

2024

Graduate Catalog, 2024-2025

Valparaiso University

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Catalog Home

The Valparaiso University Graduate Catalog contains everything you need to know about our programs and courses. In addition, you'll find helpful information about admissions and registration, student services, tuition and fees, academic requirements, and more.

ValpoScholar holds digital copies of undergraduate and graduate catalogs from 1859 to the present. The text in these copies can be searched and copied. Catalogs earlier than 1925 are in a special collection.

Degree Planner (Degree Programs Only)	Add to ' Beacon Backpack '	Help
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Plan It!

The Degree Planner icon is at the top of each program and provides a print-friendly version of the degree requirements in a checklist format. Please review these requirements with your Academic Advisor, as yours may differ from the general requirements listed.

Save it!

Create a personal portfolio by clicking the My Beacon Backpack link at the bottom of the left navigation pane. After creating an account, you may add courses to your favorites by selecting the star icon located on the top right of the page.

Use It!

Includes more information about how to use the catalog.

University Calendar for 2024-2025



For the Colleges of Arts and Sciences, Business, Engineering, and Nursing and Health Professions

Summer 2024

May 14 Tuesday	Instruction begins
May 14 - June 21	Dates for Summer I courses
May 14 - August 2	Dates for full summer courses
May 17 Friday	Deadline to add or drop a Summer I course without a grade of W ¹
May 17 Friday	Deadline to add or drop a full summer course without a grade of W ¹
May 27 Monday	Memorial Day - No classes, University closed
June 12 Wednesday	Deadline to withdraw from a Summer I course with a grade of W ¹
June 12 Wednesday	Deadline to request S/U grading for a Summer I course ²
June 19 Monday	Juneteenth - No classes, University closed
June 24 Monday 12:00 pm	Deadline for faculty to report Summer I course grades
June 24 - August 2	Dates for Summer II courses
June 28 Friday	Deadline to add or drop a Summer II course without a grade of W ¹
July 4 - July 5	Academic Break - No classes, University closed July 4-5
July 8 Monday	Classes resume
July 17 Wednesday	Deadline to withdraw from a full summer course with a grade of W ¹
July 17 Wednesday	Deadline to request S/U grading for a full summer course ²
July 24 Wednesday	Deadline to withdraw from a Summer II course with a grade of W ¹
July 24 Wednesday	Deadline to request S/U grading for a Summer II course ²

August 2 Friday	Semester ends ³
August 5 Monday 12:00 pm	Deadline for faculty to report all grades

Fall 2024

August 21 Wednesday	Instruction begins
August 21 - October 9	Dates for first half short courses
August 21 - December 13	Dates for full fall courses
August 28 Wednesday	Deadline to register for fall semester ¹
August 28 Wednesday	Deadline to add or drop a first half short course without a grade of W ¹
August 28 Wednesday	Deadline to add or drop a full fall course without a grade of W ¹
August 28 Wednesday	Deadline to request to audit a course ²
September 2 Monday	Labor Day - No classes, University closed
September 18 Wednesday	Deadline to request course intensification ²
September 27 Friday	Deadline to withdraw from a first half short course with a grade of W ¹
September 27 Friday	Deadline to request S/U grading for a first half short course ²
September 27 Friday	Deadline to submit a Curriculum Change to facilitate registration ²
October 1 Tuesday	Deadline to submit a Graduation Application for undergraduate degrees to be conferred in May or August ¹
October 10 - October 11	Fall Break - No classes, University open
October 14 Monday 12:00 pm	Deadline for faculty to report first half short course grades
October 14 Monday 12:00 pm	Deadline for faculty to report midterm grades for all undergraduate students and athletes in full fall courses
October 14 - December 6	Dates for second half short courses
October 18 Friday	Deadline to add or drop a second half short course without a grade of W ¹
November 1 Friday	Deadline to submit a Graduation Application for graduate degrees to be conferred in May ¹

November 7 Thursday	Advance registration for Spring Semester begins ¹
November 8 Friday	Deadline to withdraw from a full fall course with a grade of W ¹
November 8 Friday	Deadline to request S/U grading for a full fall course ²
November 20 Wednesday	Deadline to withdraw from a second half short course with a grade of W ¹
November 20 Wednesday	Deadline to request S/U grading for a second half short course ²
November 22 Friday	Last day for tests in courses of 3 credits or more
November 22 Friday	Deadline to request a final examination date change
November 23 - December 1	Thanksgiving Break - No classes, University closed November 27-29
December 2 Monday	Classes resume
December 6 Friday 12:00 pm	Deadline to officially withdraw from the University for the Fall Semester ¹
December 6 Friday 12:00 pm	Deadline to request a registration change
December 6 Friday	Instruction ends
December 7 Saturday	Reading day
December 9 Monday	Final examinations begin
December 9 Monday 12:00 pm	Deadline for faculty to report second half short course grades
December 13 Friday	Final examinations end Semester ends ³
December 16 Monday 12:00 pm	Deadline for faculty to report all grades

Spring 2025

January 8 Wednesday	Instruction begins
January 8 - February 26	Dates for first half short courses
January 8 - May 9	Dates for full spring courses
January 15 Wednesday	Deadline to register for spring semester ¹

January 15 Wednesday	Deadline to add or drop a first half short course without a grade of W ¹
January 15 Wednesday	Deadline to add or drop a full spring course without a grade of W ¹
January 15 Wednesday	Deadline to request to audit a course ²
January 20 Monday	Observation of Martin Luther King, Jr.'s Birthday
February 1 Saturday	Deadline to submit a Graduation Application for undergraduate degrees to be conferred in December or graduate degrees to be conferred in August or December ¹
February 5 Wednesday	Deadline to request course intensification ²
February 14 Friday	Deadline to withdraw from a first half short course with a grade of W ¹
February 14 Friday	Deadline to request S/U grading for a first half short course ²
February 21 Friday	Deadline to submit a Curriculum Change to facilitate registration ²
March 3 Monday 12:00 pm	Deadline for faculty to report first half short course grades
March 3 Monday 12:00 pm	Deadline for faculty to report midterm grades for all undergraduate students and athletes in full spring courses
March 1 - March 16	Spring Break - No classes, University open
March 17 Monday	Classes resume
March 17 - May 2	Dates for second half short courses
March 21 Friday	Deadline to add or drop a second half short course without a grade of W ¹
April 11 Friday	Deadline to withdraw from a full spring course with a grade of W ¹
April 11 Friday	Deadline to request S/U grading for a full spring course ²
April 18 Friday	Good Friday - No classes, University closed
TBA	Advance registration for Summer and Fall Semesters ¹
April 23 Wednesday	Deadline to withdraw from a second half short course with a grade of W ¹
April 23 Wednesday	Deadline to request S/U grading for a second half short course ²
April 24 Thursday	Academic Celebration - No classes, University open
April 25 Friday	Last day for tests in courses of 3 credits or more

April 25 Friday	Deadline to request a final examination date change
May 2 Friday 12:00 pm	Deadline to officially withdraw from the University for the Spring Semester ¹
May 2 Friday 12:00 pm	Deadline to request a registration change
May 2 Friday	Instruction ends
May 3 Saturday	Reading day
May 5 Monday	Final examinations begin
May 5 Monday 12:00 pm	Deadline for faculty to report second half short course grades
May 9 Friday	Final examinations end Semester ends ³
May 10	Commencement Ceremony
May 12 Monday 12:00 pm	Deadline for faculty to report all grades

¹ A form for this purpose is available online through DataVU

² A form for this purpose is available online at valpo.edu/registrar/forms

³ The university is open on weekdays between academic terms, except on university holidays as defined by the Office of Human Resources.

About Valpo

- Mission Statement
- University Student Learning Objectives
- Graduate Student Learning Objectives
- Statement on Equality of Opportunity
- Accreditation
- Approvals and Affiliations

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.

ANNOUNCEMENTS FOR 2024-2025 SESSIONS

VALPARAISO UNIVERSITY GRADUATE CATALOG

Phone: 219.464.5313 Toll Free: 800.821.7685

Web site: www.valpo.edu/graduate-studies

Location: Valparaiso, Indiana--Population 34,000
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 2023)

- College of Arts and Sciences - 1010
- College of Business - 310
- College of Engineering - 390
- College of Nursing and Health Professions - 570
- Christ College (Honors) - 270
- Graduate Studies - 590

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.

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 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

Please refer to the University's "Nondiscrimination and Equality of Opportunity Policy" and its "Harassment and Sexual Misconduct Policy," which are available on the General Counsel website.

Accreditation

The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program) at Valparaiso University, is accredited by the Commission on Collegiate Nursing Education.

<http://www.ccneaccreditation.org>

655 K Street, NW, Suite 750, Washington, DC, 20001
Tel: 202.887.6791

The following organizations have accredited or approved Valparaiso University and/or various departments within the university.

ACCREDITATIONS

The Higher Learning Commission (University-wide Accreditation)

230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604-1411; Tel: 800.621.7440; Fax: 312.263.7462 hlcommission.org

Accreditation granted: 01/01/1929

Most recent reaffirmation of accreditation: 2017-2018

Next reaffirmation of accreditation: 2027-2028

Council for the Accreditation of Educator Preparation

1140 19th Street NW, Suite 400, Washington, DC, 20036; Tel: 202.223.0077; caepnet.org

Indiana Department of Education

Indiana Government Center North, 9th Floor, 100 N. Senate Ave., Indianapolis, IN, 46204; Tel: 317.232.6610; in.gov/doi

National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190; Tel: 703.437.0700; nasm.arts-accredit.org

Council for Accreditation of Counseling and Related Educational Programs

500 Montgomery Street, Suite 350, Alexandria, VA, 22314; Tel: 703.535.5990; cacrep.org

Council on Social Work Education

333 John Carlyle Street, Suite 400, Alexandria, VA, 22314; Tel: 703.683.8080; cswe.org

AACSB International

777 South Harbour Island Boulevard, Suite 750, Tampa, FL, 33602; Tel: 813.769.6500; aacsb.edu

ABET

415 North Charles Street, Baltimore, MD, 21201; Tel: 410.347.7700; abet.org

Commission on Collegiate Nursing Education [Bachelor of Science in Nursing (BSN), Doctor of Nursing Practice (DNP)]

655 K Street, NW, Suite 750, Washington, DC, 20001; Tel: 202.887.6791; ccneaccreditation.org

Indiana State Board of Nursing [Bachelor of Science in Nursing]

Indiana Government Center South, Room W072, 402 W. Washington St., Indianapolis, IN, 46204; Tel: 317.232.2960; in.gov/pla/professions/nursing-home/

Accreditation Review Commission on Education for the Physician Assistant, Inc. [Master of Science in Physician Assistant Studies (MSPA)]

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Valparaiso University Physician Assistant Program** sponsored by **Valparaiso University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation

review of the program by the ARC-PA will be **September 2032**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-valparaiso-university/>.

3325 Paddocks Parkway, Suite 345, Suwanee, GA, 30024; Tel: 770.476.1224; accreditationservices@arc-pa.org; arc-pa.org

The Accreditation Council for Occupational Therapy Education [Occupational Therapy Doctorate (OTD)]

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929; Tel: 301.652.AOTA; acoteonline.org

Approvals

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)
acs.org

American Music Therapy Association

8455 Colesville Road, Suite 1000, Silver Spring, MD 20910
Tel: 301.589.3300; Fax 301.589.5175
musictherapy.org/

National Council for State Authorization Reciprocity Agreements (NC-SARA)

3005 Center Green Drive, Suite 130, Boulder, CO, 80301
Tel: 720.680.1600
nc-sara.org

About Graduate Programs

[Learn more about Graduate Programs online.](#)

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 for graduate students 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 associate provost of graduate and online education.

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. Graduate programs 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 4,000 students at Valparaiso University, about 20 percent are graduate 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 Office 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, Academic Policies.

General Facilities

University Library Resources, Services, and Facility

Students turn to the Christopher Center Library to reach a level of independence in finding resources and in understanding the mechanics of information; utilizing computers for retrieval; and reading, interpreting, and writing citations. They learn information-seeking skills, including how to articulate their research needs. Most importantly, students learn how to evaluate information, find different viewpoints, and recognize the biases of any author through customized assistance. The library faculty provide course-specific, assignment-based information literacy instruction in collaboration with each academic college, as well as through 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 faculty and staff, services, resources, and materials; the publicly accessible Help Desk for Information Technology; the Academic Success Center; the Access and Accommodations Resource Center; the campus Writing Center; and the University Archives and Special Collections. At 105,000 square feet, the building 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 building and within its robotic high density storage and retrieval system.

The Library plays an important role in scholarly communication by organizing print and electronic information for easy retrieval. Accessible via the Library's home page, library.valpo.edu, the Library offers access to scholarly information across academic disciplines within more than 55,000 journals, 150,000 e-books, and approximately 190 electronic databases. The Library's discovery tool (Summon), searches most of the library's paid content (articles, books, etc.) on one platform. An online public catalog of its holdings, primarily books in print and electronic format, is searchable in a variety of ways. 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. Students may request interlibrary loan service for articles and books that are not held locally. New services and resources are continuously evaluated for selection, acquisition, and organization to support the mission of the University.

Information Technology

The Office of Information Technology (IT) coordinates and manages all aspects of technology on campus. From servers and data networks to communications systems and classroom technology, IT assists the campus community in a multitude of ways.

The Valparaiso University Network

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

Residence hall rooms, offices, classrooms, laboratories, and special-purpose computer labs are connected to the Valparaiso University network via wired or wireless access. This network provides access to the internet, printing, network storage space, library resources, and a variety of other applications. For those living off campus or away

from campus, the department has provided opportunities to connect to campus computers that may contain important software programs to which users might not otherwise have access.

Computer Access for Students

While students are welcome to come to campus with personal computers, laptops, tablets, personal printers and mobile devices, they also have access to computers and printers all across campus. Each residence hall has 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 and/or smart-TVs to connect to the campus network. For non-residential students, there is a computer lab in the Harre Union that is also available 24 hours per day through access with their Valpo ID (OneCard). Other computer labs and printers are located across campus in academic buildings and the Christopher Center (Library). Many campus printers can be accessed wirelessly from personal computers using our PaperCut system as well, which allows students access to an established quota from which they may print all year.

Assistance with Resources

The IT Help Desk, located on the first floor of the Christopher Center, is managed by professional staff and student consultants who will answer technology-related questions and route service requests (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, including online (valpo.edu/IT), email (helpdesk@valpo.edu), phone (219.464.5678), and in person.

The IT staff can assist with questions regarding email, 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. If a campus member needs assistance with technology, the IT team is there to help!

In addition to the above-mentioned services, the IT department also provides access to the entire online learning library of LinkedIn Learning. This personal and professional resource provides 24-hour access to thousands of video-based courses on business, technical, and creative topics for learners of all levels via any device connected to the internet. We encourage all students, faculty and staff to check out this free resource to gain new knowledge and support developing passions!

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 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, ATM machine, and lockers. 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. The Marion Breen Founder's Table offers a wide variety of menu choices, serving breakfast, lunch, and dinner. 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.

Students, faculty, and staff can purchase food by paying cash, credit card, or utilizing their campus OneCard to access a prepaid, meal plan 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 permits are \$100 per semester or \$165 per academic year. Blue and Orange permits are \$140 per semester, or \$250 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: 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

Students are required to carry their own comparable health insurance or purchase health insurance sponsored by the University that covers the student in the Valparaiso area. On an annual basis, all domestic full-time undergraduate, graduate, all CONHP, and DARC students will be required to either provide their existing health insurance information or enroll in the university-sponsored plan through an online process. Students who take no action by the first day of the fall semester will be automatically enrolled in and billed for the university-sponsored plan. All international students will automatically be enrolled in and billed for the university-sponsored plan except for students from sponsoring countries that provide health insurance.

Medical services provided by the Health Center will be billed to the student's medical plan provided at the time of service. Students and/or their legal guardian are responsible for the costs of treatment not covered by the student's medical plan. This remaining cost is applied to the student's account and can be paid online or in person.

<https://www.valpo.edu/student-health-center/admitted-students/student-insurance-benefits>

Office of Multicultural Programs

The Office of Multicultural Programs (OMP) acts as a hub for diversity and inclusion on campus, with a focus on supporting underrepresented student populations. The OMP supports the student body and University community by concentrating on four key areas: leadership in diverse communities, education, celebration, and retention of underrepresented populations.

Having many diverse cultures represented on campus gives the OMP the chance to celebrate with our students. Students are given the opportunity to increase their appreciation of people and experiences that are vastly different from their own. VU students have the chance to celebrate the world we live in through their connections to fellow students and multicultural and multi-ethnic events and celebrations.

Students have the opportunity to lead through participation in affinity-based student organizations. The OMP advises four student organizations: Asian American Pacific Islander Coalition (AAPIC), Alliance (LGBTQ+), Black Student Organization (BSO), and Latinos in Valparaiso for Excellence (LIVE). All students are invited to be involved with these groups. Students that are involved will practice and refine the social, financial, and practical skills needed to lead in any diverse community.

To help retain underrepresented populations at VU, the OMP has developed, and features, one mentoring program and two genderbased affinity groups that work to ensure the persistence of all our students. "Smart Connections" is a strong peer-mentoring program that focuses on first-year students and connects them to an upperclassman in a big brother/sister style relationship. Students are matched 1-on-1 with a "pace setting peer" who is trained to help students get connected and navigate the first year. Women of Worth (WOW) and the Male Empowerment Network (MEN) give students the opportunity to connect with Valpo alumni and others as they pave their pathway to a successful future.

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 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 gender, sex, 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, dating, and 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 saafe.office@valpo.edu. The SAAFE Office is located on the LaPorte Avenue side of Alumni Hall. The website for SAAFE is valpo.edu/rec-well/advocacy-and-prevention/saafe-advocates. Emergency access is available 24 hours a day, 7 days a week by calling 219.929.7087.

Access and Accommodations Resource Center (AARC)

Valparaiso University's Access and Accommodations Resource Center coordinates university efforts to provide access and opportunity to students with disabilities, including students who have disabilities that are non-apparent. Students wanting to learn more about services or accommodations available to those with a documented disability should contact the AARC. Inquiries should be directed to the director of the AARC at 219.464.5206 or by email at aarc@valpo.edu. Please note that students diagnoses remain confidential, despite communication with various entities on campus regarding students' needs.

Steps involved in receiving accommodations from the AARC:

1. Schedule an intake appointment with the staff of the Access and Accommodations Resource Center (AARC). This can be done by contacting the AARC located in CCLIR 165, or emailing them at aarc@valpo.edu.
 2. After the student has disclosed a disability, AARC will ask for documentation of the disability.
 3. AARC will review the documentation and determine the following
 - o Does the student's condition rise to the level of a disability as defined in Section 504 of the Rehabilitation Act of 1973 and with the Americans With Disabilities Act amended in 2008?
 - o What are the functional limitations of the disability in an educational setting?
 - o What, if any, accommodations would be reasonable and appropriate for the student?
 4. If a student's documentation verifies the need to receive accommodations, staff in the AARC will produce an accommodation letter that will be distributed to the student's professors and academic advisor. These letters will verify disability (diagnosis not stated) and list reasonable accommodations. It is the student's responsibility to discuss the listed accommodations with the professors and to arrange the usage of accommodations when applicable.
 5. If a student has problems relative to the provision of accommodations, the student should contact the AARC.
- For further information, please refer to Valparaiso University's Access and Accommodations Resource Center website: valpo.edu/access-and-accommodations-resource-center.

Academic Programs

- Certificate Programs
- Dual Degree Programs

Certificate Programs

Valparaiso University offers a number of graduate certificates that may be taken either in conjunction with a graduate degree or as a stand-alone set of courses. These certificates are listed below.

Required courses and credit hours for available certificates 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

Students in select graduate degree programs—Healthcare Administration, Information Technology, and International Economics and Finance—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.

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.

College of Arts and Sciences

Master of Arts

Clinical Mental Health Counseling, M.A.

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. Four core courses (12 credit hours) are required, along with 4 semesters of the Counseling Proseminar (COUN 694). Nine advanced courses (21 credit hours which includes COUN 605 Comprehensive Exam and COUN 689 Counseling Exit

Interview both for 0 credit hours), five elective courses (15 credit hours), and experiential training (12 credit hours of practicum, internship, and advanced internship, COUN 685, COUN 686, COUN 687, and COUN 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.

Admission

In addition to meeting the requirements for graduate admission (see here), 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). 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. Admissions interview, 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 a graduate program. 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 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 Office.

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.

Certificate in Trauma-Informed Care

Graduate students enrolled in the Clinical Mental Health Counseling program may also choose to pursue a Certificate in Trauma-Informed Care. Nine of the fifteen required credits for this certificate program can also fulfill CMHC elective credits. CMHC students should discuss this option with their advisor and contact the Graduate Office for more information about application and co-enrollment in the Certificate in Trauma-Informed Care program.

Pathway to the LCAC (Licensed Clinical Addictions Counseling)

Students enrolled in the CMHC program have the opportunity to obtain their LCAC license while completing the CMHC curriculum. The CMHC program has partnered with the state of Indiana and the Behavioral Health Academy to allow CMHC students to apply for completion of the LCAC through this program. You must be accepted into the

program and complete the Behavioral Health Academy workbook and additional supervisions run by BHA while you are completing your internship requirements for the CMHC program at one of their approved sites in the area. Please speak with your advisor for more information.

Program Requirements

Core Courses: 12 Cr.

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.

* May be taken concurrently with practicum and internship

- COUN 635 - Introduction to Psychopathology Credits: 3
- COUN 660 - Helping Relationships: Counseling, Theories Credits: 3
- COUN 662 - Helping Relationships: Counseling, Processes. Credits: 3
- COUN 693 - Foundation of Professional and Ethical, Issues in Counseling Credits: 3
- COUN 694 - Counseling Proseminar Credits: 0 (4 semesters)*

Advanced Courses: 21 Cr.

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

- COUN 545 - CMHC Context DImen Credits: 3
- COUN 570 - Assessment in Counseling: Testing and, Appraisal Credits: 3
- COUN 602 - Research Methods Credits: 3
- COUN 605 - Comprehensive Exam Credits: 0
- COUN 620 - Human Development: Biological and, Learned Bases of Behavior Credits: 3
- COUN 625 - Social and Cultural Bases of Behavior Credits: 3
- COUN 664 - Career Counseling: Appraisal and, Intervention Credits: 3
- COUN 668 - Group Counseling Credits: 3
- COUN 689 - Counseling Exit Interview Credits: 0

Experiential Training: 12 Cr.

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

- COUN 685 - Counseling Practicum Credits: 3
- COUN 686 - Counseling Internship I Credits: 3
- COUN 687 - Counseling Internship II Credits: 3
- COUN 688 - Advanced Counseling Internship Credits: 3

Specialty Electives: 15 Cr.

Fifteen 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 Certificate in Trauma-Informed Care can choose courses from that program to fulfill the CMHC elective requirements. 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. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Applied Courses: 6 Cr. Minimum Recommended)

- COUN 530 - Child and Adolescent Development Credits: 3
- COUN 532 - Adulthood and Aging Credits: 3
- COUN 575 - Human Neuropsychology in Counseling and, School Settings Credits: 3
- COUN 591 - Special Topics in Counseling Credits: 1 (with departmental approval)
- COUN 665 - Family Counseling and Dynamics Credits: 3
- COUN 667 - Clinical Addiction Theories & Treatment Credits: 3
- COUN 691 - Advanced Topics in Counseling Credits: 3
- COUN 695 - Independent Study Credits: 1
- PSY 500 - Understanding Trauma Credits: 3
- PSY 510 - Trauma Assessment Credits: 3
- PSY 565 - Psychology and Law Credits: 3
- PSY 590 - Special Topics in Psychology Credits: 1 (with departmental approval)
- PSY 590 - Special Topics in Trauma Credits: 3
- PSY 600 - Capstone: Trauma-Informed Systems Credits: 3
- PSY 690 - Special Topics in Psychology Credits: 1 (with departmental approval)
- SPSY 630 - Cognitive Ability: Assessment for, Intervention Credits: 3 (with departmental approval)
- SPSY 650 - Socialization and Development of Life, Skills Credits: 3 (with departmental approval)

Business Management Courses

- COUN 550 - Psychological Foundations of Management Credits: 2
- COUN 651 - Leadership and Team Development Credits: 2
- COUN 652 - Developing People Credits: 2

Research Courses

- COUN 692 - Research Project Credits: 3
- COUN 698 - Master's Research Proposal Credits: 3
- COUN 699 - Master's Research and Thesis Credits: 3

Supporting Courses

- COUN 535 - Psychology of Personality Credits: 3
- PSY 550 - Human Cognition Credits: 3
- PSY 560 - History and Systems of Psychology Credits: 3

Trauma Concentration

Take 9 Out Of The Required CMHC Elective Credits From The Following Options:

- PSY 500 - Understanding Trauma Credits: 3
- PSY 510 - Trauma Assessment Credits: 3
- PSY 590 - Special Topics in Trauma Credits: 3
- PSY 600 - Capstone: Trauma-Informed Systems Credits: 3
- Any course from the Trauma-Informed Care certificate program Credits: 3

Total: 60 Cr.

Liberal Studies, M.A.

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.

Up to three credits of Liberal Studies LS 685, LS 690, LS 692, LS 693, and LS 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 [here](#) 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, and Theology

Each of these programs requires a total of 36 credits with the following distribution: 15 credits in the core seminars and 15 credits in the concentration. The remaining 6 credits are electives.

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 of the College of Arts and Sciences. 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.

Core Requirements: 15 Cr.

- LS 608 - Professional Writing and Research Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3

Nine Credits From The Following Options (Cannot Repeat):

- LS 610 - Seminar in the Humanities Credits: 3
- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3
- LS 640 - Seminar in the Fine Arts Credits: 3

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 (see below) 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.

Total: 36 Cr.

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

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 graduate admission criteria (see here). 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.

- LS 608 - Professional Writing and Research Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3

Nine Credits From The Following Options (Cannot Repeat):

- LS 610 - Seminar in the Humanities Credits: 3
- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3
- LS 640 - Seminar in the Fine Arts Credits: 3

Concentration: 15 Cr.

Ethical Foundations

Three Courses From The Following Options:

- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 655 - Ethics and Professional Responsibility I Credits: 3
- LS 656 - Ethics and Professional Responsibility, II Credits: 3
- THEO 630 - Advanced Topics in Contemporary Theology Credits: 3 (as approved)
- THEO 640 - Advanced Topics in Religious Ethics Credits: 3

Ethical Studies and Applications

One Course From Remaining Foundation Level Courses Or The Following Options:

- COUN 693 - Foundation of Professional and Ethical, Issues in Counseling Credits: 3
- LS 555 - Ethics in Business Credits: 2
- LS 591 - Topics in Ethics Credits: 1
- LS 691 - Advanced Topics in Ethics Credits: 1
- LS 659 - Integrative Project in Ethics Credits: 3
- THEO 643 - Marriage and Sexuality Credits: 3
- THEO 644 - Religion in the Age of Science Credits: 3

One Additional Course From The Above Options

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.

Total: 36 Cr.

Concentration in Gerontology

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

Core Requirements: 15 Cr.

- LS 608 - Professional Writing and Research Credits: 3
- LS 621 - Global Leadership and Team Development Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3 (Topic: Issues at the End of Life)

Six Credits From The Following Options (Cannot Repeat):

- LS 610 - Seminar in the Humanities Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3
- LS 640 - Seminar in the Fine Arts Credits: 3

Gerontology Concentration: 18 Cr.

- LS 690 - Topics in Liberal Studies Credits: 0 (Topics: Elder Law and Policy)

Graduate Research Methods course from Psychology, Nursing, or Education

One Course From The Following Options:

- LS 685 - Practicum Credits: 3
- LS 692 - Research Project in Liberal Studies Credits: 3

Three Courses From The Following Options:

- COUN 532 - Adulthood and Aging Credits: 3
- COUN 691 - Advanced Topics in Counseling Credits: 3 (Topic: Psychosocial Interventions for the Aging)
- LS 690 - Topics in Liberal Studies Credits: 0 (Approved Topics in Aging)

Elective: 3 Cr.

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

Total: 36 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 program 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.

Core Requirements: 12 Cr.

- LS 608 - Professional Writing and Research Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3

Six Credits From The Following Options (Cannot Repeat):

- LS 610 - Seminar in the Humanities Credits: 3
- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3

Theology Concentration: 24 Cr.

Bible and Christian History

- THEO 511 - Understanding the Old Testament Credits: 3 - THEO 519 Topics in Biblical Studies **OR**
- THEO 610 - Advanced Topics in Biblical Study Credits: 3 - THEO 619
- THEO 520 - THEO 529 - Topics in Christian History Credits: 3 **OR**
- THEO 620 - Advanced Topics in Christian History Credits: 3

Ministry

- THEO 551 - Theology of Diaconal Ministry Credits: 3
- THEO 530 - Issues in Modern Christian Theology Credits: 3 - THEO 549 **OR**
- THEO 630 - Advanced Topics in Contemporary Theology Credits: 3 - THEO 649
- THEO 680 - Practicum in Theology and Ministry Credits: 1 (for 3 credits)

Capstone Course

One Course From The Following Options:

- THEO 692 - Research Project Credits: 3
- THEO 695 - Independent Study Credits: 1

Electives: 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.

Total: 39 Cr.

Theology and Ministry-Diaconal Track: 40 Cr.

Core Requirements: 12 Cr.

