to litigation.

**MMA 563 Supervising Staff and Navigating Conflict** 3 Cr.  
This course focuses on issues related to foster development of leadership, followership, and team competencies. This course explores the following topics: interpersonal skills, effective leadership and followership, empowerment and delegation, conflict resolution and negotiation, team problem-solving, team development, managing volunteers, and entrepreneurship. Special emphasis is put on the importance of values-based leadership in creating ethical and humane organizations.

**MMA 564 Financial Sustainability** 3 Cr.  
This course is intended to extend knowledge and experience in cash management, cash controls, capital budgeting, leasing, fund management, and financial statement analysis.

**MMA 660 Strategic Planning** 3 Cr.  
Creating a common focus for the faith-based organization is achieved through a clear vision statement, mission statement, and values statement that sets the groundwork for creating a comprehensive long-term strategic plan. Planning includes assessing the strengths and weaknesses of the organization, understanding the current trends in the served market, creating a sustainable brand, building an effective communication strategy, and financial sustainability.

## **College of Engineering**

**GE 590 Special Topics in Engineering** 1-3 Cr.  
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 College of Engineering. Not intended for credit transfer to any graduate engineering degree program.

# College of Nursing and Health Professions

## *Health Administration*

- HADM 501      Understanding Health Care Organizations** 3 Cr.  
An introduction to the field to establish professional identity and understand health care systems. This course also exposes students to the many issues and challenges, including those dealing with ethics, surrounding the health care field. Topics may include organizational structures, legal and ethical issues, government policies, community health, managing information, managing people, and managing resources.
- HADM 518      Global Health Issues** 3 Cr.  
Opportunity to explore cultural, economic, ethical, legal, 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.
- HADM 520      Financial Management** 3 Cr.  
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.
- HADM 530      Marketing and Promotion** 3 Cr.  
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, and the utilization of market planning and analysis are also stressed.
- HADM 601      Research and Program Evaluation** 3 Cr.  
Understanding research protocols, designs, and strategies used to garner and verify knowledge in the field of health care, with special attention to procedures designed for program evaluation.
- HADM 602      Managing and Analyzing Health Care Information** 3 Cr.  
Practice and use with software systems that enable organizing, managing, analyzing, and interpreting data, with emphasis on the types of data required for reporting to federal, state, and local governments, as well as data that drive the decision-making process.
- HADM 640      Quality Health Care Management** 3 Cr.  
The planning and control of operations and processes in health service organizations, including design for the future of health care. Topics include aggregate planning, facility location and community resources, patient and family-centered care, layout, environmentally responsible systems, capacity planning, management of human resources, inventory management, and project management. Models are developed to maximize output while ensuring high employee standards, morale, and benefits.
- HADM 650      Managing People and Human Resources** 3 Cr.  
Focus on recruiting, training, and developing human resources thereby enabling employees to be competent performers within organizations. In addition, strategies for developing as an effective leader and team member in the field of health care are covered.
- HADM 660      Managerial Epidemiology** 3 Cr.  
Focus 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.
- HADM 662      Health in the Community** 3 Cr.  
Understanding the role of health education and health resources in the community, including securing community support and investment. Topics include prevention and control of chronic health conditions, efficient use of community health services and resources, volunteer agencies, disease and injury prevention, women's health, substance use, and other relevant issues.