- LS 608 - Professional Writing and Research Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3

Six Credits From The Following Options (Cannot Repeat)

- LS 610 - Seminar in the Humanities Credits: 3

- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3

Theology Concentration: 19 Cr.

- THEO 511 - Understanding the Old Testament Credits: 3 - THEO 519 Topics in Biblical Studies **OR**
- THEO 610 - Advanced Topics in Biblical Study Credits: 3 - THEO 619
- THEO 523 - Reformation Theology Credits: 3
- THEO 551 - Theology of Diaconal Ministry Credits: 3

Choose One Course From The Following Options:

- THEO 630 - Advanced Topics in Contemporary Theology Credits: 3
- THEO 690 - Advanced Topics in Theology Credits: 1 (for 3 credits)
- THEO 680 - Practicum in Theology and Ministry Credits: 1 (for 2 credits)
- THEO 681 - Basic Homily Preparation Credits: 1

Theology Electives: 9 Cr.

Courses Such As Those Listed Below May Be Taken As Electives To Meet Program Requirements:

- THEO 519 - Topics in Biblical Studies Credits: 3
- THEO 529 - Topics in Christian History Credits: 3
- THEO 567 - Topics in South Asian Religions Credits: 3
- THEO 568 - Topics in Abrahamic Religions Credits: 3
- THEO 590 - Topics in Theology Credits: 1

Up To 6 Credits Of Graduate Level Courses, Including Independent Study, May Be Considered In Consultation With The LDA And MALS Advisor.

Total: 40 Cr.

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 College of Arts and Sciences
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 completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

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 in Liberal Studies or LS 695 Independent Study and are intended for the development of a thesis proposal. With satisfactory completion of LS 692 or LS 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 LS 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 LS 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 LS 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. The approved thesis should be deposited to ValpoScholar in accordance with Thesis Manual guidelines.

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

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).

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. A student may construct an individualized major by choosing a theme and taking coursework related to that theme (e.g., Gender Issues; Sports; Criminal Behavior; Religion and Government, etc.).

MALS Core Requirements: 15 Cr.

- LS 608 - Professional Writing and Research Credits: 3
- LS 650 - Seminar in Religion, Culture, and Value Credits: 3

Nine Credits From The Following Options (Cannot Repeat):

- LS 610 - Seminar in the Humanities Credits: 3
- LS 620 - Seminar in the Social Sciences Credits: 3
- LS 630 - Seminar in the Natural Sciences Credits: 3
- LS 640 - Seminar in the Fine Arts Credits: 3

Total: 39-43 Cr.

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 Credits: 15
- Ethics and Values Credits: 15
- Gerontology Credits: 18
- History Credits: 15
- Human Behavior and Society Credits: 15
- Theology Credits: 15
- Theology and Ministry Credits: 24

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

Master of Education

Master's of Education (M.Ed.) add-on to Elementary Transition to Teaching Initial Licensure Program

Candidates who successfully complete the elementary transition to teaching initial licensure program have the option to complete a master's degree program (M.Ed.) by adding on an additional 12 credits to their program. Please note that full-graduate tuition will be charged due to the nature of completing a degree.

Required Courses

- COUN 602 - Research Methods Credits: 3
- ED 567 - English Language Learning Methods Credits: 3
- ED 610 - Research in Education Credits: 3
- ED 612 - Decision Making in Curriculum and, Instruction Credits: 3

Total: 12 Cr.

Master's of Education (M.Ed.) add-on to Secondary Transition to Teaching Initial Licensure Program

Candidates who successfully complete the secondary transition to teaching initial licensure program have the option to complete a master's degree program (M.Ed.) by adding on an additional 18 credits to their program. Please note that full-graduate tuition will be charged due to the nature of completing a degree.

Required Courses

- COUN 602 - Research Methods Credits: 3
- LS 608 - Professional Writing and Research Credits: 3
- ED 610 - Research in Education Credits: 3
- ED 611 - Teacher Research Credits: 3
- ED 692 - Research Project Credits: 2 (3 credits)
- ED 699 - Thesis Credits: 3

Total: 18 cr.

Master of Science

Analytics and Modeling, M.S.

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 graduate admission requirements (see here). 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 [here](#) 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. To allow specialization, students fill out the program with elective coursework in business, computer science, economics, information sciences, natural sciences, mathematics, or statistics.

Capstone Requirement

The Analytics and Modeling program requires a capstone experience. To fulfill this requirement, three options exist:

- AMOD 686: The Internship option, which expects 300 hours of practical experience in a working computing environment that embraces and extends the student's coursework and experiences.
- AMOD 792: The Research Project, which provides the student with the opportunity to investigate or test an idea or area within the scope of data science, but on a smaller scale than that done in the thesis option.
- AMOD 798 and AMOD 799: The Thesis. This requires two semesters of work, and is the most rigorous of the three options, requiring a proposal/plan (AMOD 798) and a semester of writing/execution (AMOD 799). This entails a minimum of two supervising faculty as the thesis committee; one of whom must be hold a tenured or tenure-track appointment. 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. The resulting work is submitted to the Graduate Office. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

GRD 683 must be taken prior to the start of the any of the capstone experience options; this requirement can be waived on the recommendation of the Program Director and approval from the Dean of the College of Arts & Sciences.

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.

Program Requirements

Core Requirements: 15 Cr.

- AMOD 533 - Data Mining and Applications Credits: 3
- CS 525 - Simulation and Modeling Credits: 3
- IT 600 - Ethics in Information Technology Credits: 3

One Course From The Following Options:

- AMOD 530 - Database Management Systems Credits: 3
- IT 603 - Information Management Credits: 3

One Course From The Following Options:

- ECON 525 - Applied Econometrics Credits: 3
- STAT 540 - Statistics for Decision Making Credits: 3

Core Applications in Analytics and Modeling: 3 Cr.

At Least One Course From The Following Options:

- ACRS 525 - Actuarial Modeling Credits: 3
- AMOD 504 - Business Analytics Credits: 3
- AMOD 620 - Bioinformatics Credits: 3
- ECON 573 - Applied Data Science Credits: 3
- GEO 515 - Advanced Geographic Information Systems Credits: 3
- GEO 560 - Data Analysis Credits: 3 **OR**
- MET 560 - Data Analysis Credits: 3
- MATH 521 - Mathematical Models of Infectious Diseases Credits: 3
- MET 530 - Numerical Weather Prediction Credits: 3

Capstone Experience: 3-6 Cr.

One Of The Following Options:

- AMOD 686 - Internship Credits: 1
- AMOD 792 - Research Project Credits: 1
- AMOD 798 - Thesis Proposal and Preparation Credits: 3 **AND**
- AMOD 799 - Master's Thesis Credits: 3

Electives: 15 Cr.

Fifteen Credits From Core Applications Or From The Following Options:

- AMOD 574 - Computational Linear Algebra Credits: 3
- AMOD 575 - Scientific Visualization Credits: 3
- AMOD 590 - Topics in Analytics and Modeling Credits: 1
- AMOD 690 - Advanced Topics in Computational Science Credits: 1
- AMOD 695 - Independent Study Credits: 1
- CS 545 - Artificial Intelligence Credits: 3
- CS 565 - Interactive Computer Graphics Credits: 3
- CS 572 - Computability & Computational Complexity Credits: 4

- IT 564 - Natural Language Technologies Credits: 3
- MATH 520 - Dynamical Systems Credits: 3
- MATH 522 - Optimization Credits: 3
- MATH 523 - Game Theory Credits: 3
- MATH 530 - Partial Differential Equations Credits: 3
- MATH 570 - Numerical Analysis Credits: 3
- MATH 571 - Experimental Mathematics Credits: 3
- STAT 541 - Probability Credits: 4
- STAT 542 - Mathematical Statistics Credits: 3
- STAT 543 - Time Series Analysis Credits: 3
- STAT 544 - Stochastic Processes Credits: 3
- STAT 561 - Introduction to R Credits: 1
- STAT 562 - Introduction to Python Credits: 1
- STAT 563 - Introduction to SAS Credits: 3
- STAT 590 - Advanced Topics in Statistics Credits: 3

Total: 36 Cr.

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

Information Technology, M.S.

Valparaiso University's Master's in IT is a professional master's degree, with curriculum that reflects professional practice and career needs. 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. To prepare students for the multifaceted roles that accompany leadership, the program includes analytic and policy courses, as well as interdisciplinary courses in areas of digital media, communication, and management.

All students complete a capstone experience that includes a preparatory course and a professional development course, or a research project, or a 300-hour internship.

Admission

To be admitted, applicants must meet all graduate admission requirements (see here). Students may be eligible for admission to this program as an Early Entry student. See here for more information.

Curriculum

Students take the required classes, elective classes, and the capstone experience.

Sequencing of Coursework

Students should take IT 502, and IT 510 during their first semester of enrollment, as well as GRD 500 and ENGL 608 if they are new international students. The Capstone Experience should be taken after at least the first semester of study.

Substitutions of Required Classes

Up to 6 credits can be substituted based on prior coursework or work experiences. Additionally, IT 502 can be substituted based on demonstrated competence. The decision to substitute is made by the dean of the College of Arts and Sciences on the recommendation of the program director.

Coordination with IT Certificates

Credits applied to the Master of Science in IT degree can also apply to IT Certificates. The certificates must be applied for separately. Graduate academic policies apply to each program.

Program Requirements

IT Core Requirements: 18 Cr.

- IT 502 - Introduction to Programming Credits: 3
- IT 510 - Introduction to Information Technology Credits: 3
- IT 600 - Ethics in Information Technology Credits: 3
- IT 603 - Information Management Credits: 3
- IT 533 - Data Mining and Applications Credits: 3
- IT 604 - Project Management Credits: 3

IT-Computing Track Electives: 15 Cr.

Fifteen Credits From The Following Options:

Additional graduate courses may be approved by the student's advisor from IT, Cybersecurity, or Computer Science.

- IT 535 - Networking Credits: 3
- IT 540 - Web Programming Credits: 3
- IT 558 - Software Design and Development Credits: 4
- IT 560 - Mobile Computing Credits: 3
- IT 564 - Natural Language Technologies Credits: 3
- IT 590 - Topics in Information Technology Credits: 1 (as approved, 1-3 credits)
- IT 630 - User Interface Credits: 3
- IT 632 - Instructional Design in Information, Technology Credits: 3
- IT 640 - System Integration & Administration Credits: 3
- IT 642 - Information Assurance & Security Credits: 3
- IT 644 - Technology, Law, and Policy Credits: 3
- IT 646 - Hacking Techniques and Countermeasures Credits: 3
- IT 648 - Risk Management Credits: 3
- IT 652 - Integrative Programming Technologies Credits: 3

- IT 654 - Internet and Web Technologies Credits: 3
- IT 795 - Independent Study Credits: 1 (1-3 credits)
- CS 545 - Artificial Intelligence Credits: 3
- CS 565 - Interactive Computer Graphics Credits: 3
- CVA 500 - Graduate Digital Media Credits: 3
- CVA 512 - Leadership Communication Credits: 3
- CVA 572 - Intellectual Property & Communicatn Law Credits: 3
- CVA 601 - Social Media Credits: 3
- ENGL 608 - Professional Writing and Research Credits: 3

IT Capstone Experience: 4 Cr.

- GRD 683 - Professional and Career Development Credits: 0

One Of The Following Options:

- IT 670 - Professional Development Credits: 3
- IT 686 - Internship Credits: 1 (1-3 credits)
- IT 792 - Research Project Credits: 1 (1-3 credits)
- IT 798 - Thesis Proposal and Preparation Credits: 3 **AND**
- IT 799 - Master's Thesis Credits: 3

Notes:

GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment. Additionally, ENGL 608 - Professional Writing and Research (3 Cr.) is required for all international students, which will count toward elective credits.

No more than 9 credits of elective classes outside of IT, CYB, and CS classes can apply toward the degree.

GRD 683 Career and Professional Development (1 Cr.) may be waived and other elective credits substituted with the approval of the Program Director. Ordinarily the student must show evidence of professional employment experience.

Completion of a thesis requires an additional three credits beyond the required 37 credits, for a total of 40 credits. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Completion of an internship requires 300 hours of supervised experience in accordance with the graduate academic policies. Forms are available on the Graduate Office website.

International Economics and Finance, M.S.

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 36-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 economics, finance, statistics, and global economic issues. Graduates of this degree program will be wellpositioned 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 graduate admission requirements (see here) as well as demonstrate adequate preparation for successful study in the program. Applicants must also demonstrate quantitative skills by completing a college-level statistics course and a collegelevel mathematics course at the level of algebra or higher. While the GRE test is not required for admission, applicants who score a 152 or higher on the quantitative reasoning portion of the test may use their score to demonstrate quantitative skills in lieu of the collegelevel mathematics course. Students may be eligible for admission to this program as an Early Entry student. See here for more information.

Program Requirements

Core Theory: 18 Cr.

- ECON 501 - Theory/Applications in Microeconomics Credits: 3
- ECON 502 - Theory/Applications in Macroeconomics Credits: 3
- ECON 538 - Economics of Financial Markets Credits: 3
- ECON 623 - International Economics Credits: 3
- MBA 504 - Financial Analysis Credits: 3

One Course From The Following Options:

- ECON 536 - Economics of Developing Nations Credits: 3
- POLS 554 - International Political Economy Credits: 3

Statistical Analysis: 6 Cr.

- ECON 525 - Applied Econometrics Credits: 3

One Course From The Following Options:

- ECON 573 - Applied Data Science Credits: 3
- STAT 543 - Time Series Analysis Credits: 3

Professional and Leadership Skills

- GRD 683 - Professional and Career Development Credits: 0

Electives: 12 Cr.

12 Credits From The Following Options:

- AMOD 504 - Business Analytics Credits: 3
- ECON 537 - Public Economics Credits: 3
- ECON 539 - Money and Banking Credits: 3
- ECON 567 - Sports Economics Credits: 3
- ECON 627 - International Monetary Economics Credits: 3
- ECON 686 - Internship in Economics Credits: 1
- ECON 695 - Independent Study Credits: 1
- IT 533 - Data Mining and Applications Credits: 3
- LS 621 - Global Leadership and Team Development Credits: 3
- MATH 522 - Optimization Credits: 3
- MATH 523 - Game Theory Credits: 3
- POLS 530 - Politics of Industrialized States Credits: 3
- POLS 532 - Politics of China and E Asia Credits: 3
- POLS 533 - Politics of Africa Credits: 3
- POLS 534 - Politics of the Middle East Credits: 3
- POLS 536 - Politics of Latin America Credits: 3
- POLS 538 - Gender and Public Policy Global Perspect Credits: 3
- SOC 519 - Research Methods I: Quant Survey Analys Credits: 3
- STAT 541 - Probability Credits: 4
- STAT 542 - Mathematical Statistics Credits: 3
- STAT 544 - Stochastic Processes Credits: 3
- STAT 561 - Introduction to R Credits: 1
- STAT 563 - Introduction to SAS Credits: 3
- Any 700-level FIN course

Total: 36 Cr.

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

Master of Social Work

Social Work, MSW

Program Description

The Master of Social Work (MSW) degree is the widely-recognized terminal practice degree for social work practitioners and enables students to practice advanced social work with individuals, families, groups, organizations, and communities. It is appropriate for students who are interested in clinical practice, have a passion for the well-being of people and social justice, and seek leadership roles in communities, nonprofits, and social service agencies. The MSW is required for students who seek licensure, though it does not guarantee it. According to the National Association of Social Work's Code of Ethics, "*The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social*

work is the profession's dual focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living."

Valpo Social Work offers an MSW program with three options:

1. A 35-credit, 4+1 Advanced Standing MSW Program for qualifying students graduated from accredited BSW programs. Advanced Standing is a pathway to an MSW that recognizes the successful completion of an undergraduate Bachelor of Social Work (BSW). This program is delivered full-time, in-person, with limited online coursework. Students begin coursework in June and graduate in May (12 months). Students complete 26 credits of core advanced coursework, which includes credits for 500 hours of supervised specialized practicum experience that matches their specialization and unique interests. Students also complete 9 additional credits of specialized coursework of their choice.
2. A 60-credit, 2-year MSW Program for non-BSW graduates. This program is delivered full-time, in-person, with limited online coursework. Students complete summer intensive courses in June before their first and second years and graduate in May. Students complete 26 credits of core generalist social work coursework, which includes 400 hours of a supervised foundation practicum experience, and 25 credits of core advanced coursework, which includes credits for 500 hours of a supervised specialization practicum experience that matches their unique interests. Students also complete 9 additional credits of specialized coursework of their choice. Students who are social work minors or have taken other accredited social work courses may transfer up to 12 credits for the following classes: SOCW 510, 520, 555, 556, 557, and 560, with the approval of the MSW Program Director.
3. A 60-credit, part-time, 3-year MSW Program for non-BSW graduates. This program is delivered part-time online, and students must come to campus once a year for two weeks in June for intensive skills classes. Students complete 26 credits of core generalist social work coursework, which includes 400 hours of a supervised foundation practicum experience, and 25 credits of core advanced coursework, which includes credits for 500 hours of a supervised specialization practicum experience that matches their unique interests. Students also complete 9 additional credits of specialized coursework of their choice. Students who are social work minors or have taken other accredited social work courses may transfer up to 12 credits for the following classes: SOCW 510, 520, 555, 556, 557, and 560, with the approval of the MSW Program Director.

All programs involve intensive skills courses in advanced communication, advanced theory and practice, advanced research for practice, and values-based leadership for equitable and ethical policies related to anti-racism, diversity, equity, and inclusion. Students are engaged in the university mission of leadership and service through transformative practicum experiences in the field of their choice. Practicum students in all programs receive student-centered support from faculty mentoring, intensive supervision from an expert in the field, and access to an intentional alumni network. Students also receive a class in the practical application of research, as well as workforce development, which includes understanding social work licensure, job readiness, and networking.

Additionally, the program offers three specialization tracks to meet the needs of a diverse set of MSW practitioners. These three specializations include:

1. Direct Practice: a track for students who want to be clinical practitioners guided by the values and ethics of the social work profession.
2. Advanced Generalist: a track for students who want an individualized, tailored program to meet their specific needs and interests.
3. Macro Practice: a track for students who want to practice in organizations, communities, or policy settings.

Students take three specialization courses, ranging in advanced topics and including psychopathology from a social work perspective; cross-disciplinary teams in healthcare, schools, libraries, and other settings; public safety social work and crisis intervention; program development, planning, and evaluation; community mental health and substance use recovery; community organizing; government affairs and advocacy, and additional topics that emphasize social justice and the knowledge, values, and skills of social work.

Admission

Students must meet university requirements for graduate admission and MSW program requirements.

The 4+1 Advanced Standing MSW program

As previously stated, the Advanced Standing is a pathway to an MSW that recognizes the successful completion of an undergraduate Bachelor of Social Work (BSW) degree. It is designed so that students may complete both a baccalaureate and master's degree in less time. This program applies to Valpo and non-Valpo BSW students as follows:

A. First-year Valpo BSW students are guaranteed a place in the MSW program provided they continue, as undergraduate students, to meet program-specific criteria to progress into enrollment in the graduate program. Thus, Valpo 4+1 Advanced Standing MSW students undergo expedited review and have a space reserved for them in the graduate program beginning in their first year as long as they meet the criteria and achievements required to progress into the graduate program, as outlined below:

1. 3.0 cumulative GPA*
2. One essay responding to specific questions that discuss the student's readiness and motivations for their career as reviewed and approved by MSW faculty.
3. Name of one professional reference, with contact information, who can attest to professional readiness.
4. Evidence of the student's successful progression in the development of the professional and interprofessional skills necessary for successful participation in the MSW program, as determined by the collective BSW faculty.

*Valpo students who do not achieve the GPA requirement are still encouraged to apply with the addition of one essay responding to questions regarding readiness for graduate-level academic work.

B. Non-Valpo students who have graduated from an accredited BSW program are encouraged to apply and have to meet similar clear criteria as Valpo-BSW students, as outlined below:

1. 3.0 cumulative GPA*, as demonstrated through an official transcript.
2. One essay responding to specific questions that discuss the student's readiness and motivations for their career as reviewed and approved by MSW faculty.
3. Name of one professional reference, with phone number, who can attest to the professional readiness of the student.
4. Recommendation form from the Program Director or Faculty member of the student's BSW program who can speak to evidence of the student's successful progression in the development of the professional and interprofessional skills necessary for successful participation in the MSW program.

*Non-Valpo students who do not achieve the GPA requirement are still encouraged to apply with the addition of one essay responding to questions regarding readiness for graduate-level academic work.

Non-Advanced Standing, MSW Programs

Further, *students from Valpo and all colleges and universities with bachelor's degrees in any field* interested in social work are strongly encouraged to apply. For admission, students should meet similar criteria as Advanced Standing students, as outlined below:

1. 3.0 cumulative GPA*, as demonstrated through an official transcript.
2. One essay responding to specific questions that discuss the student's readiness and motivations for their career as reviewed and approved by MSW faculty.

3. Name of one professional reference and one academic reference, with contact information, who can attest to the professional readiness of the student.
4. One essay responding to specific questions which discuss the student's readiness and motivations for their career.
5. Recommendation form to be completed by either an academic or professional reference.

*Students who do not achieve the GPA requirement are still encouraged to apply with the addition of one essay responding to questions regarding readiness for graduate-level academic work.

International Students

International students will undergo an additional layer of assessment, which meets the graduate admissions requirements for the university and will involve a virtual interview to assess verbal communication skills. Interested students should reach out to the BSW or MSW program directors.

Professional Ethics for All Students

Due to the nature of this helping profession, students admitted to this program are expected to exhibit and be committed to high ethical standards that align with the National Association of Social Work's Code of Ethics. A Student Handbook and program website valpo.edu/social-work/ are maintained by the Social Work Department and contain information and procedures related to the program and the admissions process. Those interested should contact the Social Work program.

Note About Criminal Background Check

In connection with the practice component within the MSW program, all students must pass a criminal background check. Students who fail to meet this requirement will not be allowed to work in practicum placement sites and risk dismissal from the program.

Note About Research Methods

Most BSW degrees and some bachelor's degrees require students to take a statistical methods course. Thus, students are not required to take a statistics course, provided that they can demonstrate on a transcript that they received at least a C grade in a university-level statistics class. Students who cannot demonstrate this will be required to take a statistics course prior to the start of the SOCW 666: Advanced Research Methods for Practice in the Spring of their final year.

Valpo Bridge

This "Bridge to Valpo" class helps transition students to the integrated, coherent whole learning community, professional ethics, and values embedded within the Valpo MSW Program Mission. For all students, including online mixed hybrid students, the class will be an intensive in-person course and will take place in the summer, typically in August. Advanced Standing has a separate section/curriculum of Bridge. Details will be provided by the program.

- SOCW 500 - Generalist Valpo Bridge Credits: 2
- SOCW 600 - Advanced Valpo Bridge Credits: 2

Generalist Curriculum

This curriculum will be taken to provide a foundation of generalist practice for MSW students, excluding those students with Advanced Standing.

- SOCW 510 - Social Welfare Policy: History and Programs Credits: 3
- SOCW 520 - Human Behavior and Social Environment Credits: 3
- SOCW 555 - Generalist Practice with Families and Groups Credits: 3
- SOCW 556 - Generalist Practice with Individuals Credits: 3
- SOCW 557 - Generalist Practice with Organizations and Communities Credits: 3
- SOCW 560 - Diversity, Equity, and Inclusion: A Framework for Social Justice Credits: 3
- SOCW 576 - Foundation Practicum Seminar I Credits: 2
- SOCW 586 - Foundation Practicum Experience I Credits: 4

Core Advanced Curriculum

These courses represent the core advanced courses taken by all MSW students to meet program competencies.

- SOCW 610 - Leadership for Ethical and Equitable Policy Credits: 3
- SOCW 620 - Advanced Practice and Theory Credits: 3
- SOCW 640 - Advanced Interpersonal Communication Credits: 3
- SOCW 666 - Advanced Research for Practice Credits: 3
- SOCW 675 - Specialization Practicum Seminar I Credits: 2
- SOCW 676 - Specialization Practicum Seminar II Credits: 1
- SOCW 685 - Specialization Practicum Experience I Credits: 3
- SOCW 686 - Specialization Practicum Experience II Credits: 2
- SOCW 689 - Workforce Preparation Credits: 2
- SOCW 690 - Specialization Topics for Social Workers Credits: 1 (when topic is Mental Health First Aid, 1 Cr.)

Specialization Courses

Specialization courses help students build competencies in their unique area of specialization-- either Direct Practice, Advanced Generalist, or Macro Practice. All courses with a number between 690-699 are specialization courses.

Direct practice specialization students take:

SOCW 691 - Psychopathology for Social Workers and two other specialization elective courses of their choice.

Macro practice specialization students take:

SOCW 695- Program Planning, Development, and Evaluation and two other specialization elective courses of their choice.

Advanced generalist specialization students may take any combination of courses.

SOCW 690 Specialized Topics courses are open to all students and are unique electives related to different settings or content (e.g. schools, healthcare, business, trauma). This course can be duplicated as long as the content is different.

- SOCW 690 - Specialization Topics for Social Workers Credits: 1
- SOCW 691 - Psychopathology for Social Workers Credits: 3
- SOCW 692 - Community Mental Health and Recovery Credits: 3

- SOCW 693 - Public Safety and Crisis Intervention Credits: 3
- SOCW 694 - Topics, Ethics, and Cross Disciplinary Teams: Navigating Healthcare, School, Criminal Justice, and Other Settings Credits: 3
- SOCW 695 - Program Planning, Development, & Evaluation Credits: 3
- SOCW 696 - Advocacy and Government Relations Credits: 3
- SOCW 697 - Nonprofit and Human Services Management Credits: 3
- SOCW 698 - Principles for Community Organizing Credits: 3

Degree Map: Full-Time, 60 Credits In-Person

Credits: 60

Full-Time, In-person w/ limited online coursework

Year 1 Summer Semester | 5 Credits

A student who has not completed a Statistics course will take one prior to starting SOCW 666.

- SOCW 500 - Generalist Valpo Bridge Credits: 2
- SOCW 640 - Advanced Interpersonal Communication Credits: 3

Year 1 Fall Semester | 12 Credits

- SOCW 510 - Social Welfare Policy: History and Programs Credits: 3
- SOCW 520 - Human Behavior and Social Environment Credits: 3
- SOCW 555 - Generalist Practice with Families and Groups Credits: 3
- SOCW 560 - Diversity, Equity, and Inclusion: A Framework for Social Justice Credits: 3

Year 1 Spring Semester | 12 Credits

- SOCW 556 - Generalist Practice with Individuals Credits: 3
- SOCW 557 - Generalist Practice with Organizations and Communities Credits: 3
- SOCW 576 - Foundation Practicum Seminar I Credits: 2
- SOCW 586 - Foundation Practicum Experience I Credits: 4

Year 2 Summer Semester | 8 Credits

- SOCW 600 - Advanced Valpo Bridge Credits: 2
- SOCW 610 - Leadership for Ethical and Equitable Policy Credits: 3
- SOCW 620 - Advanced Practice and Theory Credits: 3

Year 2 Fall Semester | 12 Credits

- SOCW 675 - Specialization Practicum Seminar I Credits: 2
- SOCW 685 - Specialization Practicum Experience I Credits: 3
- SOCW 690-699 Specialization Course I
- SOCW 690-699 Specialization Course II

- SOCW 690 - Specialization Topics for Social Workers Credits: 1 (Topic: Mental Health First Aid)

Year 2 Spring Semester | 11 Credits

- SOCW 666 - Advanced Research for Practice Credits: 3
- SOCW 676 - Specialization Practicum Seminar II Credits: 1
- SOCW 686 - Specialization Practicum Experience II Credits: 2
- SOCW 689 - Workforce Preparation Credits: 2
- SOCW 690-699 Specialization Course III

Degree Map: Part-Time, 60 Credits Online

Credits: 60

Part-Time, Online with 2 weeks in-person summer coursework

Year 1 Summer Semester, In-person | 5 Credits

A student who has not completed a Statistics course will take one prior to starting SOCW 666.

- SOCW 500 - Generalist Valpo Bridge Credits: 2
- SOCW 640 - Advanced Interpersonal Communication Credits: 3

Year 1 Fall Semester, Online | 9 Credits

- SOCW 510 - Social Welfare Policy: History and Programs Credits: 3
- SOCW 520 - Human Behavior and Social Environment Credits: 3
- SOCW 560 - Diversity, Equity, and Inclusion: A Framework for Social Justice Credits: 3

Year 1 Spring Semester, Online | 9 Credits

- SOCW 556 - Generalist Practice with Individuals Credits: 3
- SOCW 557 - Generalist Practice with Organizations and Communities Credits: 3
 - SOCW 690-699 Specialization Course I* or Spring Year 2 (2026)

Year 2 Summer Semester, In-person | 3 Credits

- SOCW 620 - Advanced Practice and Theory Credits: 3

Year 2 Fall Semester, Online | 10 Credits

- SOCW 555 - Generalist Practice with Families and Groups Credits: 3
 - SOCW 690-698 Specialization Course II
- SOCW 690-698 Specialization Course III
- SOCW 690 - Specialization Topics for Social Workers Credits: 1 (Topic: Mental Health First Aid)

Year 2 Spring Semester, Online | 6 Credits

- SOCW 576 - Foundation Practicum Seminar I Credits: 2
- SOCW 586 - Foundation Practicum Experience I Credits: 4

Year 3 Summer Semester, In-Person | 5 Credits

- SOCW 610 - Leadership for Ethical and Equitable Policy Credits: 3
- SOCW 699 Advanced Valpo Bridge

Year 3 Fall Semester, Online | 5 Credits

- SOCW 675 - Specialization Practicum Seminar I Credits: 2
- SOCW 685 - Specialization Practicum Experience I Credits: 3

Year 3 Spring, Online | 8 Credits

- SOCW 666 - Advanced Research for Practice Credits: 3
- SOCW 676 - Specialization Practicum Seminar II Credits: 1
- SOCW 686 - Specialization Practicum Experience II Credits: 2
- SOCW 689 - Workforce Preparation Credits: 2

Graduate Certificate

Analytics and Modeling Certificate

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.

Core Requirements: 9 Cr.

- AMOD 533 - Data Mining and Applications Credits: 3

One Course From The Following Options:

- ECON 525 - Applied Econometrics Credits: 3
- STAT 540 - Statistics for Decision Making Credits: 3

One Course From The Following Options:

- AMOD 530 - Database Management Systems Credits: 3
- IT 603 - Information Management Credits: 3

Application Courses: 9 Cr.

Three Courses From The Following Options:

- ACRS 525 - Actuarial Modeling Credits: 3
- AMOD 504 - Business Analytics Credits: 3
- AMOD 574 - Computational Linear Algebra Credits: 3
- AMOD 575 - Scientific Visualization Credits: 3
- AMOD 590 - Topics in Analytics and Modeling Credits: 1 (Take 3 credits)
- CS 525 - Simulation and Modeling Credits: 3
- ECON 573 - Applied Data Science Credits: 3
- IT 600 - Ethics in Information Technology Credits: 3
- MATH 521 - Mathematical Models of Infectious Diseases Credits: 3
- STAT 543 - Time Series Analysis Credits: 3
- STAT 544 - Stochastic Processes Credits: 3
- STAT 563 - Introduction to SAS Credits: 3

Total: 18 Cr.

Applied Econometrics and Data Science Foundations Using SAS Certificate

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 graduate admission requirements (see here). Students who are not enrolled in a graduate program at Valparaiso University must apply as graduate non-degree seeking students. Students may transfer up to three credits from a different institution, subject to the graduate academic transfer policy. Transfer credit is reviewed and approved by the certificate advisor.

Certificate Requirements

Required Courses: 6 Cr.

- ECON 525 - Applied Econometrics Credits: 3
- ECON 573 - Applied Data Science Credits: 3

Elective Courses: 6 Cr.

- ECON 695 - Independent Study Credits: 1

- IT 533 - Data Mining and Applications Credits: 3
- STAT 543 - Time Series Analysis Credits: 3
- STAT 563 - Introduction to SAS Credits: 3
- Any other course approved by certificate advisor Credits: 3

Total: 12 Cr.

Applied Economics Certificate

In this 18-credit certificate, students learn microeconomic and macroeconomic principles and apply them to areas such as financial, international, and labor markets. The certificate is designed for students whose goal is to apply economic ideas and theories to answer questions in a wide range of fields and professions such as the government, education, non-profit and banking sectors. Applying economic ideas in a professional setting does not require a rigorous theoretical or quantitative component. The certificate allows for flexibility based on student interests and allows students to take special topics courses if they are offered.

Admission

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

Certificate Requirements

Required Courses: 12 Cr.

- ECON 501 - Theory/Applications in Microeconomics Credits: 3
- ECON 502 - Theory/Applications in Macroeconomics Credits: 3
- ECON 538 - Economics of Financial Markets Credits: 3
- ECON 623 - International Economics Credits: 3

Elective Courses: 6 Cr.

- Two courses approved by certificate advisor

Total: 18 Cr.

Business Economics Certificate

In this 12-credit certificate students will be trained to apply key microeconomic and macroeconomic principles, models and data, to develop a keen understanding of local and global real-world issues and policies. They will also have the opportunity to apply this knowledge to specific topic areas such as the economics of financial markets, international trade and money and banking.

Admission

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

Certificate Requirements

Required Courses: 6 Cr.

- ECON 501 - Theory/Applications in Microeconomics Credits: 3
- ECON 502 - Theory/Applications in Macroeconomics Credits: 3

Elective Courses: 6 Cr.

- ECON 538 - Economics of Financial Markets Credits: 3
- ECON 539 - Money and Banking Credits: 3
- ECON 623 - International Economics Credits: 3
- Any other course approved by certificate advisor Credits: 3

Total: 12 Cr.

Information Assurance Certificate

This certificate is intended for graduate students in professional programs who would like to enhance their awareness and knowledge of regulatory, business, and policy considerations that arise from the increasing use of computer systems and information technology in society. The course of study will supplement a professional's non-technical knowledge in the areas of law and policy for the security of data and information systems.

Certificate Requirements

Required Courses: 12 Cr.

- IT 510 - Introduction to Information Technology Credits: 3
- IT 642 - Information Assurance & Security Credits: 3
- IT 644 - Technology, Law, and Policy Credits: 3
- IT 648 - Risk Management Credits: 3

Electives: 3 Cr.

One Course From The Following Options:

- IT 600 - Ethics in Information Technology Credits: 3

- CVA 572 - Intellectual Property & Communicatn Law Credits: 3

Total: 15 Cr.

Information Security Certificate

This certificate is intended for graduate students holding or pursuing a graduate degree in information technology. The purpose of this certificate is to supplement a graduate degree in information technology with a specialization in networked systems security.

Certificate Requirements

Required Courses: 8 Cr.

- IT 535 - Networking Credits: 3
- IT 642 - Information Assurance & Security Credits: 3
- IT 646 - Hacking Techniques and Countermeasures Credits: 3

Electives: 6 Cr.

One Course From The Following Options:

- IT 644 - Technology, Law, and Policy Credits: 3
- IT 648 - Risk Management Credits: 3

One Course From The Following Options:

- CYB 530 - Securing & Administering Sys/Window Env Credits: 3
- CYB 532 - Securing & Admin Systems in Linux Envir Credits: 3

Total: 14 Cr.

Information Technology Fundamentals Certificate

This post-baccalaureate certificate provides an introduction to the background and practice of information technology. The certificate is intended for students with non-technical backgrounds who are interested in pursuing professions or graduate study in the field of information technology. Courses applied to this certificate can also apply toward the MS.IT degree.

Certificate Requirements

Required Courses: 9 Cr.

- IT 502 - Introduction to Programming Credits: 3

- IT 510 - Introduction to Information Technology Credits: 3
- IT 603 - Information Management Credits: 3

Electives: 6 Cr.

Two Courses From The Following Options:

- IT 533 - Data Mining and Applications Credits: 3
- IT 535 - Networking Credits: 3
- IT 540 - Web Programming Credits: 3
- IT 560 - Mobile Computing Credits: 3
- IT 630 - User Interface Credits: 3
- IT 632 - Instructional Design in Information, Technology Credits: 3

Total: 15 Cr.

Teaching of English to Speakers of Other Languages (TESOL) Certificate

Valparaiso University offers an 18-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, 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 graduate students, including international students and members of the Northwest Indiana community.

Enrolled VU TESOL students with at least 75 hours of ESL/EFL/ELL teaching, for which the teaching was not completed as part of the VU TESOL program, may submit a Prior Learning Assessment (PLA) portfolio of TESOL artifacts, including documentation of work experience, lesson plans, assessments, and analysis. This portfolio will be assessed by TESOL program faculty with the PLA portfolio rubric. Students who complete a PLA portfolio that earns a passing score will be awarded the equivalent of credit for ENGL 569 Tesol: Methods and Practices, Another Language: Methods and Practices. Interested students should consult with their TESOL adviser and obtain a copy of the TESOL PLA portfolio prompt and rubric from their advisor to consider whether this opportunity is appropriate in their case.

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 graduate admission requirements.

Certificate Requirements

Required Courses: 15 Cr.

- ENGL 543 - Introduction to Linguistics Credits: 3
- ENGL 544 - Sociolinguistics:language Across Cultures Credits: 1
- ENGL 568 - TESOL Theory and Methods I Credits: 3
- ENGL 569 - Tesol: Methods and Practices, Another Language: Methods and Practices Credits: 3

At Least Three Credits From The Following Options:

- ENGL 684 - Observation in English Credits: 1 (for adult ed)
- ENGL 685 - Practicum in English Credits: 1 (for adult ed)
- ENGL 686 - Internship Credits: 1

At Least Three Credits From The Following Options:

- CVA 515 - Intercultural Communication, Communication Credits: 3
- ED 520 - Educational Psychology Credits: 2
- ED 528 - Foundations of Literacy Development Credits: 3
- ED 567 - English Language Learning Methods Credits: 3
- ENGL 502 - Introduction to Professional Writing Credits: 3
- ENGL 511 - Introduction to Technical Writing Credits: 3
- ENGL 512 - New Literacies, Technology, and Cultures, of Writing Credits: 3
- ENGL 525 - Creative Nonfiction Credits: 3
- ENGL 531 - Advanced Writing and Rhetoric Credits: 3
- ENGL 541 - History of the English Language Credits: 3
- ENGL 542 - Grammar, Style, & Editing Credits: 3
- ENGL 580 - Topics in Writing Credits: 2
- ENGL 588 - Internship in the Writing Center Credits: 3
- ENGL 591 - Seminar in Professional Writing Credits: 3
- ENGL 594 - Topics in Language Credits: 3
- ENGL 602 - Computer Assisted Language Learning Call Credits: 3
- ENGL 612 - ESL Curriculum and Assessment Credits: 3
- ENGL 613 - ESL Grammar Credits: 3
- ENGL 614 - Seminar in ESL Credits: 3
- ENGL 686 - Internship Credits: 1

Teacher Certification in TESOL/English Learners

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 19-hour P-12 EL/TESOL certificate can be completed on a part-time basis. To receive an Indiana P-12 EL license, prospective students must first either have or obtain a primary license in another licensable area. Required coursework includes the following courses:

Requirements

- ENGL 533 - Intro to Linguistics for P12 Educators Credits: 3
- ENGL 534 - Sociolinguistics: Lang Acrss Cultr P12 Credits: 3
- ENGL 558 - Tesol: Theory and Methods for P-12 Educ Credits: 3
- ENGL 559 - Tesol: Methods & Practices for P-12 Educ Credits: 3
- ENGL 674 - Observation in P12 English Learner Ed Credits: 1
- ENGL 675 - Practicum in P12 Engl Learner Education Credits: 3

One Elective Course From The Following Options (Based On Student Needs And Interests):

- CVA 515 - Intercultural Communication, Communication Credits: 3
- ED 520 - Educational Psychology Credits: 2
- ED 528 - Foundations of Literacy Development Credits: 3
- ED 567 - English Language Learning Methods Credits: 3
- ENGL 502 - Introduction to Professional Writing Credits: 3
- ENGL 511 - Introduction to Technical Writing Credits: 3
- ENGL 512 - New Literacies, Technology, and Cultures, of Writing Credits: 3
- ENGL 525 - Creative Nonfiction Credits: 3
- ENGL 531 - Advanced Writing and Rhetoric Credits: 3
- ENGL 541 - History of the English Language Credits: 3
- ENGL 542 - Grammar, Style, & Editing Credits: 3
- ENGL 580 - Topics in Writing Credits: 2
- ENGL 588 - Internship in the Writing Center Credits: 3
- ENGL 591 - Seminar in Professional Writing Credits: 3
- ENGL 594 - Topics in Language Credits: 3
- ENGL 602 - Computer Assisted Language Learning Call Credits: 3
- ENGL 612 - ESL Curriculum and Assessment Credits: 3
- ENGL 613 - ESL Grammar Credits: 3
- ENGL 614 - Seminar in ESL Credits: 3
- ENGL 686 - Internship Credits: 1

Total: 18 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 .

Trauma-Informed Care Certificate

The certificate in Trauma-Informed Care is a 15-credit program designed to provide participants with foundational knowledge about trauma and the ability to apply that knowledge to their specific settings in order to increase effectiveness with traumatized populations. The program is appropriate for students and professionals in mental health, education, crisis and emergency services, medical settings, criminal justice, law and law enforcement, non-profit and human services industries, and anyone who works with individuals or systems exposed to trauma. The certificate program may be particularly useful for (but is not limited to) students in the following graduate programs: Clinical Mental Health Counseling, School Psychology, Education, Health Administration, Health Care Administration, Nursing, Occupational Therapy, Physician Assistant Studies, and Public Health. Because most of these graduate degree programs permit 6-9 credits of elective coursework, students can often embed some certificate coursework within their degree program. The certificate program is open to degree-seeking, and non-degree graduate students

meeting the admission requirements, as well as current undergraduate students eligible to take graduate-level courses.

Program Requirements

The certificate in Trauma-Informed Care requires completion of three core courses (9 credits), along with two elective courses (6 credits). The certificate program is a hybrid learning format, with most courses structured as asynchronous online courses.

Admission Requirements

Applicants must meet the general requirements for graduate admission (see here) and/or be active graduate student at Valparaiso University.

Early Admission for Undergraduate Valparaiso University Students

The early entry program, an option available only to undergraduate students at Valparaiso University, allows qualified students to apply for early entry into the Certificate in Trauma-Informed Care program and complete up to nine credits of graduate coursework toward the certificate during their senior year. Prior to March 1st of their junior year, undergraduate students with a 3.300 grade point average or higher may apply for early admission to this certificate program. Only students who have completed general psychology and abnormal psychology courses by the end of their junior year are eligible to apply. In addition to evidence of strong academic performance, applicants must submit an application, a detailed essay, and present two strong letters of recommendation.

Students accepted into the program may take up to nine credits during their senior year that may apply to both their undergraduate educational requirements and their graduate certificate in Trauma-Informed Care. These credits are beyond the minimum 27 credits required for the BA degree, and include up to three of the required certificate courses.

Commitment to completing the Trauma-Informed Care certificate program 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 certificate program, including a final transcript and evidence of continuing strong academic performance (3.300 grade point average), must be met before final admission is granted.

Required Courses: 15 Cr.

- PSY 500 - Understanding Trauma Credits: 3
- PSY 510 - Trauma Assessment Credits: 3
- PSY 590 - Special Topics in Trauma Credits: 3 (taken twice)
- PSY 600 - Capstone: Trauma-Informed Systems Credits: 3

Total: 15 Cr.

Non-Degree

Early Childhood Initial Teaching Licensure - Transition to Teaching Track

Early Childhood Initial Teaching Licensure - Transition to Teaching Track

Required Courses

- ED 510 - Foundations in Emergent and Early, Literacy Credits: 3
- ED 518 - Curriculum Design and, Differentiation Credits: 2
- ED 520 - Educational Psychology Credits: 2
- ED 539 - Scientifically-Based Reading Research Components of Early and Emergent Literacy Credits: 3
- ED 545 - Sem: Efficacy/Prof Pract, Differentiation Credits: 1
- ED 551 - Early Childhood Methods: The Learning Environment Credits: 3
- ED 552 - Early Childhood Methods: Instruction Credits: 3
- ED 570 - Diversity, Equity, and Education Credits: 2
- ED 630 - Supervised Teaching Credits: 3
- SPED 540 - Differentiated Instructional Practices Credits: 2

Total: 24 Cr.

Elementary Education Initial Teaching Licensure - Transition to Teaching Track

Required Courses

- ED 510 - Foundations in Emergent and Early, Literacy Credits: 3
- ED 518 - Curriculum Design and, Differentiation Credits: 2
- ED 520 - Educational Psychology Credits: 2
- ED 527 - Methods of Teaching Social Studies Credits: 2
- ED 529 - Literacy in Elementary School Credits: 3
- ED 545 - Sem: Efficacy/Prof Pract, Differentiation Credits: 1
- ED 570 - Diversity, Equity, and Education Credits: 2
- ED 573 - Elementary Science & Math Methods Credits: 4
- ED 630 - Supervised Teaching Credits: 3
- SPED 540 - Differentiated Instructional Practices Credits: 2

Total: 24 Cr.

Secondary Education Initial Teaching Licensure - Transition to Teaching Track

Required Courses

- ED 518 - Curriculum Design and, Differentiation Credits: 2
- ED 520 - Educational Psychology Credits: 2
- ED 545 - Sem: Efficacy/Prof Pract, Differentiation Credits: 1
- ED 560 - Literacies/Content Areas Credits: 3
- ED 570 - Diversity, Equity, and Education Credits: 2
- ED 630 - Supervised Teaching Credits: 3
- SPED 540 - Differentiated Instructional Practices Credits: 2

One Course From The Following Options:

- ED 581 - Teach Engl/Mid & Sec Schl Credits: 3
- ED 582 - Teach Math/Mid & Sec Schl Credits: 3
- ED 583 - Teach Soc Std/Mid & Sec Schl Credits: 3
- ED 584 - Teach Sci/Mid and Sec Schl Credits: 3
- ED 586 - Educational Art: Method/Materials Wkshp Credits: 3
- ED 587 - Teach Wld Lang/Mid & Sec Schl Credits: 3

Total: 18 Cr.

Special Education Add-On Certification - Transition to Teaching Track

Required Courses

- ED 510 - Foundations in Emergent and Early, Literacy Credits: 3
- SPED 547 - Characteristics of Individuals With, Mild Disabilities Credits: 3
- SPED 551 - Applied Behavior Analysis Credits: 3
- SPED 566 - Tchg Rdng to Stdnts With Dsblts Elmnty, Disabilities Credits: 3
- SPED 644 - Assessment in Special Education Credits: 3
- SPED 645 - Advanced Strategies for Teaching, Individuals With Mild Disabilities, (grades 1-12) Credits: 3

Total: 18 Cr.

Special Education Initial Teaching Licensure - Transition to Teaching Track

Required Courses: 24 Cr.

- ED 510 - Foundations in Emergent and Early, Literacy Credits: 3
- ED 518 - Curriculum Design and, Differentiation Credits: 2
- ED 545 - Sem: Efficacy/Prof Pract, Differentiation Credits: 1
- ED 630 - Supervised Teaching Credits: 3
- SPED 547 - Characteristics of Individuals With, Mild Disabilities Credits: 3

- SPED 551 - Applied Behavior Analysis Credits: 3
- SPED 566 - Tchg Rdng to Stdnts With Dsblts Elmntry, Disabilities Credits: 3
- SPED 644 - Assessment in Special Education Credits: 3
- SPED 645 - Advanced Strategies for Teaching, Individuals With Mild Disabilities, (grades 1-12) Credits: 3

Total: 24 Cr.

College of Business

Master of Science

Sports Administration, M.S.

The Master of Science with a concentration in Sports Administration (MSSA) is a 36-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 administered through the College of Business.

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 this interdisciplinary program, students take graduate coursework through the College of Business and other graduate programs, including Economics, Education, Psychology, Communication, and Liberal Studies.

Admission Requirements

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

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

Program Requirements

Business Core: 12 Cr.

- MBA 503 - Accounting Information for Decision Analysis Credits: 3

- MBA 508 - Strategic Thinking and Action Credits: 3

Two Courses From The Following Options:

- MBA 506 - Leadership in a Global Environment Credits: 3
- MBA 561 - Project Management Credits: 3
- MBA 565 - Developing People Credits: 3

Sports Administration Core: 15 Cr.

- SMGT 533 - Management and Development of Facilities Credits: 3
- SMGT 570 - Sport and the Law Credits: 3
- ECON 567 - Sports Economics Credits: 3

One Course From The Following Options:

- SMGT 543 - Sports Marketing, Promotions, and Fundraising Credits: 3
- MBA 505 - Marketing Management & Consumer Experience Credits: 3

One Of The Following Options:

- SMGT 533 - Management and Development of Facilities Credits: 3
- MBA 504 - Financial Analysis Credits: 3

Sports Administration Electives: 6 Cr.

Two courses from the following options:

- SMGT 510 - Psychology of Sport Credits: 3
- SMGT 520 - Women in Sports Credits: 3
- SMGT 530 - Sport and Society Credits: 3
- SMGT 590 - Special Topics in Sports Management Credits: 3
- Or a class approved by the College of Business graduate advisor

Internship/CPT: 3 Cr.

- SMGT 586 - Internship in Sports Administration Credits: 1 **OR**
- SMGT 695 - Master's Thesis Credits: 3

Total: 36 Cr.

Master of Business Administration

Business Administration, MBA

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.

The program is 36 credit hours. To facilitate individual program objectives, coursework is divided into MBA Core and Concentration areas. The MBA Core (27 Cr.) is rooted in ethical business practice and is focused on applied business decision-making. The MBA Concentration areas (9 Cr.) provide in-depth coursework into individual disciplinary areas.

The MBA program offers rolling admission with six start dates each year. MBA courses are offered in both online and in-person modalities. Students are not required to commit to one modality and can alternate between online or in-person courses. Online courses are generally offered asynchronously. In-person courses meet once per week Monday through Thursday from 6:00 pm to 9:40 pm CST.

The MBA program includes four seven-week terms that correspond to the University's Fall and Spring Semesters, and two six-week summer terms. MBA students can complete the program in as little as one year by taking two courses per seven-week session, or in two years by taking one course per seven-week session.

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, BUS 205, ECON 221, and ECON 222.

Admission

For admission to graduate degree programs in Business, students must meet the graduate admission requirements (see here). 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 Business
2. A letter of application including a statement of professional goals, which substitutes for the general essay noted under Admission for Degree-Seeking Students (see here)
3. A current résumé
4. An interview may be required at the discretion of the Director of Graduate Programs in Business

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

MBA Core (27 Cr.)

Required for all MBA Concentration Areas

- MBA 501 - Quantitative Methods in Management Credits: 3
- MBA 502 - Managerial Economics Credits: 3
- MBA 503 - Accounting Information for Decision Analysis Credits: 3
- MBA 504 - Financial Analysis Credits: 3
- MBA 505 - Marketing Management & Consumer Experience Credits: 3
- MBA 506 - Leadership in a Global Environment Credits: 3
- MBA 507 - Global Trade: Governance, Digitization, and Sustainability Credits: 3
- MBA 508 - Strategic Thinking and Action Credits: 3
- MBA 564 - Global Supply Change Management Credits: 3

MBA Concentration Areas

Concentration in General Business (9 Cr.)

Any 9 credits of graduate courses as approved by the CoB graduate advisor.

Concentration in Management (9 Cr.)

9 credits from the following:

- MBA 559 - High Performance Organizations Credits: 3
- MBA 563 - Creativity and Innovation Credits: 3
- MBA 565 - Developing People Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)
- Or a course approved by the CoB graduate advisor.

Concentration in Engineering Management (9 Cr.)

9 credits from the following:

- MBA 560 - Managing Emerging Technologies Credits: 3
- MBA 561 - Project Management Credits: 3
- MBA 562 - Managing Technical Teams Credits: 3
- MBA 570 - Enterprise Resource Planning With SAP Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)

One of the following:

- ACRS 525 - Actuarial Modeling Credits: 3 **OR**
- AMOD 533 - Data Mining and Applications Credits: 3 **OR**
- AMOD 504 - Business Analytics Credits: 3 **OR**
- IT 533 - Data Mining and Applications Credits: 3

One of the following:

- MBA 554 - Time Series Analysis Credits: 3 **OR**
- ECON 525 - Applied Econometrics Credits: 3 **OR**
- STAT 543 - Time Series Analysis Credits: 3
- A course approved by the CoB graduate advisor.

Concentration in Finance (9 Cr.)

9 credits from the following:

- MBA 555 - Global Investment Management Credits: 3
- MBA 557 - Global Capital Markets Credits: 3
- MBA 575 - International Financial Management Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)
- ECON 538 - Economics of Financial Markets Credits: 3
- MBA 554 - Time Series Analysis Credits: 3 **OR**
- STAT 543 - Time Series Analysis Credits: 3
- A course approved by the CoB graduate advisor.

Concentration in Digital Marketing (9 Cr.)

9 credits from the following:

- MBA 563 - Creativity and Innovation Credits: 3
- MBA 568 - Services Marketing Credits: 3
- MBA 574 - Digital Marketing Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)
- CVA 598 - Visual Communication Credits: 3
- CVA 601 - Social Media Credits: 3
- ACRS 525 - Actuarial Modeling Credits: 3 **OR**
- AMOD 533 - Data Mining and Applications Credits: 3 **OR**
- AMOD 504 - Business Analytics Credits: 3 **OR**
- IT 533 - Data Mining and Applications Credits: 3
- A course approved by the CoB graduate advisor.

Concentration in Business Analytics (9 Cr.)

9 credits from the following:

- MBA 572 - SAP Business Intelligence Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)
- AMOD 575 - Scientific Visualization Credits: 3
- AMOD 504 - Business Analytics Credits: 3
- IT 603 - Information Management Credits: 3
- ACRS 525 - Actuarial Modeling Credits: 3 **OR**
- CS 525 - Simulation and Modeling Credits: 3 **OR**
- ECON 525 - Applied Econometrics Credits: 3

One of the following:

- AMOD 533 - Data Mining and Applications Credits: 3 **OR**
- CS 545 - Artificial Intelligence Credits: 3 **OR**
- ECON 573 - Applied Data Science Credits: 3 **OR**
- IT 533 - Data Mining and Applications Credits: 3

One of the following:

- MBA 554 - Time Series Analysis Credits: 3 **OR**
- STAT 543 - Time Series Analysis Credits: 3
- A course approved by the CoB graduate advisor.

Concentration in Supply Chain Analytics (9 Cr.)

9 credits from the following:

- MBA 561 - Project Management Credits: 3
- MBA 572 - SAP Business Intelligence Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)

One of the following:

- AMOD 533 - Data Mining and Applications Credits: 3 **OR**
- CS 545 - Artificial Intelligence Credits: 3 **OR**
- IT 533 - Data Mining and Applications Credits: 3

One of the following:

- MBA 554 - Time Series Analysis Credits: 3 **OR**
- STAT 543 - Time Series Analysis Credits: 3
- A course approved by the CoB graduate advisor.

Concentration in Healthcare Administration (9 Cr.)

9 credits from the following:

- MBA 568 - Services Marketing Credits: 3
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)
- HADM 501 - Understanding Healthcare Organizations Credits: 3
- HADM 602 - Managing and Analyzing Healthcare Information Credits: 3
- HADM 640 - Quality Health Care Management Credits: 3
- HADM 662 - Health in the Community Credits: 3
- HADM 664 - International Health and Healthcare Organizations Credits: 3
- HADM 672 - Legal and Ethical Issues in Healthcare Credits: 3
- HADM 675 - Organizational Govt Policy in Hlth Care Credits: 3
- Or a course approved by the CoB graduate advisor.

Concentration in Ministry (9 Cr.)

9 credits from the following:

- LS 555 - Ethics in Business Credits: 2
- MBA 586 - Internship in Management Credits: 1 (1-3 credits)

- Graduate courses with prefix THEO or LS as approved by the CoB graduate advisor

College of Nursing and Health Professions

Doctor of Nursing Practice

Nursing, DNP

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 advanced practice registered 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 registered 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 69-credit program, the graduate will be able to:

1. Assume the role of the advanced practice registered nurse to provide independent and collaborative healthcare based on evidence, scientific knowledge, and science-based theory.
2. Demonstrate organizational and system leadership to improve the quality of healthcare 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 clinical judgement, communication, and compassionate care while incorporating ethics, evidence-based practice, health policy, social determinants of health and diversity, equity and inclusion as an advanced practice registered nurse.

Admission

In addition to completing the graduate admission requirements (see here), students applying to the DNP program must submit the following materials:

1. A baccalaureate degree in nursing from an accredited university with a grade point average of at least 3.000
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. A 2-page essay indicating the reason for pursuing the DNP degree and the relationship of graduate study to professional goals as a family nurse practitioner
4. 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
5. Copy of all registered nurse licenses
6. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (Valpo alumni are required to submit two letters of recommendation)

A non-refundable seat deposit is required for the DNP program. The seat deposit will be applied to the first semester's tuition.

Advising

Advising in the Doctor of Nursing Practice program is done by an appointed faculty advisor 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.

Progression Requirements

Students who are on academic probation, due to low GPA or the receipt of two grades below B-, are not eligible to proceed to the NUR 799 series until academic deficiencies are resolved. Students must achieve a grade of B- or higher in NUR 771 to progress to the NUR 799 series. All additional academic policies apply to the DNP program.

Nursing Liability Insurance

In connection with the clinical practice component of the nursing program, all BSN to DNP students, beginning with their first clinical course (NUR 605), must secure professional liability insurance provided by the University.

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 **GRADUATE CATALOG**. No more than nine transfer credits can be applied to program requirements.

BSN to DNP students are required to come to campus for two immersion/intensive experiences: 1. to participate in a simulated patient experience while enrolled in NUR 605 and NUR 610; 2. to deliver their poster and oral presentation at the completion of their studies.

Prior to beginning clinical courses (NUR 605, NUR 722, NUR 732, NUR 742, NUR 752, and 799 series), students must submit evidence of a current nursing license, medical/health insurance, CPR certification, TB skin test results, required immunizations, 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.