<b>HADM 664</b>	<b>International Health and Health Care Organizations</b> Understanding health care organizations that function at the international level, including structure of organizations, regional and local health care challenges, geopolitical issues, world health organizations, and funding sources and opportunities.	3 Cr.
<b>HADM 670</b>	<b>Legal Issues in Health Care</b> Health laws and regulation from both the patient and corporate viewpoints, including regulatory laws, labor law, patients' rights, liability, third-party providers, and contract law.	3 Cr.
<b>HADM 671</b>	<b>Ethical Issues in Health Care</b> Broad coverage of the challenges and dilemmas facing the health care enterprise using the case study method to arrive at ethical and moral decision-making. Includes examination of personal beliefs and prejudices that often influence actions. Topics vary, but generally include access, cost, and quality of care; organizational ethics and risk; professional codes of conduct; principles of patient autonomy and rights; and issues within the community.	3 Cr.
<b>HADM 675</b>	<b>Organizational and Government Policy in Health Care</b> A course that addresses the economics and financing of health policy, need, and demand by the public, and quality and effectiveness of the services, including issues of public health preparedness, prevention, long-term care, and mental illness.	3 Cr.
<b>HADM 686</b>	<b>Internship</b> Placement in a work setting related to health administration, in which the student assumes professional responsibilities under the direction and supervision of a qualified onsite staff member, requiring 80-100 clock hours for each credit. Prerequisites: 9 credit hours of coursework in the HADM program and approval of the dean of the Graduate School. S/U grade only.	1-6 Cr.
<b>HADM 690</b>	<b>Advanced Topics in Health Administration</b> Specialized topics dealing with current and relevant issues related to health administration, including but not limited to policy, law, management, community and public health, data and information management, analytics, and socio-cultural factors.	1-3 Cr.
<b>HADM 692</b>	<b>Research in Health Administration</b> Guided research under faculty supervision on a topic or project related to health administration, including but not limited to such areas as law, policy, management, community and public health, medicine, health care delivery, data and information processing, history, and socio-cultural factors. May be empirical or literature based. Final paper required. Prerequisite: 12 credits of HADM course work and approval of the dean of the Graduate School.	1-3 Cr.
<b>HADM 695</b>	<b>Independent Study</b> Investigation of special topics through readings under supervision of a faculty advisor. A paper or final project is required. Prerequisite: 12 credits of HADM course work and approval of the dean of the Graduate School.	1-3 Cr.

## *Nursing*

<b>NUR 505</b>	<b>Advanced Health Assessment for Nurse Educators</b> This course focuses on the role of nurse educators in the advanced holistic assessment of persons across the lifespan.	2.5+0.5, 3 Cr.
<b>NUR 506</b>	<b>Pharmacologic Principles for Nurse Educators</b> The study of pharmacologic principles for the management of common health problems.	3 Cr.
<b>NUR 512</b>	<b>Organizational and Systems Leadership for Nurse Educators</b> This course explores critical topics in organizational and systems leadership. Students will examine professional relationships within health care and academic systems. The role of the nurse educator as a leader will be examined.	3 Cr.
<b>NUR 518</b>	<b>Global Health Issues</b> Opportunity to explore cultural, economic, ethical, legal, 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.	3 Cr.

<b>NUR 551</b>	<b>Gerontological Nursing</b> 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.	2.5+0.5, 3 Cr.
<b>NUR 560</b>	<b>Interprofessional Service Learning in Health in Central America</b> This course focuses on the application of principles from international health, public health, and community-based participatory action to population-based health care services in rural Central America. Emphasis is placed on assessing, diagnosing, planning, and evaluating health and implementing strategies at all levels of prevention during this service learning experience. As a member of an interprofessional health care team, students will explore the roles of public health professionals in collaboration with local health care providers in the provision of services to disparate populations. Students must attend the Central America service learning trip.	3 Cr.
<b>NUR 570</b>	<b>Research and EBP for Nurse Educators</b> The study of scientific research and evidence-based practice as applied to nursing education and practice. Emphasis is placed on finding and analyzing existing research to develop a proposal about a topic in nursing education.	3 Cr.
<b>NUR 590</b>	<b>Topics in Advanced Professional Nursing</b> (Also offered as IHSC 590.) An open topic course which may cover specialized areas of advanced nursing, current concepts, and nursing concerns of delivery of health services.	1-3 Cr.
<b>NUR 605</b>	<b>Advanced Health Assessment</b> (35 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.	2.5+0.5, 3 Cr.
<b>NUR 606</b>	<b>Pharmacologic Principles for Advanced Practice Nursing</b> The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems. Corequisite or prerequisite: BIO 590 and NUR 605.	3 Cr.
<b>NUR 612</b>	<b>Concepts for Advanced Nursing Practice</b> 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.	3 Cr.
<b>NUR 651</b>	<b>Foundations of Nursing Education</b> This course focuses on the foundations of nursing education including teaching-learning pedagogies and strategies for didactic instruction. Faculty and staff educator roles as well as relationships among educators and learners will be examined.	3 Cr.
<b>NUR 652</b>	<b>Evaluation in Nursing Education</b> This course focuses on methods for evaluating learners. The development and evaluation of nursing curricula are also examined.	3 Cr.
<b>NUR 653</b>	<b>Leadership in Clinical Nursing Education</b> This course focuses on teaching-learning principles in clinical settings. The role of nurse educators as leaders is emphasized. Engagement in clinical instruction with learners and implementation of an educational project are required.	2+1, 3 Cr.
<b>NUR 662</b>	<b>Theoretical Foundations for Advanced Nursing Practice</b> 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 application to advanced nursing practice.	3 Cr.
<b>NUR 670</b>	<b>Research Methods for Evidence-Based Practice</b> The study of scientific research and evidence-based as applied to advanced nursing practice. Emphasis is placed on finding and analyzing existing research to develop a proposal about a clinical or educational nursing problem.	3 Cr.