Course Requirements

- NUR 502 - Pathophysiology for Advanced Practice Nursing Credits: 3
- PHS 503 - Biostatistics Credits: 2
- IPE 603 - Principles of Epidemiology Credits: 2
- NUR 605 - Advanced Health Assessment Credits: 3
- NUR 606 - Pharmacologic Principles for Advanced Nursing Practice Credits: 3
- NUR 610 - Procedural Techniques for Advanced Nursing Practice Credits: 3
- IPE 640 - Applications in Quality Improvement, Patient Safety, and Population Health Credits: 3
- NUR 671 - Foundations of Research and Evidence-Based Practice Credits: 3
- NUR 672 - Theories and Concepts for Advanced Nursing Practice Credits: 4
- NUR 701 - Role of the Advanced Practice Registered Nurse Credits: 3
- IPE 710 - Leadership in Quality and Patient Safety Credits: 1
- NUR 711 - Ethical Issues of Advanced Nursing Practice Credits: 3
- NUR 712 - Organizational and Systems Leadership in Healthcare Credits: 3

- NUR 713 - Business and Legal Aspects of Advanced, Practice Nursing Credits: 3
- NUR 721 - Health Promotion Across the Lifespan Credits: 3
- NUR 722 - Application of Advanced Practice, Nurse Role I Credits: 2
- NUR 731 - Managing Common Health Conditions Credits: 3
- NUR 732 - Application of the Advanced Practice, Nurse Role II Credits: 3
- NUR 741 - Managing Complex Health Conditions Credits: 3
- NUR 742 - Application of the Advanced Practice, Nursing Role III Credits: 3
- NUR 752 - Application of Adv Practice Nur Role IV Credits: 2
- NUR 771 - Improvement and Implementation Science for the Advanced Practice Registered Nurse Credits: 3
- NUR 799 - Doctor of Nursing Practice Project A: Development Credits: 4
- NUR 799 - Doctor of Nursing Practice Project B: Implementation Credits: 4
- NUR 799 - Doctor of Nursing Practice Project C: Evaluation Credits: 4
- NUR 799 - Doctor of Nursing Practice Project D: Continuation Credits: 3 (if needed)

Total: 69 Cr.

A Nursing Lab Fee is associated with NUR 605, NUR 752, and NUR 799.

Nursing, Post-Master's, DNP

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 35-credit program, the graduate will be able to:

1. Assume the role of the advanced practice registered nurse to provide independent and collaborative healthcare based on evidence, scientific knowledge, and science-based theory
2. Demonstrate organizational and system leadership to improve the quality of healthcare 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 clinical judgment, communication, and compassionate care while incorporating ethics, evidence-based practice, health policy, social determinants of health and diversity, equity and inclusion as an advanced practice registered nurse.

Admission

In addition to completing the graduate admission requirements (see here), students applying to the DNP program must submit the following materials:

1. A completed Post-MSN DNP application form
2. Official transcripts from an accredited Master of Science in Nursing program indicating a 3.25 grade point average or above
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. Completed validation of supervised clinical practice hours form*
9. 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)

*To meet the requirements of the DNP Essentials, certified APNs entering the Post-MSN DNP program must have completed at least 500 supervised clinical practice hours in their MSN coursework. Students who have not fulfilled this requirement must complete the outstanding hours within a 1-credit independent study course in addition to regular program requirements.

Prior to beginning the first DNP Project course, students must submit evidence of a current nursing license, medical/health insurance, 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 an appointed faculty advisor within the College of Nursing and Health Professions. The major for this program is Advanced Practice Nursing.

Progression Requirements

Students who are on academic probation, due to low GPA or the receipt of two grades below B-, are not eligible to proceed to the NUR 799 series until academic deficiencies are resolved. Students must achieve a grade of B- or higher in NUR 771 to progress to the NUR 799 series. All additional academic policies beginning on page 100 apply to the DNP program

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.

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 **GRADUATE CATALOG**. All course requirements must be taken in residence. Post Master's DNP students are required to come to campus for one immersion/intensive experience to deliver their poster and oral presentation at the completion of their studies.

Prior to beginning NUR 799, students must submit evidence of a current nursing license, medical/health insurance, 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.

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 graduate readmission procedures. All academic policies apply to the DNP program.

Course Requirements

- PHS 503 - Biostatistics Credits: 2
- IPE 603 - Principles of Epidemiology Credits: 2
- IPE 640 - Applications in Quality Improvement, Patient Safety, and Population Health Credits: 3
- IPE 710 - Leadership in Quality and Patient Safety Credits: 1
- NUR 711 - Ethical Issues of Advanced Nursing Practice Credits: 3
- NUR 712 - Organizational and Systems Leadership in Healthcare Credits: 3
- NUR 713 - Business and Legal Aspects of Advanced, Practice Nursing Credits: 3
- NUR 762 - Advanced Practicum I Credits: 2
- NUR 771 - Improvement and Implementation Science for the Advanced Practice Registered Nurse Credits: 3
- NUR 772 - Advanced Practicum II Credits: 2
- NUR 799 - Doctor of Nursing Practice Project A: Development Credits: 4
- NUR 799 - Doctor of Nursing Practice Project B: Implementation Credits: 4
- NUR 799 - Doctor of Nursing Practice Project C: Evaluation Credits: 4
- NUR 799 - Doctor of Nursing Practice Project D: Continuation Credits: 3 (if needed)

Total: 35 Cr.

A Nursing Lab Fee is associated with NUR 799.

Doctor of Occupational Therapy

Post-Professional Doctor of Occupational Therapy, DROT

The Post-Professional Doctor of Occupational Therapy (DROT) Program prepares occupational therapists for mentorship and scholarship in academic communities and/or healthcare organizations.

This program is offered in an online format with synchronous and asynchronous learning.

Upon completion of the Doctor of Occupational Therapy degree, students will be able to:

1. Critically appraise evidence-based practice strategies into practice to maximize target population outcomes.
2. Contribute to the occupational therapy body of knowledge through the design and implementation of research.
3. Implement strategies to address the ethics, policies, and laws that impact the practice of occupational therapy in the dynamic healthcare environment.

Admission Criteria

Applicants must have graduated from an accredited college or university with an average standing of 3.000 (B) in all undergraduate or graduate work undertaken in whichever degree is the highest held. Students who do not meet this requirement 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. Specific requirements for different admission statuses are given below. Graduate Admission will provide comprehensive application packets, including a complete list of the admission requirements for both Graduate Admission and the specific graduate program in response to an application request. Online applications may be submitted through the Graduate Admission website. All application materials, including transcripts, become part of the records of Valparaiso University and may not be returned to the applicant for any reason.

Admission to the graduate program is decided by the dean of the College of Nursing and Health Professions following the receipt of the following materials:

1. A completed application
2. Graduate application fee of \$30.00 for US applicants
3. Official transcripts of all previous undergraduate and graduate work
4. A reflective essay of two double-spaced pages indicating the student's reasons for pursuing a graduate degree and the relationship of graduate study to any professional goals

In addition to the above, the decision of the dean takes into consideration the admission requirements as well as the recommendation of the department and college through which the program is administered. Applicants must also meet the following criteria:

1. Earned a Bachelor of Science or Master of Science in Occupational Therapy degree
2. Current state licensure as an Occupational Therapist and be in good standing
3. Worked at least one year as an occupational therapist

Program Requirements

To successfully complete either program, students must have achieved a final minimum cumulative GPA of 3.000 or higher. If a student receives less than a C in a course, the student is required to retake the course at his or her expense. If the student fails more than two courses, the student will be dismissed from the program.

Policy for Readmission

Students who leave the program in good standing may apply for readmission. Students who do not enroll in courses in their degree program for more than two consecutive semesters (Fall, Spring) and who have not been granted a leave of absence will be required to reapply for admission and undergo re-evaluation by the Admissions Committee in order to determine whether they may continue in the program. All courses must be completed within four years of the initial date of enrollment to obtain the degree.

Program Requirements

- OCTH 750 - Occupational Therapy Theories, Models, and Framework Credits: 6
- OCTH 755 - Research Methodologies Credits: 6
- OCTH 760 - Educational Principles in Occupational Therapy Credits: 3
- OCTH 765 - Leadership in Healthcare Credits: 3
- OCTH 785 - Capstone Discovery and Design Credits: 3
- OCTH 790 - Capstone Credits: 6

Electives

- OCTH 706 - Advocating for the OT Profession Credits: 3
- OCTH 708 - Current Trends in Advancing Emerging Practice Areas Credits: 3
- IPE 518 - Global Health Issues Credits: 3

Master of Healthcare Administration

Healthcare Administration, MHCA

The Master's degree in Healthcare Administration (MHCA) provides students with the skills and experience to become leaders in a variety of healthcare settings. The MHCA program teaches students to use critical thinking skills to effectively communicate and manage employees; to improve patient safety, clinical processes and health outcomes; and to respectfully recognize the diversity of their patients and populations while executing the policies of their healthcare organization.

At the completion of the 39-credit program, the graduate will be able to:

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

Admission Requirements

Applicants are required to meet the standard admission criteria for graduate students (see here), 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. An essay indicating reasons for studying healthcare administration.
4. A non-native English speaker is required to have a minimum TOEFL (IBT version) 82 or IELTS 6.5.
5. 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

Students may complete this 39-credit program on either a full-time or part-time basis in a mix of in-person and online courses.

Outside the classroom, students acquire practical experience through an internship totaling 240 hours (3 credits at 80 hours per credit).

Program Requirements

Required Courses: 30 Cr.

- HADM 501 - Understanding Healthcare Organizations Credits: 3
- HADM 517 - Leadership and Team Building in Healthcare Administration Credits: 2
- HADM 520 - Financial Management in Healthcare Credits: 3
- HADM 601 - Research and Program Evaluation Credits: 3
- HADM 602 - Managing and Analyzing Healthcare Information Credits: 3
- IPE 640 - Applications in Quality Improvement, Patient Safety, and Population Health Credits: 3
- HADM 650 - Managing People and Human Resources Credits: 3
- HADM 672 - Legal and Ethical Issues in Healthcare Credits: 3
- HADM 675 - Organizational Govt Policy in Hlth Care Credits: 3
- MBA 505 - Marketing Management & Consumer Experience Credits: 3

Additional Required Courses: 6 Cr.

Two Courses From The Following Options:

- IPE 518 - Global Health Issues Credits: 3
- HADM 662 - Health in the Community Credits: 3
- HADM 664 - International Health and Healthcare Organizations Credits: 3

Internship: 3 Cr.

- HADM 686 - Internship Credits: 3 (take 3 credits)

Total: 39 Cr.

*International students are required to take GRD 500 Graduate Academic Success in their first semester of enrollment.

Degree Map

Credits: 39

Program length: 18 months - 2 years typically, or 4+1 Early Entry

Fall Courses

- HADM 501 - Understanding Healthcare Organizations Credits: 3
- HADM 517 - Leadership and Team Building in Healthcare Administration Credits: 2
- HADM 520 - Financial Management in Healthcare Credits: 3
- IPE 640 - Applications in Quality Improvement, Patient Safety, and Population Health Credits: 3
- IPE 518 - Global Health Issues Credits: 3
- MBA 505 - Marketing Management & Consumer Experience Credits: 3 (Fall or Spring)

Spring Courses

- HADM 601 - Research and Program Evaluation Credits: 3
- HADM 602 - Managing and Analyzing Healthcare Information Credits: 3
- HADM 650 - Managing People and Human Resources Credits: 3
- HADM 672 - Legal and Ethical Issues in Healthcare Credits: 3
- HADM 675 - Organizational Govt Policy in Hlth Care Credits: 3
- MBA 505 - Marketing Management & Consumer Experience Credits: 3 (Fall or Spring)

Summer Courses

- HADM 662 - Health in the Community Credits: 3
- HADM 664 - International Health and Healthcare Organizations Credits: 3

Internship

Taken towards end of program.

- HADM 686 - Internship Credits: 3 (take 3 credits)

Master of Public Health

Public Health, MPH

The Master of Public Health (MPH) program prepares public health professionals in a community of learning, dedicated to excellence and grounded in the Lutheran tradition, to excel in leadership and service in the field of public health in a global society.

The interdisciplinary curriculum is designed to enhance public health competence to promote health and prevent disease in human populations through ecological approaches across multiple determinants of health. Graduates will use knowledge, skills, and attitudes attained in the core concepts of public health including advanced coursework in health behavior, health services administration, environmental health, epidemiology, and statistics. Public health professionals are prepared to lead public health programs to address the needs of populations to promote and protect the health of the community in a global society.

The program is offered in a face-to-face and online format through synchronous and asynchronous coursework. This format will provide students with the ability to collaborate directly with faculty experts and peers throughout the program.

Purpose and Objectives

The purpose of the MPH degree is to prepare graduates to pursue professional positions within varied public health settings. The MPH graduate will:

1. Synthesize the roles of the public health professional for populations in a global society.
2. Assess, plan, implement, and evaluate population health by developing, managing, and delivering public health programs.
3. Develop manage, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology in public health.
4. Engage in the processes of scholarship, critical thinking, communication, change, and life-long learning.
5. Integrate public health ethics, values, service, and leadership skills.
6. Through experiential learning, promote health of populations in dynamic public health care environments.
7. Serve the profession, the public health agency, and the community.

Admission Requirements

In addition to completing the graduate admission requirements, students applying to the MPH Program must submit the following materials:

1. A completed Master of Public Health application form
2. 3.000 grade point average in previous college level work
3. Official transcripts from an accredited university
4. Two letters of recommendation
5. An essay relating graduate study to professional goals

Policy for Readmission

MPH 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 for completing the degree requirements. If an MPH student is on leave from the program from three to five years, the completed coursework will be reviewed and an individualized program for completion will be determined by the dean of the College of Nursing and Health Professions based on the courses taken, the current information needed for public health practice, and student experience. Student remediation may be part of this individualized program. Students who have left the MPH 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 MPH students must follow the graduate readmission procedures.

Progression and Graduation Requirements

To progress in master's level courses, a student must have a 3.000 cumulative grade point average, and a 3.000 grade point average in all Public Health courses.

Curriculum

MPH Core Requirements: 24 Cr.

- IPE 603 - Principles of Epidemiology Credits: 2 (take 3 credits)
- PHS 501 - Introduction to Public Health Credits: 3
- PHS 503 - Biostatistics Credits: 2 (take 3 credits)
- PHS 513 - Social, Behavioral and Cultural Factors in Health Credits: 3
- PHS 520 - Biological Basis of Disease Credits: 3
- PHS 521 - Environmnt Hlth for a Sustainable Future Credits: 3
- PHS 560 - Public Hlth Policy, Ldrshp, & Adminstn Credits: 3
- PHS 662 - Pub Hlth Program Planng, Mgmt, & Eval Credits: 3

Epidemiology Concentration: 9 Cr.

- PHS 613 - Applied Epidemiology Credits: 3
- PHS 619 - Applied Health Data Analysis Credits: 3
- PHS 673 - Epidemiologic Research Methods Credits: 3

Applied Practice Experience/Integrative Learning Experience (Minimum 6 Cr.)

- PHS 680 - Applied Practice Experience Credits: 3
- PHS 681 - Integrative Learning Experience Credits: 3

Electives: 3 Cr.

Total: 42 Cr.

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

Master of Science in Physician Assistant Studies

Physician Assistant Studies, MSPA

The Master of Science in Physician Assistant Studies (MSPA) coursework provides students with the graduate level education necessary to qualify them to sit for the Physician Assistant National Certifying Exam (PANCE) in order to become certified and eligible to practice as a physician assistant (PA) in the United States. The curriculum is comprised of courses meeting the national standards for PA education as set out by the profession's accrediting body, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). Courses include basic sciences, clinical medicine topics, and training in critical thinking and professional development.

The MSPA Program is a 2-year professional program divided into a 12-month didactic phase followed by a 12-month clinical phase in the form of on-site supervised clinical practice experiences. This program serves as an extension of the 3-year Valparaiso University undergraduate Bachelor of Science in Health Science (BSHS) program and is the culminating phase of the 5-Year Physician Assistant Program (3+2). Students entering the MSPA Program from the BSHS program are prepared with a prescribed academic sequence consisting of liberal arts, preparatory science courses, and courses related to healthcare. Students admitted directly into the MSPA degree program who have met or exceeded the progression and retention criteria for the BSHS degree are directly admitted into the professional MSPA segment, the professional accredited component of Physician Assistant (PA) preparation. The MSPA curriculum is delivered sequentially. Students take courses as a cohort in a series as described below.

Purpose and Objectives

The purpose of the MSPA degree is to prepare graduates who are qualified to sit for the Physician Assistant National Certifying Examination (PANCE) and to practice medicine as a PA within varied healthcare environments.

The mission of the Valparaiso University Physician Assistant Program is to prepare competent graduates who think critically and work collaboratively to provide excellent evidence-based patient care in dynamic healthcare environments and promote the health and well-being of persons and communities through interprofessional education, scholarship, service, and leadership.

Upon completion of the MSPA degree, students will be able to demonstrate:

1. An investigative and analytical approach to patient care incorporating core medical knowledge and critical thinking skills.
2. Interpersonal communication skills to develop therapeutic, culturally sensitive, and ethically sound relationships with patients, their families, and other members of the healthcare team.
3. Patient-centered care that incorporates medical knowledge, procedural skills, team-based care, and the active involvement of patients and families in their own healthcare across the lifespan.
4. Positive values and ideals consistent with an ethical and professional approach to patient care, including the acknowledgement of professional and personal limitations.
5. Practice and systems-based analysis to insure patient safety and improve outcomes through continuous quality improvement.
6. Appropriate responses to the complexities of the dynamic healthcare system by practicing in a cost effective and socially responsible manner while focused on the interest of the individual patient.

Admission Requirements

Direct Admit Pathway for the 5-Year Program

Students who have been admitted to the direct admit pathway, have successfully met the PA program direct admit progression criteria, and who have successfully completed the BSHS degree program requirements will be admitted directly into the accredited phase of the PA program (the MSPA coursework).

Non-Direct Admit Pathway into MSPA

Students who were not admitted into the PA program via the direct admit pathway will be considered for admission to the PA program once a year in December prior to enrollment in the MSPA Program, pending available seats.

Students currently enrolled in a Valparaiso University degree or those who have earned a Valpo degree are eligible to apply for admission into the Master of Science in Physician Assistant Studies (MSPA) Program if they meet all listed requirements.

The program's published requirements are available on the PA Program website:

<https://www.valpo.edu/physician-assistant-program/programs/admission>

Students who were not admitted into the 5-Year PA Program direct admit pathway or who were dismissed from the direct admit pathway will be considered for admission to the MSPA Program once a year in December prior to enrollment in the MSPA Program, pending available seats.

To be eligible for admission to the graduate phase of the program, students must meet one of the following requirements:

1. Student in good standing within the NSHS program who will complete the BSHS degree prior to the start date for the MSPA Program.

2. Student currently enrolled at Valparaiso University who will complete a baccalaureate Valpo degree prior to the start date for the MSPA Program and who has met all admission requirements.
3. Alumni of Valparaiso University who has earned at least a baccalaureate Valpo degree and has met all admission requirements.

Applicants from the non-direct entry pool will complete a University application, which includes a personal statement and an interview. Preference will be given to students enrolled in the BSHS degree.

BSHS degree applicants will be evaluated using the following criteria:

- Overall cumulative GPA
- Overall lab science GPA
- Overall health science GPA
- Interview
- Three letters of reference
 - At least one letter of reference must be from a healthcare professional who can comment on the applicant's abilities and performance in a clinical setting.
- Maturity, leadership, commitment to a career in healthcare, service to others, and any disciplinary action

Applicants who are not enrolled or have not achieved the BSHS degree must meet (or must demonstrate they will meet) the prerequisite degree, coursework, and pre-admission clinical experience for the MSPA Program.

Application submissions must include:

- Official academic transcripts from Valparaiso University
- Overall cumulative GPA of 3.0 or higher on a 4.0 scale
- Overall lab science GPA of 3.0 or higher on a 4.0 scale
 - Competitive applicants typically have an Overall GPA and Science GPA of 3.40 or higher.
- Three letters of reference
 - At least one letter of reference must be from a healthcare professional who can comment on the applicant's abilities and performance in a clinical setting.
- Minimum of 132 hours of direct patient care of healthcare experiences documented prior to the start of the MSPA Program
 - Direct patient care experiences include both paid and unpaid work in a health field where you are directly responsible for a patient's care, for example actively working with patients as a nurse, paramedic, EMT, CNA, physical therapist, occupational therapist, etc..
 - Healthcare experiences include both paid and unpaid work in a health field where you are not directly responsible for a patient's care, but still have patient interaction, for example administering food or medication, taking vitals, obtaining record-keeping information, shadowing (PA preferred), working as a scribe, medical assistant, etc.

Coursework prerequisites

- Official transcripts must show that the following prerequisites have been completed.
 - Applicants will be considered if prerequisites are still in progress or planned; however, all prerequisite coursework must be completed prior to the start of the MSPA Program.
- To be considered for admission, all prerequisite coursework must be completed no earlier than 7 years prior to application cycle deadline.
- Prerequisite courses must be completed with a grade of "C" or higher.

Course Prerequisite	Minimum Semester Hours	Additional Details
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Human Anatomy & Physiology with lab	8	Content may be divided into separate anatomy and physiology courses
Microbiology with lab	4	
Biology	7	In addition to anatomy and physiology
General Chemistry with lab	8	
Organic Chemistry I with lab	4	
Statistics	3	
Behavioral and Social Sciences	6	Psychology, Sociology, or Anthropology
Medical terminology	1	

Applicants are notified of the committee's decision by letter from the Dean of the College of Nursing and Health Professions. Preference is given to students who demonstrate higher achievement in GPA (overall, science, & health science), maturity, leadership, commitment to a career in health care, and service to others.

Progression

A student must complete the graduate phase of the Program within six (6) consecutive semesters, unless an extended leave of absence is granted. Students must maintain passing status in all required coursework in order to advance towards the MSPA degree. Examinations are administered at the end of each didactic and clinical course, at the completion of the didactic year, and at the end of the curriculum.

During the didactic phase of the program, a student is limited to a maximum of five (5) total exam failures. Exam failure number six (6) will result in dismissal from the Program. In the case of exam failure, a student will be required to repeat the examination. If the student fails the exam retake, they will earn their second exam failure. In this case the student will be required to report for the next scheduled extended learning session (generally at the end of the current term). If a student fails to pass the extended learning session, the student is considered to be in violation of progression standards and is subject to dismissal.

To successfully complete the didactic phase of the program, each student must pass the Didactic Comprehensive Written Examination and Didactic Summative Practicum. Each student must pass both didactic summative assessments prior to entering the clinical phase of the Program. If the student earns below the passing grade, they will be required to sit for a second, comparable examination prior to the start of clinical rotations. If the student fails this second examination, the student is considered to be in violation of progression standards and is subject to dismissal.

Successful completion of the clinical phase requires a Satisfactory grade in every clinical course, as well as a passing score on the Graduate Project. Each student must successfully complete all nine (9) clinical rotation courses, including all graded and non-graded components, before they have successfully completed the clinical phase. At the end of each core rotation, students will take a specialty-specific, standardized, end-of-rotation (EOR) exam. If the student does not attain a passing score for an individual EOR exam, the student will be allowed to repeat the examination. If the student fails the EOR re-examination for that clinical course, the student fails the clinical course, and the rotation must be repeated. The student is allowed only one repeat EOR examination attempt during the clinical year. The second failure of any EOR examination will be considered a failure of the clinical course, and the student will be required to repeat the failed course rotation. Students are limited to a total of one clinical course

failure. Failure of the second clinical course results in dismissal from the Program. Failure of two clinical courses is defined as earning a failing grade in two different clinical courses or the same clinical course twice.

To successfully complete PA training, each student must pass the Program End of Curriculum Written Examination and Program Summative Practicum and within the final four months of the Program. The summative assessments correlate with the MSPA Program student learning outcomes and with the didactic and clinical components of the program's curriculum. These evaluations will be used to determine whether each student has the fundamental knowledge, interpersonal skills, patient care skills, and professionalism necessary to enter clinical PA practice. If the student earns below the passing grade, they will be required to sit for a second, comparable examination. If the student fails this second examination, the student is considered to be in violation of progression standards and is subject to dismissal.

Please refer to the MSPA Program Student Handbook for detailed progression criteria.

Advising

Advising in the MSPA Program is done by the CONHP academic advisor assigned to both the BSHS and MSPA degrees as well as all PA program faculty and the program director.

Curriculum

Didactic Phase: 52 Cr.

Fall: 19 Cr.

- PA 500 - Principles of PA Practice I Credits: 3
- PA 505 - Physical Diagnosis & Documentation Credits: 3
- PA 510 - Fundamentals of Clinical Medicine Credits: 2
- PA 520 - Immunology & Infectious Diseases Credits: 2
- PA 521 - Dermatology Credits: 2
- PA 522 - Ophthalmology & Otorhinolaryngology Credits: 2
- PA 523 - Hematology & Oncology Credits: 2
- PA 527 - Nephrology Credits: 2
- PA 540 - Principles of Geriatric Medicine Credits: 1

Spring: 18 Cr.

- PA 501 - Principles of PA Practice II Credits: 3
- PA 524 - Pulmonology Credits: 2
- PA 525 - Nutrition & Gastroenterology Credits: 2
- PA 526 - Endocrinology Credits: 2
- PA 528 - Cardiology Credits: 3
- PA 529 - Orthopedics & Rheumatology Credits: 3
- PA 541 - Genitourology & Reproduction Credits: 3

Summer: 15 Cr.

- PA 502 - Principles of PA Practice III Credits: 3
- PA 530 - Neurology Credits: 2
- PA 531 - Psychiatry & Behavioral Health Credits: 2
- PA 532 - Emergency Medicine & Surgery Credits: 2
- PA 543 - Principles of Pediatric & Adolescent Med Credits: 2
- PA 560 - Foundations of the Healthcare System Credits: 3
- PA 570 - Transition to Clinical Year Credits: 1

Total: 52 Cr.

Clinical Phase: 49 Cr.

Fall: 21 Cr.

- PA 695A - Graduate Project I Credits: 1

Take Four Of The Following:

- PA 601 - Family Medicine Rotation Credits: 5
- PA 602 - Pediatric Medicine Rotation Credits: 5
- PA 603 - Women's Health Rotation Credits: 5
- PA 604 - Behavioral Health Rotation Credits: 5
- PA 605 - Emergency Medicine Rotation Credits: 5
- PA 606 - Surgery Rotation Credits: 5
- PA 607 - Internal Medicine Rotation Credits: 5
- PA 608 - Elective I Rotation Credits: 5
- PA 609 - Elective II Rotation Credits: 5

Spring: 21 Cr.

- PA 695B - Graduate Project II Credits: 1

Take Four Of The Following (That Have Not Already Been Taken):

- PA 601 - Family Medicine Rotation Credits: 5
- PA 602 - Pediatric Medicine Rotation Credits: 5
- PA 603 - Women's Health Rotation Credits: 5
- PA 604 - Behavioral Health Rotation Credits: 5
- PA 605 - Emergency Medicine Rotation Credits: 5
- PA 606 - Surgery Rotation Credits: 5
- PA 607 - Internal Medicine Rotation Credits: 5
- PA 608 - Elective I Rotation Credits: 5
- PA 609 - Elective II Rotation Credits: 5

Summer: 7 Cr.

- PA 670 - Transition to Clinical Practice Credits: 1
- PA 695C - Graduate Project III Credits: 1

Take One Of The Following (That Have Not Already Been Taken):

- PA 601 - Family Medicine Rotation Credits: 5
- PA 602 - Pediatric Medicine Rotation Credits: 5
- PA 603 - Women's Health Rotation Credits: 5
- PA 604 - Behavioral Health Rotation Credits: 5
- PA 605 - Emergency Medicine Rotation Credits: 5
- PA 606 - Surgery Rotation Credits: 5
- PA 607 - Internal Medicine Rotation Credits: 5
- PA 608 - Elective I Rotation Credits: 5
- PA 609 - Elective II Rotation Credits: 5

Total: 49 Cr.

Degree Map

The Master of Science in Physician Assistant Studies program is a two-year professional program divided into a 12-month didactic phase followed by a 12-month clinical education phase in the form of on-site supervised clinical practice experiences. This program serves as an extension of the 3-year Valparaiso University undergraduate Bachelor of Science in Health Science (BSHS) program and is the culminating phase of the 5-Year Physician Assistant Program (3 + 2).

The MSPA program also provides an opportunity for graduate education for students who are not currently pursuing their BSHS degree and who meet the admission criteria. The curriculum will provide the didactic and practical hands-on training required to complete their education as physician assistant students. A combined total of 101 credit hours from the MSPA Program are required.

Didactic Year

Didactic Year - Year Four of the 5-Year Physician Assistant Program

To meet the objectives of the MSPA program, the College holds students in the MSPA degree program to the following requirements in the didactic phase of the program:

Fall Semester

Course Requirements

- PA 500 - Principles of PA Practice I Credits: 3 Timeframe: 16 weeks
- PA 505 - Physical Diagnosis & Documentation Credits: 3 Timeframe: 1 week
- PA 510 - Fundamentals of Clinical Medicine Credits: 2 Timeframe: 4 weeks
- PA 520 - Immunology & Infectious Diseases Credits: 2 Timeframe: 2 weeks

- PA 521 - Dermatology Credits: 2 Timeframe: 2 weeks
- PA 522 - Ophthalmology & Otorhinolaryngology Credits: 2 Timeframe: 2 weeks
- PA 523 - Hematology & Oncology Credits: 2 Timeframe: 2 weeks
- PA 527 - Nephrology Credits: 2 Timeframe: 2 weeks
- PA 540 - Principles of Geriatric Medicine Credits: 1 Timeframe: 1 week

Total: 19 Cr.

Spring Semester

Course Requirements

- PA 501 - Principles of PA Practice II Credits: 3 Timeframe: 16 weeks
- PA 524 - Pulmonology Credits: 2 Timeframe: 2 weeks
- PA 525 - Nutrition & Gastroenterology Credits: 2 Timeframe: 3 weeks
- PA 526 - Endocrinology Credits: 2 Timeframe: 2 weeks
- PA 528 - Cardiology Credits: 3 Timeframe: 3 weeks
- PA 529 - Orthopedics & Rheumatology Credits: 3 Timeframe: 3 weeks
- PA 541 - Genitourology & Reproduction Credits: 3 Timeframe: 2 weeks

Total: 18 Cr.

Summer Semester

Course Requirements

- PA 502 - Principles of PA Practice III Credits: 3 Timeframe: 12 weeks
- PA 530 - Neurology Credits: 2 Timeframe: 3 weeks
- PA 531 - Psychiatry & Behavioral Health Credits: 2 Timeframe: 2 weeks
- PA 532 - Emergency Medicine & Surgery Credits: 2 Timeframe: 4 weeks
- PA 543 - Principles of Pediatric & Adolescent Med Credits: 2 Timeframe: 2 weeks
- PA 560 - Foundations of the Healthcare System Credits: 3 Timeframe: 6 weeks
- PA 570 - Transition to Clinical Year Credits: 1 Timeframe: 1 week

Total: 15 Cr.

A total of 52 credit hours is required in the didactic phase of the MSPA Program.

Clinical Year

Clinical Year - Year Five of the 5-Year Physician Assistant Program

To meet the objectives of the MSPA program, the College holds students in the MSPA degree program to the following requirements in the clinical phase of the program:

Fall Semester

Course Requirements

- Rotation 1 Credits: 5 Timeframe: 5 weeks
- Rotation 2 Credits: 5 Timeframe: 5 weeks
- Rotation 3 Credits: 5 Timeframe: 5 weeks
- Rotation 4 Credits: 5 Timeframe: 5 weeks
- PA 695A - Graduate Project I Credits: 1

Total: 21 Cr.

Spring Semester

Course Requirements

- Rotation 5 Credits: 5 Timeframe: 5 weeks
- Rotation 6 Credits: 5 Timeframe: 5 weeks
- Rotation 7 Credits: 5 Timeframe: 5 weeks
- Rotation 8 Credits: 5 Timeframe: 5 weeks
- PA 695B - Graduate Project II Credits: 1

Total: 21 Cr.

Summer Semester

Course Requirements

- Rotation 9 Credits: 5 Timeframe: 5 weeks
- PA 670 - Transition to Clinical Practice Credits: 1
- PA 695C - Graduate Project III Credits: 1

Total: 7 Cr.

Clinical Rotations

A total of 49 credit hours is required in the clinical phase of the PA Program. Each student must successfully complete the following clinical rotations, the graduate project, and program summative assessments to complete the clinical phase. Rotations are not sequential; thus, a student may progress in any order through the clinical phase.

Course Requirement

- PA 601 - Family Medicine Rotation Credits: 5 Timeframe: 5 weeks
- PA 602 - Pediatric Medicine Rotation Credits: 5 Timeframe: 5 weeks
- PA 603 - Women's Health Rotation Credits: 5 Timeframe: 5 weeks
- PA 604 - Behavioral Health Rotation Credits: 5 Timeframe: 5 weeks

- PA 605 - Emergency Medicine Rotation Credits: 5 Timeframe: 5 weeks
- PA 606 - Surgery Rotation Credits: 5 Timeframe: 5 weeks
- PA 607 - Internal Medicine Rotation Credits: 5 Timeframe: 5 weeks
- PA 608 - Elective I Rotation Credits: 5 Timeframe: 5 weeks
- PA 609 - Elective II Rotation Credits: 5 Timeframe: 5 weeks

Total: 49 Cr.

A total of **49 credit hours** is required in the **clinical phase** of the MSPA Program.

Occupational Therapy Doctorate

Entry-Level Occupational Therapy Doctorate, OTD

The Occupational Therapy Doctorate (OTD) program is a 109-credit hour program that prepares future occupational therapists for advanced level practice, leadership, education and scholarship. Valparaiso University is committed to students achieving their highest potential through facilitating intellectual, emotional, and spiritual growth with an emphasis on liberal arts education.

Students must complete 24 weeks of Level II fieldwork, as well as an individual 14-week capstone experience within 6 months following the completion of the didactic portion of the program. The doctoral capstone experience must be started after completion of all coursework and Level II fieldwork, as well as completion of preparatory activities defined in 2023 ACOTE OTD Standard D.1.3.

Graduates will be able to:

1. Implement evidence-based practice strategies into daily practice to maximize target population outcomes
2. Contribute to the occupational therapy body of knowledge through design and implementation of research
3. Understand and implement strategies to address the ethics, policies, and laws that impact the practice of occupational therapy in the dynamic healthcare environment

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is www.acoteonline.org. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission

Admission to the Valparaiso University Occupational Therapy Doctorate (OTD) Program is detailed on the program's website under the Program Admission guidelines.

The Admission Requirements and Frequently Asked Questions are found online.

Application Process

Applications will be received using OTCAS at otcas.liasoncas.com, or by directly applying through the Graduate Office at the University.

Admission Criteria

In addition to completing the graduate admission requirements, students applying to the Occupational Therapy Doctorate Program must meet the following criteria:

1. Minimum of Bachelor's from an accredited institution
2. Meet all admission requirements to Valparaiso University as a degree-seeking student with all required admission documents received by the Office of Admission
3. Undergraduate or Core (prerequisite) GPA of 3.3 or higher
4. Letter of intent explaining why the candidate is seeking this degree and goals for using this degree (2-page maximum)
5. Two letters of recommendation
6. Complete all degree-specific prerequisite courses per the Valparaiso University Occupational Therapy handbook

Admission Pathways

Admit Pathway

Students who have obtained a minimum of a Bachelor's degree from an accredited institution and completed the prerequisite courses or equivalents are eligible to apply to the OTD program. Application and acceptance through the Graduate Office are required in order to finalize admission to the OTD.

Admit Pathway with Priority

Students who are Valparaiso University alumni with a minimum of a Bachelor's degree and meet the admission criteria are eligible for admittance into the OTD program. Application and acceptance through the Graduate Office are required in order to finalize admission to the OTD.

Students may choose to complete a Bachelor's degree (BSHS) in 3 years to accelerate the education process at Valparaiso University.

Academic and student life policies as well as services for graduate students are listed in the Graduate Catalog, which is administered by the Graduate Office on behalf of the Graduate Educational Policy Committee.

Please see tuition information in the Financial Policies section of the catalog.

Program Requirements

Prerequisite Courses

- BIO 151 - Human Anatomy and Physiology I
- BIO 152 - Human Anatomy and Physiology II
- CHEM 111 or CHEM 121 - General Chemistry I
- ENGL 205 - Writing for Health Sciences
- PSY 110 - General Psychology
- PSY 201 or STAT 140 - General Statistics

- PSY 215 - Life Span Development
- PSY 235 - Abnormal Psychology
- XS 250 - Medical Terminology

Year 1: 42 Cr.

Fall: 15 Cr.

- OCTH 701 - Occupational Therapy Theory & Framework Credits: 3
- OCTH 703 - Occupational Engagement for the OT Credits: 3
- OCTH 705 - OT Evaluation & Assessment Credits: 3
- OCTH 707 - Advanced Anatomy and Human Development Across the Lifespan Credits: 3
- OCTH 709 - OT Research Clinical Inquiry for OT EVB Credits: 3

Spring: 15 Cr.

- OCTH 715 - Occupational Therapy Ethics & Advocacy Credits: 3
- OCTH 716 - Neuroscience for Occupational Therapy Credits: 3
- OCTH 717 - Occupational Therapy Research Methodology Credits: 3
- OCTH 730 - Clinical Reasoning for the Occupational Therapist Credits: 3
- OCTH 737 - Assistive Technology Credits: 3

Summer: 12 Cr.

- OCTH 725 - Occupational Therapy Practice in Orthopedics, Work, and Industry Credits: 5
- OCTH 727 - Occupational Therapy Practice in Rehabilitation Credits: 5
- OCTH 741 - Fieldwork Level 1A and Seminar - Rehabilitation Practice Credits: 2

Year 2: 44 Cr.

Fall: 17 Cr.

- OCTH 711 - Occupational Therapy Practice in Mental Health Credits: 5
- OCTH 712 - Fieldwork Level 1B & Seminar - Mental Health Credits: 2
- OCTH 719 - Occupational Therapy Practice with Children and Youth Credits: 5
- OCTH 720 - Fieldwork Level 1C & Seminar - Children and Youth Credits: 2
- OCTH 740 - OT Research Implementation Credits: 3

Spring: 17 Cr.

- OCTH 713 - Occupational Therapy Practice - Specialty Practice Credits: 5
- OCTH 729 - Capstone Discovery Credits: 2
- OCTH 733 - OT in Education Credits: 3
- OCTH 735 - Occupational Therapy Practice in Productive Aging Credits: 5
- OCTH 736 - The Elder Mentor Experience Credits: 2

Summer: 10 Cr.

- OCTH 742 - Clinical Competency for the Occupational Therapist Credits: 2
- OCTH 745 - Fieldwork Level 2A Credits: 8

Year 3: 23 Cr.

Fall: 13 Cr.

- OCTH 723 - Professional Leadership and Management in OT Credits: 3
- OCTH 739 - Capstone Design Credits: 2
- OCTH 747 - Fieldwork Level 2B Credits: 8

Spring: 10 Cr.

- OCTH 749 - Capstone Implementation and Outcomes Credits: 10

OTD Total: 109 Cr.

Graduate Certificate

Epidemiology Certificate

The Epidemiology and Global Health Certificates may be taken after completion of the Public Health Certificate (18 Cr.) or an MPH degree. The Epidemiology and Global Health Certificates build upon the Public Health Certificate with real-world application in population health in these respective fields.

Epidemiology Certificate: 12 Cr.

- PHS 613 - Applied Epidemiology Credits: 3
- PHS 618 - Global Health Epidemiology Credits: 3
- PHS 619 - Applied Health Data Analysis Credits: 3
- PHS 673 - Epidemiologic Research Methods Credits: 3

Total: 12 Cr.

Health Administration Certificate

The certificate in Health Administration is a 12-credit program designed to provide students with foundational knowledge in the discipline of health care administration. The program is appropriate for students and professionals in health care, mental health, medical settings, for-profit and non-profit health, human services industries, and anyone who would like to increase knowledge of health administration principles. The certificate program is open to degree-seeking, and non-degree graduate students meeting the admission requirements, as well as current undergraduate students eligible to take graduate-level courses. The certificate program is a hybrid learning format, with synchronous courses and asynchronous online courses.

Admission Requirements: Applicants must meet the general requirements for graduate admission and/or be active graduate students at Valparaiso University.

Total Health Administration Certificate Requirements: 12 Cr.

Two Required MHA Courses For Certificate:

- HADM 501 - Understanding Healthcare Organizations Credits: 3
- HADM 520 - Financial Management in Healthcare Credits: 3

Two Courses From The Following MHA Options:

- HADM 640 - Quality Health Care Management Credits: 3
- HADM 602 - Managing and Analyzing Healthcare Information Credits: 3
- HADM 675 - Organizational Govt Policy in Hlth Care Credits: 3
- HADM 662 - Health in the Community Credits: 3

Total: 12 Cr.

Public Health Certificate

These certificates are intended for the working professional interested in a deeper knowledge of public health, epidemiology, global health, and/or applied public health.

The Public Health Certificate provides core courses in public health to create foundational knowledge in the discipline. A minimum of 12 credits is required for the certificate. For students seeking to progress toward the MPH degree, a minimum of 18 credits is required.

Public Health Certificate: 12-18 Cr.

- IPE 603 - Principles of Epidemiology Credits: 2
- PHS 513 - Social, Behavioral and Cultural Factors in Health Credits: 3

Two To Four Courses From The Following Options:

- PHS 503 - Biostatistics Credits: 2
- PHS 520 - Biological Basis of Disease Credits: 3
- PHS 521 - Environmnt Hlth for a Sustainable Future Credits: 3
- PHS 560 - Public Hlth Policy, Ldrshp, & Adminstn Credits: 3

Total: 12-18 Cr.

Course Offerings

Graduate courses are open only to students officially admitted to a graduate program or undergraduate students that have met criteria as noted on Admission. 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 college dean. Students may not register for more than 7 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 college housing the undergraduate course. Undergraduate courses will not fulfill graduate degree requirements.

Accounting

ACC 615 - Test Integration Accounting

Credits: 2

Maximum Credits: 3

This is my description Graded A-F

Actuarial Science

ACRS 525 - Actuarial Modeling

Credits: 3

A study of actuarial models in the context of insurance. Topics include mathematics of finance (including interest theory, annuities, and loans), bonds, cash-flow, interest rate swaps, financial derivatives and options, and actuarial professional issues.

Prerequisite(s): Requires approval of the chair of the department.

Analytics and Modeling

AMOD 504 - Business Analytics

Credits: 3

Application of computational techniques to the business environment, including problems in management, finance, marketing, consumer behavior, forecasting, and related areas.

Prerequisite(s): a course in inferential statistics.

AMOD 530 - Database Management Systems

Credits: 3

Also offered as: BAN 330.

The study of computer-based information systems which allow for the storage of data through functions such as

creating, reading, updating, and deleting. A database management system reduces data redundancy, ensures data integrity, and provides for data security. Topics include: multidimensional databases and data cubes, data types and data validation; data normalization and data extraction; entity relationships, and structured query language. Data storage and public sources of data will be discussed and software will be used to apply the concepts learned in class.

AMOD 533 - Data Mining and Applications

Credits: 3

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(s): For students in the AMOD program only.

AMOD 574 - Computational Linear Algebra

Credits: 3

Credit Configuration: 2+2, 3 Cr.

A survey of computational applications of Linear Algebra (LA) designed to develop the ideas of linear algebra in a computational setting for solving science and engineering problems. Goals for this class include computational expertise, including applications to large datasets with: conversion of systems to matrices, row operations, inverses and determinants, eigenvalues, Gaussian elimination and matrix decomposition including singular value and QR decompositions. The idea of sparse vs. dense matrices and approximation will be explored. Other advanced topics related to data mining may be covered. This course will be taught primarily in Python or MATLAB.

AMOD 575 - Scientific Visualization

Credits: 3

Students are introduced to a variety of techniques for visualizing scientific data, with an emphasis on representing large datasets in informative ways. Data from a variety of disciplines is studied and taxonomies for viewing this data are developed. The interfaces used to manipulate views of such datasets in a virtual environment are also studied.

Prerequisite(s): CS 525.

AMOD 590 - Topics in Analytics and Modeling

Credits: 1

Maximum Credits: 3

An intensive study of selected topics, methods, techniques, and problems in analytics and modeling. May be repeated more than once when topics differ. Only offered when there is sufficient demand.

Prerequisite(s): will depend on the content.

AMOD 620 - Bioinformatics

Credits: 3

The application of algorithms, statistics, and computational techniques for solving problems that arise from the management and analysis of biological data.

Prerequisite(s): a course in inferential statistics.

AMOD 686 - Internship

Credits: 1

Maximum Credits: 3

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 the dean of the College of Arts and Sciences.

Prerequisite(s): 12 credits of AMOD coursework and approval prior to registration.

AMOD 690 - Advanced Topics in Computational Science

Credits: 1

Maximum Credits: 3

Study of special advanced topics in computational science. May be repeated more than once when topics differ.

AMOD 695 - Independent Study

Credits: 1

Maximum Credits: 3

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(s): 9 credits of graduate coursework and the project must be approved prior to registration.

AMOD 792 - Research Project

Credits: 1

Maximum Credits: 3

Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. No more than 3 credits of AMOD 792 may be applied toward the degree without approval of the program director and/or the dean of the College of Arts and Sciences.

Prerequisite(s): 12 credits of AMOD coursework and project approval prior to registration.

AMOD 798 - Thesis Proposal and Preparation

Credits: 3

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). S/U Grade Only

Prerequisite(s): approval of the program director.

AMOD 799 - Master's Thesis

Credits: 3

Supervised research for master's thesis. A copy of the final thesis must be filed with the Graduate Office and the University (see the department's thesis manual for instructions). S/U Grade Only

Prerequisite(s): approval of the program director and successful completion of AMOD 798.

Art

ART 511 - Topics in the Theory and History of Art

Credits: 1

Maximum Credits: 4

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.

ART 518 - Nineteenth Century European Art

Credits: 3

A seminar tracing major themes in 19th century European art.

ART 521 - American Art and Architecture

Credits: 3

A survey of American painting, sculpture, and the building arts, beginning with the earliest settlements in Virginia and New England. Includes field trips to museums and an architectural tour of landmark buildings. Emphasis placed on colonial and modern architecture, nineteenth century realism and romanticism, and the emergence of modernism and abstraction in the twentieth century.

ART 562 - Advanced Black and White Photography

Credits: 3

Credit Configuration: 0+6, 3 Cr.

Advanced studies in techniques, history and aesthetics of black and white photography. Medium and large formats are available. Each student must have a working 35 mm camera. Field trip.

ART 563 - Advanced Digital Photography

Credits: 3

Credit Configuration: 0+6, 3 Cr.

Advanced studies in techniques, history and aesthetics of digital photography in camera and software applications. Each student must have a working digital camera. Field trip.

ART 590 - Special Studies

Credits: 1

Maximum Credits: 3

Specialized work in the practice, teaching, and history of art, arranged with one or more advanced students. Work in crafts, liturgical design, etc., may be included. May be repeated when topics vary. Field trip required. S/U Grade Optional

Prerequisite(s): undergraduate art major or approval of instructor.

ART 595 - Independent Study

Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

Biology

BIO 590 - Special Topics in Biology

Credits: 1

Maximum Credits: 3

Special topics, issues, or themes, such as Biostatistics, and Advanced Physiology and Pathophysiology. May be repeated when the topics vary.

Prerequisite(s): Approval of the chair of the department and program advisor.

Business

MBA 501 - Quantitative Methods in Management

Credits: 3

This course is 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.

MBA 502 - Managerial Economics

Credits: 3

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.

MBA 503 - Accounting Information for Decision Analysis

Credits: 3

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.

MBA 504 - Financial Analysis

Credits: 3

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.

MBA 505 - Marketing Management & Consumer Experience

Credits: 3

As the practice of marketing is constantly evolving, the course is designed to improve students' understanding of marketing concepts, terminology, and critical thinking skills and to enhance their understanding of marketing decisions. The marketing management issues addressed are a.) buyer behavior, b.) market segmentation, targeting, differentiation and positioning, and c.) marketing mix elements and its synergistic relationships as an influencer of consumer demands, expectations, experiences and loyalty in an increasingly dynamic, complex, and uncertain global environment. Attention is also given to the topics of one-to-one marketing strategy, e-marketing, experiential marketing, and green marketing.

MBA 506 - Leadership in a Global Environment

Credits: 3

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.

MBA 507 - Global Trade: Governance, Digitization, and Sustainability

Credits: 3

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.

MBA 508 - Strategic Thinking and Action

Credits: 3

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.

MBA 551 - Database Fundamentals

Credits: 3

This course discusses the fundamental concepts of database management systems and the role of databases in organizations. Students will learn data modeling tools like entity relationships diagrams, data dictionary, and normalization techniques. Also, students will learn to create a database and query, insert, update, and delete rows in a database. This is an applied course with a problem-solving approach and hands-on exercises.

MBA 552 - Descriptive Analytics

Credits: 3

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, visualize, and analyze datasets that may differ in size and contexts. The course may also cover unsupervised machine learning techniques like cluster analysis and association analysis to uncover hidden patterns and stories in large datasets. This is an application oriented-course and students will work on real datasets for hands-on descriptive analytics experience.

MBA 553 - Predictive Analytics

Credits: 3

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 machine learning techniques. Topics may include: advanced regression models, logistic regression, KNN, decision trees, Random Forest, XGBoost, and deep learning.

MBA 554 - Time Series Analysis

Credits: 3

In this course, students will learn to do quantitative forecasting of time series data in a hands-on fashion with real datasets. Topics may include appreciating forecasting processes and methods, collecting and visualizing timeseries data, understanding evaluation methods, learning smoothing, and regression methods of forecasting. Extensive class exercises and homework assignments will be assigned to reinforce forecasting concepts. This course will use statistical software to visualize, model, evaluate, and interpret forecasting outputs.

MBA 555 - Global Investment Management

Credits: 3

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(s): MBA 504 or the equivalent.

MBA 556 - Derivatives & Hedge Fund Strategies

Credits: 3

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(s): MBA 504 or the equivalent.

MBA 557 - Global Capital Markets

Credits: 3

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(s): MBA 504 or the equivalent.

MBA 558 - Financial Modeling & Capital Creation

Credits: 3

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(s): MBA 504 or the equivalent.

MBA 559 - High Performance Organizations

Credits: 3

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.

MBA 560 - Managing Emerging Technologies

Credits: 3

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.

MBA 561 - Project Management

Credits: 3

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.

MBA 562 - Managing Technical Teams

Credits: 3

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.

MBA 563 - Creativity and Innovation

Credits: 3

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.

MBA 564 - Global Supply Change Management

Credits: 3

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(s): MBA 501 or the equivalent.

MBA 565 - Developing People

Credits: 3

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.

MBA 566 - Intellectual Property Management

Credits: 3

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.

MBA 567 - Study Abroad Experience

Credits: 3

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.

MBA 568 - Services Marketing

Credits: 3

Service organizations require a distinctive approach to marketing strategy, both in its development and execution. This course addresses the distinct needs and challenges of service organizations (such as hospitals, physician and dental groups, banks, professions), and provides an opportunity to understand the unique challenges inherent in marketing and managing services, and delivering quality service to customers across industry sectors. In addition to covering the traditional marketing mix, the course will address problems commonly encountered in marketing services such as the inability to inventory services, difficulty in synchronizing supply and demand, challenges in controlling quality, and the inseparability of service providers and consumers. Also, there will be an emphasis on understanding how world-class service organizations satisfy customers and create loyalty with value-added services, especially in today's digital global economy. Topics covered include service characteristics and their implications, service design and delivery, service quality measurement and standards, and the role played by both the service provider and the customer. The following courses can be substituted for students seeking the Healthcare Management Certificate as needed: HADM 602, HADM 640, HADM 670 , HADM 675. Contact your advisor for additional details.

Prerequisite(s): MBA 505.

MBA 569 - Global Marketing

Credits: 3

An exploration of the practice of marketing from a national and global perspective as it is currently evolving. Attention is given to the fundamental concepts and tools of marketing and its application in an increasingly dynamic, complex, and uncertain, global environment. Marketing's role as a driver of an organization's value chain will be emphasized as international value chains are shaped by consumer demands, expectations, and experiences in global markets. In addition, the attention will be given to explore the techniques of entering the international marketplace, and to explain the impact of sociocultural, economic, technological, governmental, and demographic factors on the international marketing.

MBA 570 - Enterprise Resource Planning With SAP

Credits: 3

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.

MBA 571 - SAP Navigation and Configuration

Credits: 3

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(s): MBA 570.

MBA 572 - SAP Business Intelligence

Credits: 3

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(s): MBA 571.

MBA 573 - Business Process Management and Controlling with SAP

Credits: 3

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(s): MBA 572.

MBA 574 - Digital Marketing

Credits: 3

This course provides a comprehensive understanding of digital marketing principles and practices, including SEO, social media, email, and content marketing. Through lectures, case studies, and hands-on exercises, students develop practical experience in creating and executing digital marketing campaigns. Students also explore legal and ethical issues, develop project management skills, and learn how to work effectively with cross-functional teams.

MBA 575 - International Financial Management

Credits: 3

This course focuses on the theoretical and practical knowledge required for the management of multinational firms. Topics covered include functions of international capital markets, identification and measurement of foreign exchange risks, and applications of derivatives (futures, options, and swaps). Students will also learn how to manage investment and financing activities in multinational companies.

MBA 576 - Field Project

Credits: 3

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. Offered on an ad hoc basis.

MBA 577 - SAP/ERP Terp-10 Certification Bootcamp

Credits: 3

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(s): MBA 573.

MBA 586 - Internship in Management

Credits: 1

Maximum Credits: 3

Direct, supervised experience in a business, government, or service agency requiring the use of a student's knowledge in Business Administration with specific focus on the emphasis area chosen. No more than 3 credits of MBA 586 may be applied to the degree without approval of the CoB Graduate Advisor and the Dean. May be repeated for credit to a maximum of 3 credit hours.

Prerequisite(s): 12 credits of MBA coursework and approval of the CoB Graduate Advisor and the Dean.

MBA 590 - Special Topics

Credits: 3

The study of special or timely topics. Students are not limited in the number of special topics courses taken.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 591 - Special Topics in Management

Credits: 3

The study of special or timely topics in Management. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 592 - Special Topics in Finance

Credits: 3

The study of special or timely topics in Finance. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 593 - Special Topics in Marketing

Credits: 3

The study of special or timely topics in Marketing. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 594 - Special Topics in Business Analytics

Credits: 3

The study of special or timely topics in Business Analytics. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 595 - Special Topics in Accounting

Credits: 3

The study of special or timely topics in Accounting. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 596 - Special Topics in Supply Chain Management

Credits: 3

The study of special or timely topics in Supply Chain Management. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 597 - Special Topics in Corporate Social Responsibility

Credits: 3

The study of special or timely topics in Corporate Social Responsibility. Students are not limited in the number of special topics courses taken. May be repeated for credit.

Prerequisite(s): Prerequisites vary based upon the topic.

MBA 599 - Independent Study

Credits: 3

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 College of Business prior to registration. Students may take no more than four credits of independent study work as part of their program.

Chemistry

CHEM 590 - Special Topics in Chemistry

Credits: 1

Maximum Credits: 3

An accelerated course discussing various topics in modern chemistry, including advanced instrumentation and experiments for use in secondary school settings. Not intended for transfer to a graduate degree program in chemistry.

Prerequisite(s): consent of the chair of the department.

CHEM 592 - Special Problems in Chemistry

Credits: 1

Maximum Credits: 3

For middle and high school teachers, each student addresses a chemical problem by studying the literature and working in the laboratory. An oral and a written report are required. Not intended for transfer to a graduate program in chemistry.

Prerequisite(s): approval of the chair of the department.

Counseling

COUN 530 - Child and Adolescent Development

Credits: 3

Study of the maturational, cognitive, social, and behavioral changes associated with infancy, childhood, and adolescence.

COUN 532 - Adulthood and Aging

Credits: 3

Examination of adult development from the end of adolescence to old age from a psychological perspective.

COUN 535 - Psychology of Personality

Credits: 3

Examination of the central concepts in personality theory, including the self-concept, basic motives, emotional conflicts, mechanisms of adjustment, and personality integration.

COUN 545 - CMHC Context Dimen

Credits: 3

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.

COUN 550 - Psychological Foundations of Management

Credits: 2

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.

COUN 570 - Assessment in Counseling: Testing and, Appraisal

Credits: 3

Principles and methods of psychological measurement and evaluation with application to specific testing situations.

Prerequisite(s): a course in statistics or research methods.

COUN 575 - Human Neuropsychology in Counseling and, School Settings

Credits: 3

An introduction to the structure and function of the human brain, and the effects of various neurological disorders on cognition, emotion, behavior, learning, and other important aspects of the human person. Assessment and treatment strategies for problems such as learning disabilities, head injury, epilepsy, and degenerative neurological diseases are discussed.

COUN 591 - Special Topics in Counseling

Credits: 1

Maximum Credits: 3

Selected topics in counseling based on the interest areas of students and faculty.

COUN 602 - Research Methods

Credits: 3

A study of research designs used in counseling and psychological studies and program evaluation, including appropriate application of statistical techniques and understanding of descriptive and inferential statistics.

COUN 605 - Comprehensive Exam

Credits: 0

This is a required advanced course providing an opportunity to assess each student's understanding of the eight core counseling principals as outlined by CACREP through completion of an exam. S/U Grade Only

COUN 620 - Human Development: Biological and, Learned Bases of Behavior

Credits: 3

An examination of human development across the life-span, with an integrated presentation of biological and learning principles. Special attention is devoted to discussion of developmental theories.

COUN 625 - Social and Cultural Bases of Behavior

Credits: 3

A review of foundational theories in social psychology and an examination of cultural influences on behavior. Cross-cultural contexts for mental health counseling are considered.

COUN 635 - Introduction to Psychopathology

Credits: 3

Description of the major types of mental and behavioral disorders and their development with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

COUN 651 - Leadership and Team Development

Credits: 2

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(s): COUN 550 or equivalent.

COUN 652 - Developing People

Credits: 2

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(s): COUN 550 or equivalent.

COUN 660 - Helping Relationships: Counseling, Theories

Credits: 3

Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.

COUN 662 - Helping Relationships: Counseling, Processes.

Credits: 3

Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the

process of psychotherapy.

Prerequisite(s): COUN 660.

COUN 664 - Career Counseling: Appraisal and, Intervention

Credits: 3

A life-span approach to the examination of career development and career counseling. Elucidates commonalities between career counseling and psychotherapy with equal priority given to the acquisition of theory and skill.