<b>NUR 692</b>	<b>Research Project</b> 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.	3 Cr.
<b>NUR 695</b>	<b>Independent Study</b> 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.	1-3 Cr.
<b>NUR 699</b>	<b>Master's Thesis</b> Supervised research or project for master's thesis. Thesis must represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Final copy, in APA format, must be approved by all members of the thesis committee and be filed with the thesis chair, Graduate School Office, and University library archival records. Must have completed 21 credits in the MSN program. Prerequisite: NUR 692. Dean's approval required.	3 Cr.
<b>NUR 701</b>	<b>Role of the Advanced Practice Nurse</b> 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.	3 Cr.
<b>NUR 702</b>	<b>Family Theories</b> 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 NUR 662.	3 Cr.
<b>NUR 703</b>	<b>Epidemiology</b> 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.	3 Cr.
<b>NUR 711</b>	<b>Ethical Issues in Advanced Practice Nursing</b> 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.	3 Cr.
<b>NUR 712</b>	<b>Organizational and Systems Leadership in Healthcare</b> 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.	3 Cr.
<b>NUR 713</b>	<b>Business and Legal Aspects of Advanced Practice Nursing</b> Business and legal aspects relevant to establishing and maintaining an advanced nursing practice are critically analyzed. Aspects such as consulting, contracting, budgeting, profit analysis, billing, and reimbursement practices are discussed.	3 Cr.
<b>NUR 721</b>	<b>Promoting Health Across the Lifespan</b> This course examines strategies for promoting health and maximizing wellness. 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. Management strategies to maximize wellness are introduced. Prerequisite: NUR 606; corequisite: NUR 722.	3 Cr.
<b>NUR 722</b>	<b>Application of Advanced Practice Nurse Role I</b> (140 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. S/U grade only. Prerequisite: NUR 605 and NUR 606. Corequisite: NUR 721.	0+2, 2 Cr.

<b>NUR 731</b>	<b>Managing Common Health Conditions</b> 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 primary care settings. Prerequisite: NUR 721 and NUR 722; corequisite: NUR 732.	3 Cr.
<b>NUR 732</b>	<b>Application of the Advanced Practice Nurse Role II</b> (210 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 conditions in primary care settings. S/U grade only. Prerequisite: NUR 721 and NUR 722; corequisite: NUR 731.	0+3, 3 Cr.
<b>NUR 741</b>	<b>Managing Complex Health Conditions</b> 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 primary care settings. Prerequisite: NUR 731 and NUR 732. Corequisite: NUR 742.	3 Cr.
<b>NUR 742</b>	<b>Application of the Advanced Practice Nurse Role III</b> (210 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 in primary care settings. S/U grade only. Corequisite: NUR 741.	0+3, 3 Cr.
<b>NUR 752</b>	<b>Application of the Advanced Practice Nurse Role IV</b> (140 clinical clock hours) Focus on gaining independence as an advanced practice nurse. Emphasis is on providing the full spectrum of health care services to include health promotion and disease management, including palliative and end-of-life care, within primary care settings. S/U grade only. Prerequisite NUR 742.	0+2, 2 Cr.
<b>NUR 770</b>	<b>Evidence-based Practice for Advanced Practice Nurses</b> 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: NUR 670.	2 Cr.
<b>NUR 799</b>	<b>Doctor of Nursing Practice Project</b> (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 10 credit hours. Lab A: Development (0+2, Cr. 2); Lab B: Implementation (2+2, Cr. 4); Lab C: Evaluation (2+2 Cr. 4); Lab D: Project Continuation (0+3, Cr. 3). If the specific components of the DNP project are not completed within the appropriate semester, the student must register for NUR 799 D (Cr. 3) each semester until the project is completed. Prerequisite: NUR 770.	2-4 Cr.