COUN 665 - Family Counseling and Dynamics

Credits: 3

An examination of family dynamics and the use of counseling techniques to help families in distress.

COUN 667 - Clinical Addiction Theories & Treatment

Credits: 3

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.

COUN 668 - Group Counseling

Credits: 3

An examination of theory and practice in group dynamics, group processes, group counseling, and consultation. Includes a significant experiential component involving participation in group processes.

COUN 685 - Counseling Practicum

Credits: 3

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. S/U Grade Only

Prerequisite(s): satisfactory completion of a pre-practicum review.

COUN 686 - Counseling Internship I

Credits: 3

A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an on-site supervisor. S/U Grade Only

Prerequisite(s): satisfactory completion of COUN 685 and permission of the counselor training coordinator.

COUN 687 - Counseling Internship II

Credits: 3

A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. S/U Grade Only

Prerequisite(s): satisfactory completion of COUN 686 and permission of the counselor training coordinator.

COUN 688 - Advanced Counseling Internship

Credits: 3

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. S/U Grade Only

Prerequisite(s): satisfactory completion of COUN 687 and permission of the Counselor Training Coordinator.

COUN 689 - Counseling Exit Interview

Credits: 0

This class is a required advanced course providing an opportunity to assess each student's progress in the CMHC program within the 8 CACREP areas of study, prior to their graduation. This interview will be conducted in person with Core CMHC faculty during the student's final summer semester of study. S/U Grade Only

COUN 691 - Advanced Topics in Counseling

Credits: 3

Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit, provided that the topics are different.

Prerequisite(s): Only open to CMHC students.

COUN 692 - Research Project

Credits: 3

Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

COUN 693 - Foundation of Professional and Ethical, Issues in Counseling

Credits: 3

Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.

COUN 694 - Counseling Proseminar

Credits: 0

Discussion of various topics related to the counseling profession. Course generally meets once per semester (Fall and Spring). S/U Grade Only

COUN 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. The department may require literature review or research. Concluding paper is required and must be filed in the department office.

Prerequisite(s): The project must be approved in advance.

COUN 698 - Master's Research Proposal

Credits: 3

Development of a literature review and research proposal which could form the basis of a master's thesis or research project. S/U Grade Only

Prerequisite(s): approval of the chair of the department.

COUN 699 - Master's Research and Thesis

Credits: 3

Supervised research for master's thesis. Required written report may be a review paper or research project submitted in APA style, and should be of publishable quality. Report must be submitted to and approved by the faculty of the Psychology Department. Two bound and approved copies must be filed with the Graduate Office, one of which will be placed in the University archives. May be repeated once. S/U Grade Only

Prerequisite(s): COUN 698, and approval of the chair of the department.

Computer Science

CS 525 - Simulation and Modeling

Credits: 3

An introduction to computer simulation of mathematical models of discrete and continuous phenomena. Some standard simulations are examined; others implemented using a simulation language.

Prerequisite(s): a course in calculus, a course in probability and statistics, and a course in programming.

CS 545 - Artificial Intelligence

Credits: 3

Credit Configuration: 2+1, 3 Cr.

An introduction to the concepts and computational techniques of artificial intelligence, including both modern techniques and techniques of historical interest. Topics include symbolic, neural, and numerical representations, along with their associated tools and algorithms for machine decision-making and machine learning. The interactions

between current AI applications and society will be examined. Lab exercises include learning to use AI architectures and implementing fundamental algorithms.

CS 558 - Software Design and Development

Credits: 4

Credit Configuration: 3+2, 4 Cr.

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 learn professional tools and practices for software project implementation and management.

CS 565 - Interactive Computer Graphics

Credits: 3

Study of the fundamentals of interactive computer graphics systems and software. Emphasis is placed on graphics primitives, geometric transformation and projection, methods of creating visual realism, and selected graphics algorithms.

CS 572 - Computability & Computational Complexity

Credits: 4

Emphasis on the limits to the power of computation and a systematic analysis of the algorithms that harness it. Computability topics include the Chomsky hierarchy, several automata and language models, and demonstrations of incomputable 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.

CS 593 - Seminar in Professional Practices

Credits: 2

Also offered as: IT 593.

Student and faculty presentations in the context of professionalism and ethical responsibilities in software development and human-computer interaction. Topics include laws, risks, and liabilities, codes of ethics, privacy, international- and gender-related issues, philosophical frameworks, and economic implications. Students will learn and develop oral presentation and research skills.

Communication and Visual Arts

CVA 500 - Graduate Digital Media

Credits: 3

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.

CVA 503 - Sports Media Formats

Credits: 3

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.

CVA 505 - Sports Beat Reporting

Credits: 3

Detailed study of how to cover a sports beat. Topics include story construction, relationship building, and the art of the interview.

CVA 507 - Sports Production

Credits: 3

Students will gain experience producing a variety of video projects involving athletic events and team promotions. Students will work closely with the athletic department.

CVA 511 - Organizational Communication

Credits: 3

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.

CVA 512 - Leadership Communication

Credits: 3

This course examines the role of communication in leadership in a variety of global and multicultural contexts. Students study how leadership and followership influence an organization's internal communication as well as its external image and reputation.

CVA 515 - Intercultural Communication, Communication

Credits: 3

Students will explore the role of power, history, globalization, discourse, media, and language in intercultural communication, while critically investigating how cultural beliefs, values, and systems impact human interactions and identity development. Students will heighten cultural awareness and communication competence through discussions, presentations, and lectures.

CVA 562 - Communication Cases and Campaigns

Credits: 3

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.

CVA 572 - Intellectual Property & Communicatn Law

Credits: 3

This course explores the legal issues related to communication and intellectual property, including rights arising from creative works. Emphasis is placed on copyright and trademark law, software and digital media protection, and rights to publicity.

CVA 590 - Topics in Communications & Visual Arts

Credits: 1

Maximum Credits: 3

Selected topics on contemporary issues and themes in communication and visual arts. May be repeated when topics vary.

CVA 591 - Applied Topics in Comm & Visual Arts

Credits: 3

Credit Configuration: 0+6, 3 Cr.

In this course students apply advanced concepts and techniques to the production of visual arts or communication. May be repeated when topics vary.

CVA 592 - Spec Top: Comm & Vis Arts Practic & Thry

Credits: 3

Credit Configuration: 2+2, 3 Cr.

In this course students apply advanced concepts and techniques to the production of visual arts or communication. May be repeated when topics vary.

CVA 595 - Independent Study

Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

CVA 596 - Cinema Production

Credits: 3

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.

CVA 597 - Audio Production

Credits: 3

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.

CVA 598 - Visual Communication

Credits: 3

Credit Configuration: 2+2, 3 Cr.

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.

CVA 599 - Web Design

Credits: 3

Credit Configuration: 2+2, 3 Cr.

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(s): CVA 598 or consent of instructor.

CVA 601 - Social Media

Credits: 3

An examination of the history and development of social networking sites developed through Web 2.0 and other initiatives. Critiques of social networking objectives and ethical consideration form the core focus for this course.

CVA 603 - Legal Environment of Digital Media

Credits: 3

Exploration of legal decisions and government regulation which form the legal environment of digital media and communication. Topics include rights and restriction on the distribution of electronic media content, rights to privacy, copyright and trademark law, content licensing, and legal issues affecting designers and hosts of online digital media. Emerging topics of digital media creation and distribution are also discussed.

CVA 686 - Internship in Sports Media

Credits: 1

Maximum Credits: 3

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.

CVA 687 - Internship in Digital Media

Credits: 1

Maximum Credits: 3

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.

CVA 700 - Graduate Project I in Digital Media

Credits: 3

A significant digital media project requiring incorporation of at least three forms of digital media (digital video, digital

audio, desktop publishing and web design). Project consists of an approved proposal and results in public presentation before faculty and students at the end of the semester.

CVA 701 - Graduate Project II in Digital Media

Credits: 3

A second significant digital media project requiring incorporation of at least three forms of digital media comprising the program (digital video, digital audio, desktop publishing, and web design). Project consists of an approved proposal and results in public presentation before faculty and students at the end of the semester. Instructor determines whether the project is significantly different from the CVA 700 project or a substantial enhancement and continuation of that project.

Cyber Security

CYB 520 - Operating Systems

Credits: 2

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.

CYB 530 - Securing & Administering Sys/Window Env

Credits: 3

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.

CYB 532 - Securing & Admin Systems in Linux Envir

Credits: 3

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.

CYB 540 - Assembly Language Programming

Credits: 2

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(s): IT 502.

CYB 542 - Theory and Practice of Cryptography

Credits: 3

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.

CYB 552 - Reverse Software Engineering

Credits: 3

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.

CYB 572 - IT Audit, Monitoring, and Testing

Credits: 3

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.

CYB 582 - Networking Infrastructure Security

Credits: 3

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.

CYB 590 - Topics in Cyber Security

Credits: 1

Maximum Credits: 3

Study of special and timely topics in cyber security. May be repeated more than once when topics differ.

Prerequisite(s): Prerequisite might be set by instructor.

CYB 642 - Cyber Forensics

Credits: 3

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.

CYB 652 - Cyber Warfare

Credits: 3

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.

CYB 662 - Wireless Security

Credits: 3

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.

CYB 672 - Secure Software Development

Credits: 3

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.

CYB 673 - CISSP

Credits: 1

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 focus on the ten domains of knowledge as determined by (ISC)2.

CYB 686 - Internship

Credits: 1

Maximum Credits: 3

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. S/U Grade Only

Prerequisite(s): Approval by the program director and/or dean of the College of Arts and Sciences.

CYB 690 - Advanced Topics in Cyber Security

Credits: 1

Maximum Credits: 3

Study of special advanced topics in cyber security. May be repeated more than once when topics differ.

Prerequisite(s): 9 credits of CYB course work.

CYB 692 - Research Project

Credits: 1

Maximum Credits: 3

Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.

Prerequisite(s): 9 credits of CYB coursework and the project must be approved prior to registration.

CYB 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of cyber security topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.

Prerequisite(s): 9 credits of CYB coursework and the project must be approved prior to registration.

CYB 798 - Thesis Proposal and Preparation

Credits: 3

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. S/U Grade Only

Prerequisite(s): approval of the chair of the department.

CYB 799 - Master's Thesis

Credits: 3

Supervised research for master's thesis. A copy of the final thesis must be filed with the Graduate Office and the University (see the Department's thesis manual for instructions). S/U Grade Only

Prerequisite(s): approval of the chair of the department and successful completion of CYB 798.

Economics

ECON 501 - Theory/Applications in Microeconomics

Credits: 3

A basic course in the analysis of contemporary economic issues from a microeconomic perspective. Topics include consumer choice theory, the theory of the firm, market structure, and government intervention in the marketplace.

ECON 502 - Theory/Applications in Macroeconomics

Credits: 3

A course in the analysis of contemporary economic issues from a macroeconomic perspective. Topics include macroeconomic measurement, business cycles, inflation, economic inequality, and monetary fiscal policy.

ECON 513 - Research Methods and Basic Statistics

Credits: 3

Modern social sciences like economics and political science are based on rigorous empirical analysis. Based upon observations of the world, social scientists develop theories about human economic, political, and social behavior. Theories generate hypotheses. Hypotheses lead to data collection, and subsequently to rigorous empirical analysis. The results of our analyses tell social scientists whether the world "works the way we think it does," or not. This course focuses on these processes, with a particular emphasis on the basic statistical tools social scientists use to examine economics, politics, and other social and behavioral sciences.

ECON 525 - Applied Econometrics

Credits: 3

The application of mathematical and statistical techniques to the analysis of economic issues. Development of simple and multiple regression as tools of analysis. Use of computer facilities and statistical programs to apply the tools to current economic data.

ECON 536 - Economics of Developing Nations

Credits: 3

An analysis of economic variables, both theoretical and institutional, which characterize developing nations. Emphasis is placed on cyclical poverty, allocation of resources, and policy planning.

ECON 537 - Public Economics

Credits: 3

An analysis of the role of the government sector in a market economy. Causes of market failure, the efficient provision of public goods, and the effects of taxation are considered as they relate to economic activity.

ECON 538 - Economics of Financial Markets

Credits: 3

A focus on financial markets and their relationship to the economy. Topics include modern portfolio theory, the capital asset pricing model, arbitrage pricing theory, and the efficient market hypothesis. The valuations of fixed-income, equity, and derivative securities are also explored.

Prerequisite(s): ECON 501 and ECON 502.

ECON 539 - Money and Banking

Credits: 3

A study of the institutions, principles, and problems of money and banking in the United States. Special attention is given to the basic elements of monetary theory and policies.

ECON 567 - Sports Economics

Credits: 3

A study of the issues in sports from an economics perspective. Topics covered include the revenues and costs of sports franchises, the market structure of international sports leagues, collective bargaining and athlete compensations, as well as the public policies pertaining to the sports industry. Empirical analyses with data from sports industries are conducted to test the predictions from relevant economic theories.

Prerequisite(s): ECON 501.

ECON 573 - Applied Data Science

Credits: 3

A focus on data management, business analytics, predictive analytics, and econometric modeling. Logistic regression, instrumental variables estimation, and other estimation techniques are discussed.

Prerequisite(s): ECON 525 or STAT 540.

ECON 590 - Topics in Economics

Credits: 1

Maximum Credits: 3

Intense study of various topics in economics, with varying topics from year to year.

ECON 621 - Managerial Economics

Credits: 3

Applied microeconomic theory, statistics, and mathematics as used in the process of managerial decision making are developed. Using problems and short case studies, topics such as estimating demand, cost, productivity, and pricing policies are discussed.

ECON 622 - Global Macroeconomic Business, Conditions

Credits: 3

Theoretical frameworks developed along with data analysis are used to explain aggregate, economy-wide, and global economic behavior. The determinates of long-run economic growth, and the causes of short-run fluctuations in economic activity associated with business cycles, along with potential influences of economic policy will be examined.

ECON 623 - International Economics

Credits: 3

The gains from international trade including the effects of growth and development on a nation's welfare are examined. Also explored are tariffs and other trade restrictions, the international mobility of capital and labor, and the historical development of multilateral trade agreements. Balance of payments accounting and foreign exchange markets are also covered.

Prerequisite(s): ECON 501 and ECON 502.

ECON 626 - International Trade

Credits: 3

The gains from international trade including the effects of growth and development on a nation's welfare are examined. Also explored are tariffs and other trade restrictions, the international mobility of capital and labor, and the historical development of multilateral trade agreements.

ECON 627 - International Monetary Economics

Credits: 3

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.

ECON 633 - Mathematical Economics

Credits: 3

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.

ECON 639 - Monetary Theory

Credits: 3

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.

ECON 686 - Internship in Economics

Credits: 1

Maximum Credits: 3

Direct, supervised experience in a cooperating business, government, or service agency requiring the use of a student's economics and finance knowledge. This course does not count towards the fulfillment of the minimum program requirements.

Prerequisite(s): consent of the program director.

ECON 690 - Topics in Economics

Credits: 1

Maximum Credits: 3

Specialized topics dealing with current issues and study in fields related to economics. May be repeated for credit, provided that the topics are different.

ECON 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of a special topic through readings under the supervision of a faculty advisor. Requires research, creative work, and/ or a concluding paper. A copy of the paper is to be filed in the department and the Graduate Office upon completion of the project.

Prerequisite(s): the project must be approved prior to registration.

Education

ED 506 - School and Society

Credits: 3

This course provides an overview of the complex relationships between schools and the societies they serve. It is for teacher education students as well as for those who are interested in important issues and problems related to education. This course provides students with an historic overview of the cultural and economic forces that have shaped the purposes and practices of schooling in the United States and considers their impact on contemporary issues in education.

ED 510 - Foundations in Emergent and Early, Literacy

Credits: 3

This course focuses on the emergent and early stages of literacy development. Drawing upon the evidence gleaned through case study research into literacy development in families and schools, the course highlights the professional characteristics, instructional practices, and assessment approaches that foster literacy learning in early childhood environments. A field experience is required.

ED 512 - Technologies & Collaboration

Credits: 0.5

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

Credits: 0

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

Credits: 0

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

Credits: 0.5

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 516 - Technology in the Classroom, Differentiation

Credits: 1

This course prepares teacher candidates to integrate technology into K-12 classrooms to advance student learning.

ED 518 - Curriculum Design and, Differentiation

Credits: 2

This course prepares K-12 educators to take an active role in planning instructional experiences in various content areas, determining what products constitute evidence of learning, and providing differentiated instructional activities appropriate for all students being taught. Course includes a field component.

ED 520 - Educational Psychology

Credits: 2

This course focuses on human learning in the educational setting. Students will explore theories of child development, learning, and motivation. Course includes a field experience in an elementary, middle, or secondary school setting.

ED 521 - Comm/Engag/Inst/Clstrm Mgt, Differentiation

Credits: 3

This course focuses on the role of communication as a foundation for learners' academic and social-emotional growth. Teacher candidates are introduced to best practices in instructional communication, student engagement, and classroom management.

ED 523 - Teach Sci Ed/Elem Schl

Credits: 4

This course is designed to build fundamental knowledge of elementary science teaching and learning including standards-based lesson planning and research-based teaching strategies. This course focuses on developing inquiry-based lessons for children to investigate science, integrating other subject matter areas with science, designing lessons that include diverse students in learning science, and assessing student understanding of science and the nature of science. The teacher candidates will plan and teach lessons for children to learn science, observe children learning, and conduct research on children's learning.

Prerequisite(s): Admission to Teacher Education, ED 591, and ED 557.

ED 524 - Methods of Teaching Mathematics in the, Elementary School

Credits: 4

A study of techniques and instructional materials for teaching mathematics in the elementary school. Topics include sequencing, diagnostic and remediation strategies, and appropriate use of concrete materials in planning, organizing, implementing, and evaluating instructional practice. This course includes assessment practices for mathematics education and a field component.

Prerequisite(s): Admission to Teacher Education and ED ED 557.

Corequisite(s): ED 523 and ED 529.

ED 527 - Methods of Teaching Social Studies

Credits: 2

Maximum Credits: 4

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. Course objectives, assignments, and field experience hours vary by credit hour taken per Initial Licensure Track (M.Ed. or Transition to Teaching).

ED 528 - Foundations of Literacy Development

Credits: 3

This course is a detailed study of developmental literacy processes, including concepts about print, phonemic awareness, phonics, word identification, strategic reading, vocabulary development, and comprehension. A field component is included.

ED 529 - Literacy in Elementary School

Credits: 3

With a focus on the relationship between assessment, instruction, and curriculum, this course presents evidence-based paradigms for planning a classroom environment for literacy learning, designing diagnostic teaching sequences for individual learners, documenting responsiveness to intervention, and supporting literacy development for all learners in a diverse elementary classroom setting. A field experience is required.

ED 535 - Teach Pe/Elem Schl, Differentiation

Credits: 1

This course focuses on the foundations of elementary physical education and the integration of inquiry, creative thinking and problem-solving. The course also addresses physical education standards, curriculum, instruction and assessment for diverse classrooms, including English Language Learners and students with special needs.

Prerequisite(s): Admission to Teacher Education.

Corequisite(s): ED 510, ED 527, and ED 532.

ED 539 - Scientifically-Based Reading Research Components of Early and Emergent Literacy

Credits: 3

This course focuses on building background knowledge of developmentally appropriate assessments, instructional strategies, interventions, and extensions of Scientifically-Based Reading Research (SBBR) for young children. Field Experience is required.

ED 545 - Sem: Efficacy/Prof Pract, Differentiation

Credits: 1

Maximum Credits: 3

The primary aim of this seminar is to help teacher candidates integrate their student teaching experience with University coursework and educational research. Course readings, assignments, and activities structure students' evaluation of their own teaching practice more broadly through collaborative, critical inquiry. The class supports development of the summative assessment for the education program. Course objectives, assignments, and field experience hours vary by credit hour taken per Initial Licensure Track (M.Ed. or Transition to Teaching). S/U Grade Only

ED 551 - Early Childhood Methods: The Learning Environment

Credits: 3

This course focuses on early childhood organizational plans, procedures, data collection and analysis, management, and appropriate materials and equipment. The emphasis is on the process of designing appropriate learning environments for young children. Field Experience is required.

ED 552 - Early Childhood Methods: Instruction

Credits: 3

This course will focus on instructional methods for teaching content areas in the early childhood classroom. Developmentally appropriate instructional strategies and resources for supporting student learning will be discussed. Students will be required to complete evidence-based units that demonstrate knowledge and skill in supporting learners' application of knowledge in the areas of STEM, Social Studies, Fine Arts, and Health and Wellness.

ED 557 - Designing Curriculum, Assessment and, Learning Plans

Credits: 3

This course prepares teacher candidates to design curricula that develop students' understanding and ability to transfer their learning by identifying the desired results of instruction, determining what assessments constitute evidence of learning, and crafting learning experiences in support of these pedagogical aims.

Prerequisite(s): Admission to Teacher Education, and C+ or higher in ED 506, ED 521, ED 516, and ED 504.

ED 560 - Literacies/Content Areas

Credits: 3

This course provides teacher candidates with the sociocultural and cognitive theoretical frameworks and practical strategies to support the developing disciplinary literacies of their students.

Prerequisite(s) or Corequisite(s): ED 557.

ED 565 - Literacy in Socio-Cultural Contexts

Credits: 3

This course supports growth in the areas of genre study, diversity and culturally responsive practices in literacy education. It presents a process for engaging actively and deeply in literature and writing study. Students will learn frameworks for studying multicultural literature, using authentic texts. Practice in designing, teaching and reflecting on an array of assessment-informed reading and writing lessons for use with elementary students will also be facilitated.

Corequisite(s): ED 570 and SPED 540.

ED 567 - English Language Learning Methods

Credits: 3

Grounded in current theory and practice in second language acquisition, this course enables teacher candidates to create learning environments and opportunities that enable their culturally and linguistically diverse students to develop high levels of language and content knowledge, skills, and understandings. This course includes a field experience.

Prerequisite(s): ED 557.

ED 570 - Diversity, Equity, and Education

Credits: 2

Maximum Credits: 3

This course focuses on creating meaningful and relevant teaching and learning for culturally and linguistically diverse students. A social justice perspective is used to examine 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 an asset-based view of family and community relations. Course objectives, assignments, and field experience hours vary by credit hour taken per Initial Licensure Track (M.Ed. or Transition to Teaching). Field experience is required. All students admitted to the teacher education program must take this course.

ED 570L - Diversity, Equity, & Education Fieldwork

Credits: 0

The laboratory component for ED 570.

ED 572 - Data-Driven School Improvement

Credits: 3

This course will present research and practice for school improvement through developing skills in reviewing different types of data, analyzing data from multiple sources, and using different methodologies of interpreting and presenting data. Focus on literature reviews, the use of data within curriculum, instruction, and comprehensive school improvement efforts, and how to develop a data-driven school culture.

ED 573 - Elementary Science & Math Methods

Credits: 4

A study of techniques and instructional materials for teaching mathematics and science in the elementary school. Topics include sequencing, diagnostic and remediation strategies, and appropriate use of concrete materials in planning, organizing, implementing, and evaluating instructional practice. This course includes assessment practices for mathematics and science education and a field component.

ED 575 - Principles of Middle Level Education

Credits: 2

A study of the developmental characteristics of early adolescents, the organization of schooling to respond to those needs, and developmentally responsive curriculum in junior high/middle level education settings. This course will also focus on the interdisciplinary nature of the middle school curriculum.

ED 576 - Physical Science, Brief Course

Credits: 3

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.

ED 577 - Physical Science I

Credits: 2

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.

ED 578 - Physical Science II

Credits: 3

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.

ED 579 - Christian Education: Methods, Differentiation

Credits: 3

This course is for education majors who are interested in teaching in Christian schools, teaching religion, and exploring faith formation. This course introduces and practices developmentally appropriate methods and strategies of integrating and teaching the Christian religion and faith development in PK-12 settings. Additionally, this course provides an overview of the history and unique characteristics of parochial schools and explores the concept of vocation for Christian educators. Field work required.

ED 580 - Developing Professional Learning, Communities

Credits: 3

This course develops knowledge and skills for implementing sustainable, results-oriented professional learning communities to improve student learning in schools through individual and collective action. Focus on history, theory, research, and practice of PLCs, leadership, collective inquiry.

ED 581 - Teach Engl/Mid & Sec Schl

Credits: 3

Study and practice of instructional methods of teaching English in secondary schools. Field work required.

ED 582 - Teach Math/Mid & Sec Schl

Credits: 3

Study and practice of instructional methods of teaching mathematics in middle and secondary schools. Field work required.

ED 583 - Teach Soc Std/Mid & Sec Schl

Credits: 3

Study and practice of instructional methods of teaching social studies in middle and secondary schools. Field work required.

ED 584 - Teach Sci/Mid and Sec Schl

Credits: 3

Study and practice of instructional methods of teaching science in middle and secondary schools. Field work required.

ED 585 - Teaching Chinese Literature

Credits: 3

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.

ED 586 - Educational Art: Method/Materials Wkshp

Credits: 3

This course provides teacher candidates with studio experience in the selection, organization, and use of two- and

three- dimensional art and craft materials. Teacher candidates will learn to format lesson plans in accordance with state and national standards, following the discipline-based art education model. Field work required.

ED 587 - Teach Wld Lang/Mid & Sec Schl

Credits: 3

Grounded in current theory and research in contextualized language instruction, this course develops instructional practice for teaching foreign language in middle and secondary schools. Field work required.

ED 588 - Teach Art/Mid & Sec Schl

Credits: 3

Study and practice of instructional methods of teaching art in middle and secondary schools. Field work required.

Prerequisite(s) or Corequisite(s): ED 557.

ED 589 - Methods/Teaching Chinese/Elem Schools

Credits: 3

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.

ED 589L - Secondary Methods Field Study

Credits: 0

The laboratory component for ED 589.

ED 590 - Current Problems in Education

Credits: 1

Maximum Credits: 3

An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.

ED 591 - Investigation of Contemp Topics-Science

Credits: 3

This course includes modules focused on issues in contemporary science that develop basic understandings of multiple disciplines, including biology, chemistry, earth/space science, and physics. The class explores interdisciplinary science issues.

Prerequisite(s): Admission to Elementary or Secondary Education program.

ED 592 - Life Science II

Credits: 3

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.

ED 593 - Life Science, Brief Course

Credits: 3

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.

ED 595 - Transition to Us Education Systems

Credits: 1

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.

ED 597 - Earth Systems Science I

Credits: 2

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.

ED 598 - Earth Systems Science II

Credits: 3

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.

ED 599 - Earth Systems Science, Brief Course

Credits: 3

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.

ED 604 - Foundations of Educational Psychology

Credits: 2

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.

ED 610 - Research in Education

Credits: 3

A course designed to develop skill in reading, interpreting, and evaluating research in general and special education. Emphasis is given to applications of research findings in educational areas of interest to students.

ED 611 - Teacher Research

Credits: 3

An introduction to the field of qualitative teacher research, i.e., the type of investigation teachers do within the context of their classrooms and schools. Students explore and practice various qualitative and teacher research methodologies.

ED 612 - Decision Making in Curriculum and, Instruction

Credits: 3

The foundations of school curriculum: social forces, human development, learning, and knowledge. Various instructional models and techniques are studied and demonstrated. Students select a specific project focus in elementary and/or special education. Curriculum and instruction issues are dealt with through lecture, discussion, and individual research.

ED 617 - Assessment and Management of the, Learning Environment

Credits: 3

Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus. Topics include issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment.

ED 621 - Teaching of Religion

Credits: 1

The teacher of religion facilitates the transmission of knowledge and delves into the affective realm and application of principles taught to contemporary church and society. The course assumes background in Christian knowledge, preparation, and practice. Topics include relational ministry, faith active in love, and practical applications in congregation and school settings. S/U Grade Only

ED 622 - Living and Learning in Community

Credits: 1

Designed to assist LEAPs teachers in the integration of professional, communal, and spiritual dimensions of their lives, and structured to reflect the three components of the LEAPs Program: becoming a professional educator, living in community, and developing a more mature spirituality and faith. Students engage in active listening exercises, interactive and collaborative learning projects with other LEAPs teachers, and reflective writing exercises about their progress in integrating the three components of LEAPs into their lives.

ED 623 - Mentoring I

Credits: 0.05

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.

ED 624 - Living and Learning in Community

Credits: 1

Designed to assist LEAPs teachers in the integration of professional, communal, and spiritual dimensions of their lives, and structured to reflect the three components of the LEAPs Program: becoming a professional educator, living in community, and developing a more mature spirituality and faith. Students engage in active listening exercises, interactive and collaborative learning projects with other LEAPs teachers, and reflective writing exercises about their progress in integrating the three components of LEAPs into their lives.

ED 625 - Mentoring II

Credits: 0.5

Designed to address knowledge, skills, and dispositions associated with successful support systems among and between new and experienced educational professionals. Topics include roles of mentors and 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.

ED 626 - Internship in Education I

Credits: 2.5

Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U Grade Only

ED 627 - Internship in Education II

Credits: 2.5

Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U Grade Only

ED 628 - Internship in Education III

Credits: 2.5

Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U Grade Only

ED 629 - Internship in Education IV

Credits: 2.5

Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U Grade Only

ED 630 - Supervised Teaching

Credits: 3

Maximum Credits: 10

Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Course objectives, assignments, and field experience hours vary by credit hour taken per Initial Licensure Track (M.Ed. or Transition to Teaching). Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U Grade Only

ED 631 - STEM Learning Communities

Credits: 0

Maximum Credits: 1

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.

ED 635 - Clinical Practicum I

Credits: 3

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. This course is repeated for credit: 3 credits in the fall term and 6 credits in the spring term.

Prerequisite(s): GSTEP students only.

ED 635 - Clinical Practicum II

Credits: 6

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. This course is repeated for credit: 3 credits in the fall term and 6 credits in the spring term.

Prerequisite(s): GSTEP students only.

ED 665 - Diagnosis of Reading Difficulties

Credits: 3

Theory and techniques of testing and evaluation in reading; analysis and interpretation in several areas including physical capacity, mental ability, emotional adjustment, and academic achievement.

Prerequisite(s): ED 561 or equivalent.

ED 666 - Clinical Practicum in Reading

Credits: 3

Guided experience in clinical practice in reading instruction with emphasis on specific remedial theory and techniques.

Prerequisite(s): ED 665 or the equivalent.

ED 667 - Research in Reading

Credits: 3

A review of basic research in reading as applied to principles of learning, instructional processes, and curricular organizations.

Prerequisite(s): ED 561 or equivalent and a course in statistics or measurement.

ED 671 - Cultural Leadership in a Multicultural, Society

Credits: 3

This course provides a foundation for understanding intercultural competence, critical pedagogy, and critical multiculturalism. The course provides an opportunity for students to develop new and existing curriculums and policies that focus on multiculturalism and social justice. Students explore dimensions of gender, race, social class and equity in the classroom. Multiple approaches to multicultural education reform will be discussed as students design action plans that address multicultural issues in their school district.

ED 688 - Statistical Interpretation for School, Program Evaluation

Credits: 2

Also offered as: SPSY 688.

A course that addresses how school professionals analyze descriptive and inferential statistical data for school program evaluation, and how this information is used collaboratively to facilitate individual, group, and system level changes through policies and practice.

ED 690 - Seminar in Education

Credits: 1

Maximum Credits: 3

An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit, provided that the topics are different.

ED 692 - Research Project

Credits: 2

Maximum Credits: 3

The study of a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required, with copies filed in the department and with the Graduate Office upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

ED 693 - Capstone Project

Credits: 2

This is a continuation of the research capstone project initiated in ED 692.

ED 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): All projects must be approved by the department chair prior to registration. One and two credit studies must also be approved by the graduate education coordinator prior to registration.

ED 699 - Thesis

Credits: 3

Formulates the student's primary research into a question of importance to the researcher and the discipline. The researcher may use qualitative or quantitative research methods, but must include a review of the relevant research literature and a discussion of its relationship to the student's research.

English

ENGL 502 - Introduction to Professional Writing

Credits: 3

This course offers a detailed study of writing and speaking practices for effective communication in business, industry, and not-for-profit organizations. It combines analysis and praxis in composing and executing various messages in formats including letters, memoranda, reports, proposals, and oral presentations. It also emphasizes audience analysis, organizational strategies and motivational appeals, style and language choice, format and appearance. Current issues include communication ethics, intercultural communication, and electronic communication technologies in the workplace.

ENGL 509 - Literature of the Medieval Period

Credits: 3

A survey of medieval English lyric, ballad, narrative, drama, and romance (including Chaucer), with attention to intellectual, religious, and social background materials.

ENGL 510 - Shakespeare

Credits: 3

Close readings of representative plays: histories, comedies, and tragedies.

ENGL 511 - Introduction to Technical Writing

Credits: 3

This course teaches engineering and science students to write and talk about design and research problems in terms that satisfy a specialist and also enable a non-specialist to understand what the problem is and how it was (or can be) solved.

ENGL 512 - New Literacies, Technology, and Cultures, of Writing

Credits: 3

A course in theory and practice that examines how media of expression shape texts and their interpretations. Course readings include literature and theories of textual studies in print and electronic formats. Readings emphasize the history of the book and evolving electronic new media. The course requires written papers and projects in electronic format.

ENGL 520 - Literature of the Sixteenth and Seventeenth Centuries

Credits: 3

An intensive survey of the poetry, prose, and drama of the English Renaissance with attention to the historical and cultural backgrounds of the period. Representative writers may include More, Shakespeare, Carey, Jonson, Lanyer, Donne, and Milton.

ENGL 523 - Short Story Writing

Credits: 3

A workshop in the various techniques of writing short fiction. English majors (not Creative Writing majors or minors), as well as other students, may take this course on the S/U basis.

ENGL 524 - Poetry Writing

Credits: 3

A workshop in the various techniques of writing poetry. English majors (not Creative Writing majors or minors), as well as other students, may take this course on the S/U basis.

ENGL 525 - Creative Nonfiction

Credits: 3

A workshop in various techniques of writing creative nonfiction, a genre that explores how the essay generates new forms when it borrows the techniques of fiction, poetry, and/or drama. English majors (not Creative Writing majors or minors), as well as other students, may take this course on the S/U basis.

ENGL 530 - Literature of the Restoration and, Eighteenth Century

Credits: 3

An intensive survey of English poetry, fiction, nonfiction prose, and drama from 1660- 1785, with attention to the historical and cultural background of the period. Representative writers may include Dryden, Swift, Pope, Fielding, Johnson, and Sheridan.

ENGL 531 - Advanced Writing and Rhetoric

Credits: 3

A course for students who have mastered fundamental writing skills and are prepared to study and practice writing

processes in a more sophisticated and rigorous fashion. The course considers how to generate and organize ideas, how to adapt writing for various audiences and purposes, and how to revise, edit, and polish writing components of a developing and mature style.

ENGL 533 - Intro to Linguistics for P12 Educators

Credits: 3

An introduction to the theory and methodology of linguistics and its applications, including applications in p-12 contexts. The course 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 with attention to applications of linguistic awareness in p-12 contexts.

Prerequisite(s): Instructor approval.

ENGL 534 - Sociolinguistics: Lang Acrss Cultr P12

Credits: 3

This course considers intersections of language, social structure, and culture, with emphasis on the study of linguistic and cultural diversity, and language variation cross-culturally on a global scale and in the U.S. Attention is given to the significance of linguistic and cultural diversity in applied contexts, with special attention to p-12 settings.

Prerequisite(s): Instructor approval.

ENGL 541 - History of the English Language

Credits: 3

An introduction to the development of modern English from Indo-European with emphasis upon structure and vocabulary.

ENGL 542 - Grammar, Style, & Editing

Credits: 3

This course explores the rules and patterns of English grammar. Students will develop a more thorough understanding of English grammar and apply this knowledge to study literary style. to strengthen their own writing and editing. and to teach English grammar. The focus is on Present-Day English with attention to how grammatical variation may reflect disciplinary or genre conventions and rhetorical considerations.

ENGL 543 - Introduction to Linguistics

Credits: 3

Introduction to the theory and methodology of linguistics. Includes descriptive and historical linguistics, basic notions of grammatical theory and exploration of some of the relations of linguistics to other branches of knowledge. The presentation of general principles is supplemented by practical problems in linguistic analysis.

ENGL 544 - Sociolinguistics:language Across Cultures

Credits: 1

Maximum Credits: 3

A variable topics course which considers intersections of language, social structure, and culture, with emphasis on

the study of linguistic and cultural diversity. Possible topics include the study of language variation cross-culturally on a global scale and the study of language variation cross-culturally in the U.S. May be repeated when topics differ.

ENGL 550 - British Literature of the Nineteenth, Century

Credits: 3

A survey of British poetry and prose of the Romantic and Victorian eras, with reference to the context of British and European social and political history. Major writers may include Wordsworth, Coleridge, Keats, Hazlitt, Scott, Carlyle, Tennyson, Browning, Arnold, Dickens, Newman, and Hardy.

ENGL 556 - The Novel

Credits: 3

A study of representative English novels of the eighteenth and nineteenth centuries, with discussion of the social background.

ENGL 558 - Tesol: Theory and Methods for P-12 Educ

Credits: 3

A study of the theoretical and historical background of second language teaching as well as theories of second language acquisition, with special attention to different cultural backgrounds. Topics include practical application of theories through methods of teaching speaking, listening, and grammar with a focus on p-12 contexts. The course will employ readings, activities, and class discussions among students from various linguistic and cultural traditions, and require them to observe a P-12 ELL class or tutoring program, as well as develop and teach an English language lesson.

Prerequisite(s): Instructor approval.

ENGL 559 - Tesol: Methods & Practices for P-12 Educ

Credits: 3

A study of practical applications of language learning involved in methods of teaching vocabulary, reading, and writing in p-12 contexts, 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 a P-12 ELL class or tutoring program, as well as develop and teach an English language lesson.

Prerequisite(s): Instructor approval.

ENGL 565 - Studies in American Literature

Credits: 3

A study of a significant movement in American literature, such as Transcendentalism, Romanticism, Naturalism and Realism, or a group of writers related regionally, ethnically, or in some other way.

ENGL 568 - TESOL Theory and Methods I

Credits: 3

A study of the theoretical and historical background of second language teaching as well as theories of second language acquisition, with special attention to different cultural backgrounds. Topics include practical applications of theories through methods of teaching speaking, listening, writing, and grammar. The course will employ readings,

activities, and class discussions among students from various linguistic and cultural traditions. Students will observe an ESL class as well as develop and teach an English language lesson.

ENGL 569 - Tesol: Methods and Practices, Another Language: Methods and Practices

Credits: 3

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.

ENGL 570 - Modern and Contemporary Fiction

Credits: 3

Readings of representative works of the most important novelists of the twentieth century writing in English, with emphasis on various theories of fiction dominant during the period.

ENGL 572 - Modern and Contemporary Drama

Credits: 3

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.

ENGL 575 - Modern and Contemporary Poetry

Credits: 3

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.

ENGL 578 - Literature for Children

Credits: 3

A survey, by types, of distinguished literature for children, with emphasis on developing analytical and evaluative techniques. Introduction to bibliographical aids, review media, and research. Required of elementary education majors.

ENGL 579 - Young Adult Literature

Credits: 3

A survey, by types, of distinguished literature suitable for students in secondary schools. Emphasis on the reading of selected books representing the wide range of literature for adolescents, and the developing of analytical and evaluative techniques. Introduction to bibliographical aids, review media, and current research in the field.

ENGL 580 - Topics in Writing

Credits: 2

Maximum Credits: 3

An open topics course, which may involve intensive writing in a particular genre (e.g., personal essay, dramatic poetry, longer fiction) or writing for a particular audience (e.g., children and younger adults).

ENGL 588 - Internship in the Writing Center

Credits: 3

This internship introduces the theory and practice of tutoring writing and explores the unique pedagogical opportunities afforded by working individually with student writers. Through ongoing Writing Center observations and tutoring as well as regular meetings, this internship introduces students to current writing center theory and addresses a range of practical issues, such as negotiating goals during writing tutorials, structuring sessions, and providing feedback.

Prerequisite(s): Chair's approval required.

ENGL 590 - Topics in Literature

Credits: 2

Maximum Credits: 3

An open topics course, which may concern a single writer or group of writers (e.g., Milton, Blake, and the Protestant Epic), a literary type or theme (e.g., Gothic Fiction), a contemporary art form (e.g., development of the cinema), or an aspect of modern popular culture (e.g., science fiction and fantasy).

ENGL 591 - Seminar in Professional Writing

Credits: 3

Critical reflection on the meaning of certain writing tasks in the cultures of working society. Develops awareness of such topics as the ethics of marketing strategies as applied to writing projects and assignments. Includes editorial and opinion writing. Attention also given to the techniques, problems, and strategies of grant writing, editing the writing of others, and association publishing.

ENGL 592 - Seminar in Creative Writing

Credits: 3

Various forms of creative writing (drama, fiction, nonfiction, poetry), but focus on a single genre. Requirements include a series of progress papers and a substantial portfolio of creative work.

Prerequisite(s): undergraduate creative writing course and approval of the chair of the department.

ENGL 594 - Topics in Language

Credits: 3

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).

ENGL 602 - Computer Assisted Language Learning Call

Credits: 3

An introduction to computer assisted language learning for use in second language classrooms. This course includes the study of CALL research and theory as well as practical classroom applications.

ENGL 603 - Seminar in Literature for Children

Credits: 3

A study of the great children's literature of the past and the present, of the value that literature holds for children, and of the criticism of that literature with the aim of developing a set of critical standards for the evaluation of books for children and their selection for school use. Includes a scrutiny of representative scholarship as well as the handling of many bibliographical tools.

ENGL 608 - Professional Writing and Research

Credits: 3

Development and preparation toward writing a major graduate level paper, literature review, research study, or thesis. With focus on a particular theme or topic related to their area of concentration or program, students develop a thesis, design a study, and collect and analyze information or data as appropriate. S/U Grade Optional

ENGL 609 - Topics in Writing, Writing

Credits: 3

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.

ENGL 610 - Topics in American Literature and, Culture

Credits: 3

A study of significant movement in American literature, such as Romanticism, Naturalism, or Realism, or a group of writers linked regionally, ethnically, or in some other special way. Special attention is paid to cultural contexts.

ENGL 612 - ESL Curriculum and Assessment

Credits: 3

Introduction to the principles of curriculum design and assessment for English as a second language courses. Students will explore theories and frameworks for developing a curriculum in various teaching settings, including how to articulate goals and objectives, sequence lessons, provide scaffolding, and create assessment tools and activities for a unit or a complete course.

ENGL 613 - ESL Grammar

Credits: 3

A course on English grammar for the purpose of teaching second language learners. Topics include the study of English grammatical structure, ESL error analysis, and practical applications of this knowledge in teaching ESL grammar.

ENGL 614 - Seminar in ESL

Credits: 3

This seminar addresses advanced topics related to the study of TESOL and second language acquisition: Teaching ESL writing, language, culture, and identity in the second language classroom, and discourse analysis. May be repeated when topics differ.

ENGL 674 - Observation in P12 English Learner Ed

Credits: 1

Observation of teaching English Learners in a US public school. Students spend approximately 50 clock hours for each academic credit.

Prerequisite(s): Can be taken concurrently with 3 credits of ENGL 675. Prerequisite: Instructor approval.

ENGL 675 - Practicum in P12 Engl Learner Education

Credits: 3

Exposure to and guidance in the practical work of teaching and assessing English Language Learners at the primary and secondary levels in US public schools. Students spend approximately 100 hours working with P-12 English Language Learners, divided equally between a primary and secondary school setting.

Prerequisite(s): Instructor approval.

ENGL 684 - Observation in English

Credits: 1

Exposure to and guidance in the teaching of English to non-native adult speakers. Students spend approximately 50 clock hours for each academic credit.

Prerequisite(s): Can be taken concurrently with 2 credits of ENGL 685. Prerequisite: satisfactory completion of 12 graduate credits.

ENGL 685 - Practicum in English

Credits: 1

Maximum Credits: 3

Exposure to and guidance in practical work and/or work settings related to the student's field of concentration. May include daily writing, teaching of English to non-native speakers, professional translation, editing, or other activities with specific learning objectives. Students spend approximately 50 clock hours for each academic credit.

Prerequisite(s): satisfactory completion of 12 graduate credits.

ENGL 686 - Internship

Credits: 1

Maximum Credits: 3

Placement in an appropriate professional or work-related setting under the supervision of faculty and/or onsite personnel, requiring a minimum of 100 contact hours for each credit.

Prerequisite(s): 12 credits of graduate coursework related to the internship placement and approval of the academic advisor and dean of the College of Arts and Sciences.

ENGL 690 - Studies in Literary Periods

Credits: 1

Maximum Credits: 3

Concentrated study of a specific period in literary history, for example, the Medieval, the Neo-Classical, the Romantic, the Victorian, the Modern, or Post-Modern.

ENGL 691 - Studies in Literary Themes and Topics

Credits: 1

Maximum Credits: 3

Studies of a significant literary theme, intellectual or cultural trend, movement or school: e.g., pastoral, realism/naturalism, the American short story, Arthurian legend. In some instances the course might involve study of one or more specific authors (for example, the novels of Thomas Hardy, or the poetry of Keats and Shelley).

ENGL 692 - Research Project

Credits: 3

Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

ENGL 695 - Independent Study

Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

ENGL 795 - Master's Thesis:

Credits: 3

Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate Office.

Prerequisite(s): ENGL 692 or ENGL 695 with a grade of A or A-, or dean's approval.

General Engineering

GE 590 - Special Topics in Engineering

Credits: 1

Maximum Credits: 3

An accelerated course discussing various topics in the application of mathematics and science to solve technological problems. Offerings will vary. Typical topics include an introduction to various engineering disciplines and the use of engineering problems and experiments in secondary school settings. Not intended for credit transfer to any graduate engineering degree program.

Prerequisite(s): consent of the dean of College of Engineering.

Geography

GEO 501 - Regional Geographies of the World

Credits: 3

A geographic interpretation of the environmental, cultural, political, and economic patterns of one of the world's major regions, such as the United States and Canada, Latin America, Europe, Asia, or Africa. May be repeated for credit when the regional offering is different.

GEO 515 - Advanced Geographic Information Systems

Credits: 3

A course in research design and execution using GIS. Students enhance their knowledge of GIS packages and advanced operations while researching a topic or problem. Individual and/ or class projects also focus on designing research for GIS.

Prerequisite(s): previous courses in GIS or consent of instructor.

GEO 560 - Data Analysis

Credits: 3

Also offered as: MET 560.

This course will examine the analysis methods used in the geosciences, with a focus on environmentally collected data sets. The course emphasizes visualization of data, as well as applications ranging from basic model building to regression and introductory time series analysis. The primary tool for analysis is R, an open source software package that runs on virtually any platform.

Prerequisite(s): consent of instructor.

GEO 570 - Political Geography

Credits: 3

An investigation of the relations among political activities and organizations and the geographic conditions within which they develop. Political power is discussed in terms of spatial, human, cultural, and ethnic geography.

GEO 574 - Historical Geography of the United, States

Credits: 3

A regional treatment of the exploration, colonization, territorial expansion, migration, transportation, settlement, and economic development of our country in relation to the physical environment. Primarily designed for students concentrating in the social sciences.

GEO 575 - Culture, Nature, Landscape

Credits: 3

An advanced course in cultural geography exploring the integration of culture and nature in both material landscapes and their representation in art, literature, or other media. The examination of culture includes consideration of race, ethnicity, gender, and nationality. Field trip.

GEO 585 - Field Study

Credits: 1

Maximum Credits: 3

Credit Configuration: 0+4, 1-3 Cr.

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(s): consent of the chair of the department.

GEO 590 - Selected Topics in Geography

Credits: 1

Maximum Credits: 3

Advanced studies in geography. Such topics as landform analysis, human environmental impact, biogeography, environmental management, and international business are considered. May be repeated when topics vary.

Prerequisite(s): consent of the instructor.

GEO 692 - Research Project

Credits: 3

Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the completed paper is to be filed in the department and with the Graduate Office.

Prerequisite(s): the project must be approved prior to registration.

GEO 695 - Independent Study

Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): the project must be approved prior to registration.

Health Administration

HADM 501 - Understanding Healthcare Organizations

Credits: 3

An introduction to the field to establish professional identity and understand healthcare systems. This course also exposes students to the many issues and challenges, including those dealing with ethics, surrounding the healthcare field. Topics may include organizational structures, legal and ethical issues, government policies, community health, managing information, managing people, and managing resources.

HADM 517 - Leadership and Team Building in Healthcare Administration

Credits: 2

This course 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 in healthcare settings are covered. Graded A-F May be repeated for credit, provided that the topics are different.

HADM 520 - Financial Management in Healthcare

Credits: 3

Also offered as: AE 630 .

A survey of financial management. Topics include the financial environment, working capital management, the time value of money, financial statement analysis, capital structure, capital budgeting, and assessment of risk in a healthcare setting.

HADM 601 - Research and Program Evaluation

Credits: 3

This course covers the integration of research protocols, designs, and strategies to garner and verify knowledge in the field of healthcare, with special attention to procedures designed for program evaluation. This course provides the knowledge and skills to use a theoretical model as the template for program planning and evaluation.

HADM 602 - Managing and Analyzing Healthcare Information

Credits: 3

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

Credits: 3

The course introduces foundational quality principles and tools to engage the health care leader in developing improvement efforts across organizations which will impact outcomes, processes, patient safety and satisfaction. Data collection and analytics, leadership and strategic planning, and methods for reducing variation and waste, are applied. Concept introduction and applications of Lean and Six Sigma tools are incorporated.

HADM 650 - Managing People and Human Resources

Credits: 3

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 healthcare are covered.

HADM 662 - Health in the Community

Credits: 3

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.

HADM 664 - International Health and Healthcare Organizations

Credits: 3

Understanding healthcare organizations that function at the international level, including structure of organizations,

regional and local healthcare challenges, geopolitical issues, world health organizations, and funding sources and opportunities.

HADM 672 - Legal and Ethical Issues in Healthcare

Credits: 3

This course will discuss the broad coverage of the challenges and dilemmas facing the healthcare 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 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. Additional topics include coverage of 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. May be repeated for credit, provided that the topics are different.

HADM 675 - Organizational Govt Policy in Hlth Care

Credits: 3

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.

HADM 686 - Internship

Credits: 3

Placement in a work setting related to healthcare administration, in which the student assumes professional responsibilities under the direction and supervision of a qualified onsite staff member. Students acquire practical experience through the internship totaling 240 hours (3 credits at 80 hours per credit). S/U Grade Only

Prerequisite(s): The internship may be taken after the MHCA student completes 30 credits of course work or during their last semester; and being authorized by the MHCA Program Director.

History

HIST 504 - European Imperialism and the Colonial, Experience

Credits: 3

Study of European theories of imperialism investigated as they were implemented in specific colonies throughout the Americas, Africa, Eurasia, and Asia. Attention is given to the historical and psychological experience of being colonial master or servant by drawing on film, novels, and post-colonialist literature.

HIST 510 - Greek Civilization and Culture

Credits: 3

A study of Greek civilization from the late Bronze Age through the Hellenistic period, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

HIST 511 - Roman Civilization and Culture

Credits: 3

A study of Roman civilization from the 8th century B.C. to the Council of Nicea in A.D. 325, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

HIST 512 - Europe in the Age of Reformation

Credits: 3

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

Credits: 3

Overview of British history from the Glorious Revolution to the present. Particular attention is given to industrialization, sex and gender in the Victorian era, social reform, imperialism, Anglo-Irish relations, and World Wars I and II.

HIST 515 - Contemporary Europe: Century of Violence

Credits: 3

Study of twentieth-century Europe, with emphasis on relations between Nazi Germany and Europe, including the USSR and the United States where applicable. The course explores the rise of ideologies such as nationalism, communism, and fascism, the major wars, and the dominant issues associated with the post-World War II world.

HIST 516 - Blood and Iron: Imperial Germany, 1871-1918

Credits: 3

A study of the political, social, and cultural development of Imperial Germany from its founding until its destruction during the First World War. The course considers the respective roles that personality (e.g., Bismarck and Kaiser Wilhelm II), class, and religion had in forging a path for the German nation-state.

HIST 517 - Hitler and the Third Reich

Credits: 3

A study of the rise and reign of Adolf Hitler and National Socialism. The course analyzes the man and the movement within the larger social, economic, and political trends of nineteenth and twentieth-century Germany. The course is structured around a variety of historical debates (i.e., historical continuity versus discontinuity, Hitler as "weak" dictator or "strong" dictator, etc.). This course examines the racial, political, and geopolitical aspects of National Socialism and provides extensive coverage of the Holocaust.

HIST 520 - Colonial America

Credits: 3

Detailed study through readings and discussion of the major issues in colonial life. Topics will range from contact with Native Americans, to the Salem witch trials, to the origins of slavery. Students examine European settlement patterns in the four regions of British North America, including family, religious, and political life. The course concludes by studying the social, military, and political strain placed on colonial institutions by the Seven Years' War.

HIST 521 - The American Revolution 1763-1789

Credits: 3

Detailed study through readings and discussion of the unresolved conflicts between Great Britain and her American colonies; the political, military and social aspects of the revolution; and the postwar problems culminating in the adoption of the Constitution.

HIST 523 - Civil War and Reconstruction

Credits: 3

Study of the great watershed conflict in American history, with special emphasis on the problems of Black Americans.

HIST 524 - Depression and War: the United States, 1929-1945

Credits: 3

Examines the nature of the Great Depression and its effects on the relationship of government to citizens in the United States. Also traces the European and Far Eastern origins of the American involvement in World War II as well as the diplomatic and military conduct of that war.

HIST 525 - The Age of Anxiety: United States Since, 1945

Credits: 3

An examination of the post-war American response to the prospect of living in an uncertain world.

HIST 527 - History of Chicago

Credits: 3

A study through readings and discussion of Chicago's development from a frontier village to a bustling town to the "Second City" to a post-industrial metropolis.

HIST 529 - Revolution! Insurgence in Latin America

Credits: 3

Why is "social change" such a common notion, yet revolutions are so rare? This course draws upon interdisciplinary theories of revolution and examines conditions and social forces that may lead to-or inhibit-revolution. Case studies include both "successful" revolutions and "failed" efforts, from Mexico to Cuba, Nicaragua to Argentina and beyond.

HIST 533 - Latin American in the Cold War Era

Credits: 3

This course examines the political and social implications of the Cold War throughout Latin America. Study will include the Guatemala coup, the Cuban Revolution, the military dictatorships of the 1970s-1980s, civil wars and revolution in Central America and Mexico's "dirty war."

HIST 535 - Modern Mexico: Competing Visions of the Nation

Credits: 3

The primary focus of the course will be on consolidation of the nation state, including the nineteenth-century clash of liberal and conservative visions of modernity, the Revolution of 1910 and its aftermath, the emergence of civil society and the uprising in Chiapas in the 1990s. Students explore competing definitions of Mexican identity and their role in hindering or facilitating national unity. Emphasis is placed on the role of regionalism and popular activism.

HIST 541 - Revolution and Its Roots: the Making of, Modern China

Credits: 3

The decline of traditional civilization resulting from domestic crises and foreign pressures, and the search for a new orthodoxy in the Chinese revolution.

HIST 542 - Tragedy and Triumph: the Making of, Modern Japan

Credits: 3

Study of Japan's rise to its position as a world power, the tragedy of the war period, and its triumph as an economic power in the post-war world.

HIST 555 - Modern Middle Eastern History

Credits: 3

A retrospective look through documents, films, and literature at the history of the region beginning with the rise of Islam and the legacy of early splinter movements that profoundly impact twentieth century history. Particular attention is given to the breakup of the Ottoman Empire and the rise of Zionism in order to contextualize the Arab-Israeli conflict. Lastly, individual countries are studied to enhance understanding of the Middle East's influence on international affairs.

HIST 560 - The Old Regime and the French Revolution

Credits: 3

Detailed study of the causes and effects of the French Revolution. Topics include the Enlightenment, social conditions, the monarchy, human rights, and the Napoleonic Era. Seminar discussions are based on both primary and secondary source readings.

HIST 590 - Topics in History

Credits: 1

Maximum Credits: 3

A study that covers a particular, large subject in history (e.g., a period or a field), selected according to student interest and instructor choice. May be repeated for credit, provided that the topics are different.

HIST 592 - Reading and Discussion Seminars

Credits: 1

Maximum Credits: 3

Full- or half-semester courses covering a variety of subject areas with subtitles and content dependent on student interest and instructor choice. These have included Slavery in the Americas, History of the American South, Revolutionary Russia, Pearl Harbor, American Immigration History, and Cuban Revolution. May be repeated for credit, provided that the topics are different.

HIST 593 - History Through Film

Credits: 3

A study of the relationship among history, film, and theory in a specific geographical and chronological context. May be repeated for credit, provided that the topics are different.

HIST 635 - Problems in European History

Credits: 3

An intensive study of a significant period of movement in European history. Subtitles and content will depend on instructor's choice and student interest. This course requires a major paper.

HIST 636 - Problems in United States History

Credits: 3

An intensive study of a significant period or movement in American history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.

HIST 690 - Advanced Topics in History

Credits: 1

Maximum Credits: 3

Selected topics on contemporary issues and themes in history. May be repeated for credit, provided that the topics are different.

HIST 695 - Independent Study

Credits: 3

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(s): The project must be approved prior to registration.

The Office of Graduate and Continuing Education

GRD 500 - Graduate Academic Success

Credits: 0

Maximum Credits: 1

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 International Graduate Student Orientation. Sequenced opportunities for collaboration and communication (verbal and written) will be integrated throughout the curriculum sequence. S/U Grade Only

GRD 683 - Professional and Career Development

Credits: 0

Maximum Credits: 1

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

Interprofessional Education

IPE 518 - Global Health Issues

Credits: 3

Immerses students in an interprofessional education (IPE) opportunity that explores social determinants of health from a global perspective. Students will engage in a team-based comparative analysis of selected healthcare delivery systems from around the world.

IPE 603 - Principles of Epidemiology

Credits: 2

Maximum Credits: 3

This course introduces the fundamental principles and methodologies of epidemiology. Emphasis is placed on utilizing epidemiological and biostatistical methods to interpret data, facilitating the drawing of meaningful inferences about prevention strategies. Students will integrate perspectives from various sectors and/or health professions to gain a comprehensive understanding of how epidemiological evidence shapes contemporary public health policies and practices. Graded A-F

IPE 640 - Applications in Quality Improvement, Patient Safety, and Population Health

Credits: 3

This course focuses on meeting the 8 core domains of competency for the National Association of Healthcare Quality's (NAHQ) Healthcare Quality Competency Framework. Students will learn and apply recognized parameters demonstrating competencies in the domains of quality review and accountability, professional engagement, quality leadership and integration, performance and process improvement, population health and care transitions, health data analytics, patient safety, regulation and accreditation, and quality review and accountability. Special emphasis will be focused on patient safety and population health competencies incorporating national and international guidelines.