# The Administration 2017-2018

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Prof. Michael Glass	2019
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Suzanne Zentz, Nursing and Health Professions  
Jennifer Ziegler, Communication

# Course Abbreviations

Below is an alphabetized list of course prefixes that are currently used on student records.

ACC	Accounting
ACRS	Actuarial Science
AE	Arts and Entertainment Administration (graduate only)
AMOD	Analytics and Modeling
ART	Art
BIO	Biology
BLAW	Business Law
BUS	Business
CGI	Comparative Global Inquiry (graduate only)
CHEM	Chemistry
CHST	Chinese Studies (graduate only)
COA	Coaching
COMM	Communication
COUN	Counseling (graduate only)
CS	Computer Science
CTED	Continuing Education (TCL)
CYB	Cyber Security
ECON	Economics
ED	Education
ENGL	English
ERP	Enterprise Resource Planning
FIN	Finance
FLC	Chinese
GE	General Engineering
GEO	Geography
GRD	Graduate School Course (graduate only)
HADM	Health Administration (graduate only)
HIST	History
HMP	Health Care Administration (graduate only)
HUED	Humane Education (graduate only)
ICP	International Commerce and Policy (graduate only)
IDS	Information and Decision Sciences
IT	Information Technology (graduate only)
KIN	Kinesiology
LAW	Law (graduate only)
LCAC	Licensed Clinical Addiction Counseling
LS	Liberal Studies
MATH	Mathematics
MET	Meteorology
MGT	Management
MKT	Marketing
MMA	Ministry Leadership and Administration (graduate only)
MUAP	Music Lessons
MUEN	Music Ensemble
MUS	Music
NUR	Nursing
POLS	Political Science
PSY	Psychology
SOC	Sociology
SPED	Special Education
SPSY	School Psychology (graduate only)
STAT	Statistics
THEO	Theology
THTR	Theatre



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University Switchboard	219-464-5000
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Office of Financial Aid	219-464-5015
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College of Arts and Sciences	219-464-5314
Art	219-465-7803
Biology	219-464-5386
Chemistry	219-464-5387
Communication	219-464-5271
Economics	219-464-5696
Education	219-464-5077
English	219-464-5268
Geography and Meteorology	219-464-5140
History	219-464-5265
Kinesiology	219-464-5235
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University Police	219-464-5430

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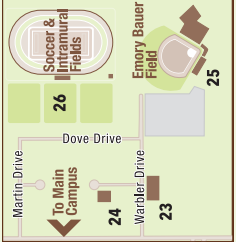


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To Main Campus  
To Facilities Management

Campus Entrance (east)

Main Entrance



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East Jefferson Street

Garfield Avenue

Monroe Street

Brown Street

College Avenue

Freeman Street

Locust Street

Greenwich Street

Garfield Avenue

Linwood Avenue

Union Street

University Park

The Warren G. Hoger Track

McIntyre Court

Chapel Drive

LaPorte Avenue

University Drive

Lincolnway

Roosevelt Road

North Sturdy Road

Sturdy Road/SR 2

US Highway 30

US Highway 30

LaPorte Avenue/SR 2

1

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