Prerequisite(s): IPE 710.

IPE 710 - Leadership in Quality and Patient Safety

Credits: 1

This seminar course provides the student with an introduction to quality, safety, population health, equity, healthcare leadership, and person and family-centered care. Course includes on-line learning through the Institute for Healthcare Improvement (IHI) and will culminate with the IHI's Basic Certificate in Quality and Safety upon successful completion of the course.

Information Technology

IT 502 - Introduction to Programming

Credits: 3

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.

IT 510 - Introduction to Information Technology

Credits: 3

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.

IT 533 - Data Mining and Applications

Credits: 3

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(s): IT 502.

IT 535 - Networking

Credits: 3

Credit Configuration: 2+1, 3 Cr.

An introduction to the concepts of computer networks, with an emphasis on the current technologies and protocols. Topics include the design of principles of the layered TCP/IP model and software defined networks, as well as deeper understanding of network services used every day. Lab component provides hands-on experience with a network analyzer, socket programming, and various network configuration tools.

Prerequisite(s): IT 502.

IT 540 - Web Programming

Credits: 3

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(s): IT 502.

IT 558 - Software Design and Development

Credits: 4

Credit Configuration: 3+2, 4 Cr.

Also offered as: CS 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 learn professional tools and practices for software project implementation and management.

IT 560 - Mobile Computing

Credits: 3

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(s): IT 502.

IT 564 - Natural Language Technologies

Credits: 3

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(s): IT 502.

IT 590 - Topics in Information Technology

Credits: 1

Maximum Credits: 3

Study of special and timely topics in information technology. May be repeated more than once when topics differ.

Prerequisite(s): instructor approval.

IT 600 - Ethics in Information Technology

Credits: 3

Introduces students of information technology to concepts of philosophy relative to ethics, and applies those concepts to the field of information technology.

IT 603 - Information Management

Credits: 3

Builds a deeper understanding of how databases work, including the topics of database theory and architecture, data modeling, normalization, query languages, security, and web applications. May be repeated more than once when topics differ.

Prerequisite(s): IT 502.

IT 604 - Project Management

Credits: 3

Development of skills and concepts of project management. Emphasis on learning and applying concepts in the Project Management Body of Knowledge (PMBOK) and how those concepts relate to the field of Information Technology management.

IT 630 - User Interface

Credits: 3

Discussion and application of the concepts of human-computer interaction, including human factors, performance analysis, cognitive processing, usability studies, environment, and training.

IT 632 - Instructional Design in Information, Technology

Credits: 3

Discussion and hands-on application of instructional design methodology. Students will work individually and in teams to apply instructional design concepts to real-world situations in order to gain experience designing instruction.

IT 640 - System Integration & Administration

Credits: 3

Development of skills and concepts essential to the administration of operating systems, networks, software, file systems, file servers, web systems, database systems, and system documentation, policies, and procedures, including education and support of the users of these systems. Also involves skills to gather requirements, source, evaluate, and integrate components into a single system, and validate the system. May be repeated more than once when topics differ.

Prerequisite(s): IT 502 and IT 510.

IT 642 - Information Assurance & Security

Credits: 3

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.

Prerequisite(s): IT 502 and IT 510.

IT 644 - Technology, Law, and Policy

Credits: 3

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.

IT 646 - Hacking Techniques and Countermeasures

Credits: 3

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(s): IT 502.

IT 648 - Risk Management

Credits: 3

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.

IT 652 - Integrative Programming Technologies

Credits: 3

Integration of applications and systems, and examination of the various types of programming languages and their appropriate use. This course also addresses the use of scripting languages, architectures, application programming interfaces, and programming practices to facilitate the management, integration, and security of the systems that support an organization. May be repeated more than once when topics differ.

Prerequisite(s): IT 502.

IT 654 - Internet and Web Technologies

Credits: 3

Introduction to web technologies and systems, including hypertext, self-descriptive text, web page design, web navigational systems, and digital media. Includes a laboratory component providing hands-on experience related to Internet and web technologies. One or more projects required.

Prerequisite(s): IT 502.

IT 670 - Professional Development

Credits: 3

A supervised simulated work experience, which will deepen a student's understanding of the social and professional context of information technology and computing, and develop skills relevant to professional conduct and advancement. No more than three credits of IT 670 may be applied to the degree. Normally taken during the final semester of the IT degree program. S/U Grade Only

Prerequisite(s): IT 502, IT 510, and GRD 683. Instructor permission required.

IT 686 - Internship

Credits: 1

Maximum Credits: 3

A supervised work experience in an IT organization or IT-related position. No more than 3 credits of IT 686 and IT 787 may be applied to the degree. S/U Grade Only

Prerequisite(s): GRD 683 and approval by the program director or dean of the College of Arts and Sciences.

IT 787 - Advanced Internship

Credits: 1

Maximum Credits: 3

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. S/U Grade Only

Prerequisite(s): IT 686 and approval by the program director or dean of the College of Arts and Sciences.

IT 790 - Advanced Topics in Information, Technology

Credits: 1

Maximum Credits: 3

Study of special advanced topics in information technology. May be repeated more than once when topics differ.

Prerequisite(s): 9 credits of IT coursework.

IT 792 - Research Project

Credits: 1

Maximum Credits: 3

Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

Prerequisite(s): 9 credits of IT coursework and the project must be approved prior to registration.

IT 795 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of IT topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

Prerequisite(s): 9 credits of IT coursework and the project must be approved prior to registration.

IT 798 - Thesis Proposal and Preparation

Credits: 3

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. S/U Grade Only

Prerequisite(s): approval of the program director.

IT 799 - Master's Thesis

Credits: 3

Supervised research for master's thesis. A copy of the final thesis must be filed with the Graduate Office and the University (see the department's thesis manual for instructions). S/U Grade Only

Prerequisite(s): approval of the program director and successful completion of IT 798.

Licensed Clinical Addictions Counselor

LCAC 630 - Psychopharmacology

Credits: 3

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.

LCAC 667 - Clinical Addiction Theories & Treatment

Credits: 3

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.

LCAC 668 - Group and Family Counseling

Credits: 3

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.

LCAC 685 - Practicum in Addiction Counseling

Credits: 1

Maximum Credits: 3

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 LCAC 686, with each credit hour requiring at 120 hours. S/U Grade Only

LCAC 686 - Internship in Addiction Counseling

Credits: 1

Maximum Credits: 3

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

Liberal Studies

LS 501 - Academic Research Strategies

Credits: 1

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.

LS 555 - Ethics in Business

Credits: 2

Maximum Credits: 3

An analysis of the moral bases for ethical decisions and ethical aspects of behavior in business leadership. Contemporary business conduct is examined in an ethical context.

LS 590 - Topics in Liberal Studies

Credits: 1

Maximum Credits: 3

Topics courses offered at the graduate level that do not fall within the traditional discipline structures of the graduate program but which meet the goals and objectives of the Liberal Studies program.

LS 591 - Topics in Ethics

Credits: 1

Maximum Credits: 3

Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business.

LS 604 - Intensive English Language

Credits: 3

Intensive English language instruction for non-native English speaking international students. Focus may be on communication skills or reading and writing. May not be counted toward degree work if LS 606 has been completed.

Prerequisite(s): TOEFL score of 550 or higher, or instructor's approval.

LS 605 - English for Business

Credits: 4

Preparation in business terminology for understanding academic lectures, making oral presentations, leading discussions and negotiations, reading scholarly books and journals, and writing appropriately for courses in business and commerce. Focus on reading and comprehension strategies and on the analysis and preparation of case studies. Includes visitation to local businesses as well as interaction with business professors and students.

LS 606 - English for Academic Purposes

Credits: 3

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.

LS 608 - Professional Writing and Research

Credits: 3

Development and preparation toward writing a major graduate level paper, literature review, research study, or thesis. With focus on a particular theme or topic related to their area of concentration or program, students develop a thesis, design a study, and collect and analyze information or data as appropriate. S/U Grade Optional

LS 610 - Seminar in the Humanities

Credits: 3

By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, this seminar explores the various ways by which the humanities-especially literature, philosophy, theology, and the languages-contribute greater insight into our individual and common humanity. This seminar is recommended as a first course in

the student's MALS program. Topics vary. Note that three of the seminars numberED 610 through 640 are required for most MALS degrees. Normally offered every fall and spring.

LS 620 - Seminar in the Social Sciences

Credits: 3

Focus on a particular social issue, theme, or topic provides the substantive core for this course. The seminar seeks to provide insight into the various ways by which the social science disciplines-especially economics, cultural geography, history, political science, psychology, sociology-contribute to understanding the social institutions which shape society. Topics vary. Note that three of the seminars numberED 610 through 640 are required for most MALS degrees. Normally offered every fall and spring.

LS 621 - Global Leadership and Team Development

Credits: 3

Also offered as: 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.

LS 630 - Seminar in the Natural Sciences

Credits: 3

Through the focus of a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the natural science disciplines-especially experimental psychology, physical geography, mathematics, biology, chemistry-contribute to the formation of scientific and technical knowledge, especially in the context of contemporary issues. Topics vary. Note that three of the seminars numberED 610 through 640 are required for most MALS degrees. Normally offered every fall and spring.

LS 640 - Seminar in the Fine Arts

Credits: 3

The visual and performing arts offer an important dimension of richness to all cultures. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the fine arts- especially art, music, and drama-contribute to the texture of culture. Note that three of the seminars numberED 610 through 640 are required for most MALS degrees. Topics vary. Normally offered every fall and spring.

LS 645 - Evolving American Identities

Credits: 3

Exposure to social, cultural, historical, religious, and artistic traditions in the U.S. Discussion of intercultural differences and similarities, with the intention of improving intercultural understanding.

LS 648 - Music Studio

Credits: 1

Entry level studio instruction for non-music majors. May fulfill elective credit in MALS. Approval of chair of Music Department required. Limited space available. Requires performance music fee.

LS 650 - Seminar in Religion, Culture, and Value

Credits: 3

The stated and unstated values of all cultures are deeply entwined with their religious expressions. By focusing on a particular issue, theme, or topic, which provides the substantive core of the course, this seminar examines important aspects of religion and its role within culture. Topics vary. Required for the MALS degree.

LS 655 - Ethics and Professional Responsibility I

Credits: 3

Part of a two semester offering, this course increases awareness and sensitivity to ethical issues in professional workplace environments. Specific topics include applied ethics, ethics of law and law enforcement, medical and healthcare ethics, ethics and the media, and ethics as related to information technology professions. Taught by a faculty team with respective qualifications in the different fields of studies.

LS 656 - Ethics and Professional Responsibility, II

Credits: 3

Part of a two semester offering, this course is designed to increase awareness and sensitivity to ethical issues in professional workplace environments. Specific topics include business ethics, ethics of politics and government, ethics and the Church, ethics and emerging technologies, and ethics and the arts. Taught by a faculty team with respective qualifications in the different fields of studies.

LS 659 - Integrative Project in Ethics

Credits: 3

An undertaking to bridge ethical theory and application in an area relevant to the student's professional interests. A major paper is required and must be filed with the Graduate Office at the end of the term.

LS 660 - Classic and Contemporary Thought

Credits: 1.5

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.

LS 670 - Law and Legal Principles

Credits: 3

Also offered as: 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.

LS 685 - Practicum

Credits: 3

Exposure to and guidance within practical or work settings related to the student's field of concentration. Students

spend approximately 100 contact hours under the guidance of a faculty member and onsite supervisor.

Prerequisite(s): 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 College of Arts and Sciences.

LS 686 - Internship

Credits: 1

Maximum Credits: 3

Supervised hands-on experience related to professional and liberal learning. Students spend approximately 100 hours for each academic credit.

Prerequisite(s): 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 College of Arts and Sciences.

LS 690 - Topics in Liberal Studies

Credits: 0

Maximum Credits: 3

Topics courses at the graduate level that do not fall within the traditional discipline structures of the graduate program or are interdisciplinary in approach but which meet the goals and objectives of the Liberal Studies program. Topics may include those which are offered in non-traditional formats and for less than 3 credits.

LS 691 - Advanced Topics in Ethics

Credits: 1

Maximum Credits: 3

Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business. Assumes prior coursework, readings, or experience in either ethics or the professional field of application.

LS 692 - Research Project in Liberal Studies

Credits: 3

Used by MALS students as a capstone course for their course of studies. Other students may use it for more intensive research that culminates in a major written product. The student must have a supervising faculty member and a project that is defined in advance and approved by the faculty member's department chair and the dean of the College of Arts and Sciences. Approval must be obtained prior to registration.

LS 693 - Seminar in Liberal Studies

Credits: 1

Maximum Credits: 3

Seminars are designed for students who are capable of significant independent work and making major contributions to the course.

LS 694 - Learning Through Service

Credits: 1

Maximum Credits: 6

An educational experience in an organized service activity that addresses identified community needs, often through association with a volunteer service organization. Number of credits is determined in consultation with the program advisor.

LS 695 - Independent Study

Credits: 1

Maximum Credits: 3

Students may undertake independent study on a topic of special interest to the student and relevance to the student's program of study. The student must have a supervising faculty member and a project that is defined and approved by the faculty member's department chair and the dean of the College of Arts and Sciences prior to registration.

LS 696 - Independent Study in Ethics

Credits: 3

Investigation of a special topic through readings or research under supervision of a faculty advisor. A concluding paper is required and must be filed with the Graduate Office at the end of the term.

LS 697 - Study/Travel Abroad

Credits: 3

Maximum Credits: 6

Study involving significant travel abroad through faculty-sponsored courses or residential study at the Cambridge and/or Reutlingen centers. Requires an approved plan of study and an extended written project.

LS 698 - Study/Travel USA

Credits: 3

Study involving significant travel in the United States and/or Canada through faculty sponsored or independent travel. Requires an approved plan of study and an extended written project.

LS 795 - Master's Thesis

Credits: 3

Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate Office.

Prerequisite(s): LS 692 or LS 695 with a grade of A or A- or dean's approval.

Mathematics

MATH 520 - Dynamical Systems

Credits: 3

Theory and applications of mathematical models of dynamical systems (discrete and continuous). Topics include linear and non-linear equations, linear and non-linear systems of equations, bifurcation, chaos, and fractals.

MATH 521 - Mathematical Models of Infectious Diseases

Credits: 3

An application of mathematical methods and concepts to the study of infectious diseases. Analysis of outbreaks and control methods (such as vaccinations) using differential equations and elementary matrix algebra. This course is usually offered online during the summer sessions.

MATH 522 - Optimization

Credits: 3

Theory and computer algorithms for the solution of mathematical programming problems and applications. Topics include the simplex method, cutting planes, branch and bound methods and numerical methods for unconstrained optimization, game theory, and dynamic programming. Offered in alternate years.

MATH 523 - Game Theory

Credits: 3

The fundamentals of game theory are covered including dominance, Nash equilibria, and evolutionarily stable solutions. Various models of strategic games are explored and applications to economics, biology, and other disciplines are discussed. Usually offered only during summer sessions.

MATH 530 - Partial Differential Equations

Credits: 3

Theory of and solution techniques for Partial Differential Equations of first and second order, including the heat equation and wave equation in rectangular, cylindrical, and spherical coordinates. Tools include Fourier series, Bessel Functions, Legendre Polynomials, and transform techniques.

MATH 534 - Complex Variables

Credits: 3

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.

MATH 570 - Numerical Analysis

Credits: 3

Analysis and implementation of numerical techniques such as polynomial interpolations, root finding, matrix solutions to systems of equations, numerical solutions to differential equations (the finite difference method), and numerical integration, with an emphasis on theory and error analysis.

MATH 571 - Experimental Mathematics

Credits: 3

A study of the role of computation and experimentation in mathematical proof. Students learn to write code in a mathematical programming language (e.g., Maple), and then apply programming skills to a variety of mathematical problems. Topics include enumeration, continued fractions, high precision computing, and numerical integration, among others. Students will also study famous proofs that integrate computation in nontrivial ways and the current state of automated theorem proving/ automated proof checking software.

MATH 590 - Advanced Topics in Mathematics

Credits: 1

Maximum Credits: 3

An advanced course for mathematics majors. Topics vary, but may include: number theory, advanced abstract algebra, differential geometry, partial differential equations, measure and integration, or functional analysis. Offered upon sufficient demand.

Prerequisite(s): consent of the chair of the department. Specific course requirements depend on the content.

MATH 592 - Research in Mathematics

Credits: 3

A research problem studied in mathematics under the direction of a faculty member. Written and oral reports are required.

Prerequisite(s): consent of the chair of the department. Specific course requirements depend on the content.

MATH 595 - Independent Study in Mathematics

Credits: 1

Maximum Credits: 3

Advanced topics in mathematics under the supervision of a faculty member. Written work is required.

Prerequisite(s): consent of the chair of the department.

Meteorology

MET 530 - Numerical Weather Prediction

Credits: 3

An introduction to numerical modeling techniques and weather prediction models: model fundamentals, structures, dynamics, physical parameterization, and model forecast diagnostics. Students will gain experience running simple codes and study different aspects and intelligent use of weather models.

MET 535 - Radar Meteorology

Credits: 3

Examines the theoretical and operational principles of meteorological Doppler radar, including dual polarization methodologies. Atmospheric refractivity and its impact on wave propagation, data quality, and algorithms are discussed.

MET 540 - Global Climate Change

Credits: 3

An examination of the physical processes of global climate change, both past and future. The emphasis will be on the issues of future climate change, including greenhouse forcing and important atmospheric and oceanic feedback mechanisms. The course will also investigate local and regional climate changes resulting from land use, such as deforestation and desertification. In addition to discussing relevant literature, students will explore several climate data sets.

MET 560 - Data Analysis

Credits: 3

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(s): consent of instructor.

MET 569 - Atmospheric Thermodynamics

Credits: 3

Introduction to the atmospheric system, including basic characteristics and variables; basic radiation thermodynamics; vertical temperature structures; stability concepts and evaluation; physics of clouds and precipitation processes.

MET 571 - Advanced Aviation Meteorology

Credits: 2

An intensified focus on real-time applications and real-world scenarios related to the interpretation and forecasting of meteorological phenomena for the aviation industry. Topics will include computer-based activities including advanced TAF creation and amendment, generation of turbulence forecast products, advanced aircraft icing, BUFKIT and RAOB software functionality, oral briefing techniques, and an introduction to space weather/physics.

MET 572 - Atmospheric Dynamics I

Credits: 4

Credit Configuration: 3+2, 4 Cr.

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.

MET 572L - Atmospheric Dynamics I Lab

Credits: 0

MET 573 - Atmospheric Dynamics II

Credits: 4

Credit Configuration: 3+2, 4 Cr.

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(s): MET 572

MET 573L - Atmospheric Dynamics II Lab

Credits: 0

The 2-hour laboratory component for MET 573.

MET 580 - Synoptic Scale Forecasting and Analysis

Credits: 4

Credit Configuration: 3+2, 4 Cr.

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.

Prerequisite(s): MET 573 and consent of instructor.

MET 580L - Synoptic Scale Forecasting and Analysis, Lab

Credits: 0

The 2-hour laboratory component for MET 580.

MET 581 - Mesoscale Analysis and Forecasting

Credits: 4

Credit Configuration: 3+2, 4 Cr.

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 convection, MCCs, and analysis and forecast methods are examined.

Prerequisite(s): MET 580.

MET 581L - Mesoscale Analysis and Forecasting, Lab

Credits: 0

The 2-hour laboratory component for MET 581.

MET 585 - Field Study in Meteorology

Credits: 3

Credit Configuration: 0+4, 3 Cr.

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(s): consent of the instructor.

MET 586 - Internship in Meteorology

Credits: 1

Maximum Credits: 6

Experience by working in National Weather Service offices, governmental laboratories, private consulting firms, or media and broadcasting stations. S/U Grade Only

Prerequisite(s): consent of internship coordinator.

MET 590 - Selected Topics in Meteorology

Credits: 1

Maximum Credits: 3

Advanced studies in applied and theoretical meteorology. Topics such as weather systems analysis, micrometeorology, and atmospheric observing may be considered. May be repeated when topic is different.

Prerequisite(s): consent of instructor.

Music - Studio Instruction

MUAP 503 - Studio Instruction

Credits: 1

Maximum Credits: 3

Studio Instruction in piano, harpsichord, orchestral and band instruments, voice, guitar, organ, and composition.

Prerequisite(s): Permission of the chair of the department required.

Music - Ensemble

MUEN 550KC - Choirs: Kantorei

Credits: 1

Choral ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 550MC - Men's Choir

Credits: 1

Choral ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 550VC - Choirs: Valparaiso University Chorale

Credits: 1

Choral ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 550WC - Women's Choir

Credits: 1

Choral ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 552CB - Bands: Concert Band

Credits: 1

Band ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 552JB - Bands: Jazz Band

Credits: 1

Band ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 552LB - Bands: Luce Band

Credits: 1

Band ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 552UB - Bands: University Community Band

Credits: 0.5

Band ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 554SO - University Symphony Orchestra

Credits: 1

Orchestral ensembles meet for rehearsal during regularly scheduled class time. Concerts and dress rehearsal are required events that take place in the evenings and/or on weekends. Students should register for their preferred ensemble, but must audition to confirm placement.

MUEN 557GE - Guitar Ensemble

Credits: 0.5

Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance.

MUEN 557HE - Horn Ensemble

Credits: 0.5

Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance.

MUEN 557JE - Jazz Combo

Credits: 0.5

Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance.

MUEN 557TC - Trumpet Choir

Credits: 0.5

Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance.

MUEN 557TE - Trombone Choir

Credits: 0.5

Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance.

MUEN 558AC - Accompanying

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CB - Chamber Music: Brass Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CG - Chamber Music: Guitar Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CJ - Chamber Music: Jazz Combo

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CM - Chamber Music

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CP - Chamber Music: Percussion Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CS - Chamber Music: Saxophone Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CT - Chamber Music: Trumpet Choir

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558CW - Chamber Music: Woodwind Chamber Music

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558MB - Mixed Brass Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558PE - Percussion Ensemble

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558PQ - Piano Quartet/Quintet

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558PT - Piano Trio

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558SA - Saxophone Quartet

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558SC - Chamber Music: String Chamber Music

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558ST - String Quartet

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

MUEN 558WQ - Woodwind Quintet

Credits: 0.5

Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members.

Music

MUS 590 - Topics in Music

Credits: 1

Maximum Credits: 3

Specific topics offered occasionally and linked to other departmental programming and projects. May be repeated for credit, provided that the topics are different.

Prerequisite(s): graduate standing and permission of the instructor.

Nursing

NUR 502 - Pathophysiology for Advanced Practice Nursing

Credits: 3

This course examines pathophysiology of common disease processes required for the advanced practice registered nurse. Physical findings will be differentiated between normal, variations of normal, and signs of pathology to formulate actual and differential diagnoses across the life span.

May be repeated for credit.

NUR 505 - Adv Health Assessment/Nurse Educators

Credits: 3

Credit Configuration: 2.5+0.5, 3 Cr.

This course focuses on the role of nurse educators in the advanced holistic assessment of persons across the lifespan.

NUR 506 - Pharmacologic Principles Nurse Educators

Credits: 3

The study of pharmacologic principles for the management of common health problems.

NUR 512 - Org & Sys Ldrshp/Nurse Educators

Credits: 3

This course explores critical topics in organizational and systems leadership. Students will examine professional relationships within healthcare and academic systems. The role of the nurse educator as a leader will be examined.

NUR 518 - Global Health Issues

Credits: 3

Opportunity to explore cultural, economic, ethical, legal, political, social, and technological issues in healthcare from a

global perspective. Includes a comparative analysis of selected healthcare delivery systems from around the world. Open to all graduate students.

NUR 551 - Gerontological Nursing

Credits: 3

Credit Configuration: 2.5+0.5, 3 Cr.

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.

NUR 560 - Intrprsnl Srvce Lrning Hlth Central Amer

Credits: 3

This course focuses on the application of principles from international health, public health, and community-based participatory action to population-based healthcare 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 healthcare team, students will explore the roles of public health professionals in collaboration with local healthcare providers in the provision of services to disparate populations. Students must attend the Central America service learning trip.

NUR 570 - Research and Ebp for Nurse Educators

Credits: 3

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.

NUR 590 - Topics in Advanced Professional Nursing

Credits: 1

Maximum Credits: 3

An open topic course which may cover specialized areas of advanced nursing, current concepts, and nursing concerns of delivery of health services.

NUR 605 - Advanced Health Assessment

Credits: 3

Credit Configuration: 2.5+0.5, 3 Cr.

(25 clinical hours) This clinical course emphasizes the advanced holistic assessment of persons across the lifespan. Students will learn advanced assessment techniques and apply them in a simulated clinical setting. May be repeated for credit.

Prerequisite(s): NUR 502 .

NUR 605L - Advanced Health Assessment Clinical

Credits: 0

This laboratory component is for NUR 605.

NUR 606 - Pharmacologic Principles for Advanced Nursing Practice

Credits: 3

The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems. May be repeated for credit.

Prerequisite(s) or Corequisite(s): NUR 502 and NUR 605.

NUR 610 - Procedural Techniques for Advanced Nursing Practice

Credits: 3

Credit Configuration: 2.5+0.5

Students will analyze, select, and interpret diagnostic testing to support decision-making in the role of the advanced practice registered nurse. Students will apply knowledge of pathophysiology, microbiology, and evidence-based recommendations to determine diagnostic and therapeutic procedures. It includes an onsite clinical intensive at the end of the semester. Graded A-F May be repeated for credit.

NUR 651 - Foundations of Nursing Education

Credits: 3

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.

NUR 652 - Evaluation in Nursing Education

Credits: 3

This course focuses on methods for evaluating learners. The development and evaluation of nursing curricula are also examined.

NUR 653 - Leadershipclinical Nursing Ed

Credits: 3

Credit Configuration: 2.5+0.5, 3 Cr.

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.

NUR 662 - Theoretical Foundations for Advanced, Practice Nursing

Credits: 3

An introduction to the philosophy of science as well as the nature and purpose of theory are presented. Selected nursing theories and theories from other disciplines are analyzed and evaluated in relation to their application to advanced nursing practice.

NUR 670 - Res Methd/Evid-Based Practice, Nursing

Credits: 3

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.

NUR 671 - Foundations of Research and Evidence-Based Practice

Credits: 3

The study of scientific research and evidence-based practice as applied to advanced nursing practice. Emphasis is placed on finding and analyzing evidence to change practice and improve patient outcomes. Graded A-F

NUR 672 - Theories and Concepts for Advanced Nursing Practice

Credits: 4

Seminar concentrating on select nursing and middle range theories and concepts relevant to advanced nursing practice. Focus is on how theories and concepts are developed, refined, and used to conduct research and direct advanced nursing practice. Graded A-F May be repeated for credit.

NUR 680 - Direct Care Practicum

Credits: 3

Credit Configuration: 2+1, 3 Cr.

This course focuses on developing the clinical expertise of the nurse educator. Direct patient care experiences will emphasize advanced nursing care with a selected population focus (psychiatric mental health, community health, medical-surgical [adult gerontological], or maternal-child nursing). S/U Grade Only

NUR 692 - Research Project

Credits: 3

The study of a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportion is required. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

NUR 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

NUR 699 - Master's Thesis

Credits: 3

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 Office, and University library archival records. Must

have completed 21 credits in the MSN program.

Prerequisite(s): NUR 692. Approval of the dean of the College of Nursing and Health Professions required.

NUR 701 - Role of the Advanced Practice Registered Nurse

Credits: 3

Seminar focusing on leadership concepts and professional values as they apply to the advanced practice registered nurse in a variety of settings at all levels of prevention. This course provides an emphasis on role transition and synthesis, professional issues, collaboration, scope of practice, and advocacy. May be repeated for credit.

NUR 702 - Family Theories

Credits: 3

This course explores family theory and complex intergenerational systems. The principles governing behavior and the dynamic roles that family plays in the health of its members are discussed. Emphasis is placed on the synthesis of theory and therapeutic interventions within families.

Prerequisite(s) or Corequisite(s): NUR 672 and NUR 662.

NUR 711 - Ethical Issues of Advanced Nursing Practice

Credits: 3

This course examines ethical issues for the advanced practice registered nurse. Theoretical underpinnings of ethical decision-making are discussed. Students will demonstrate an ethical comportment in one's practice reflective of nursing's mission to society. Collaborative methods will be utilized to create ethical decisions for advanced emergency preparedness and disaster response in diverse populations. May be repeated for credit.

NUR 712 - Organizational and Systems Leadership in Healthcare

Credits: 3

This course explores critical topics in organizational and systems leadership that emphasize collaboration and communication strategies to move interdisciplinary groups toward common goals and objectives. Students will examine professional relationships within healthcare systems and identify strategies to positively influence healthcare quality and ensure patient safety.

NUR 713 - Business and Legal Aspects of Advanced, Practice Nursing

Credits: 3

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.

NUR 721 - Health Promotion Across the Lifespan

Credits: 3

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(s):
Corequisite(s): .

NUR 722 - Application of Advanced Practice, Nurse Role I

Credits: 2
Credit Configuration: 0+2, 2 Cr.

(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(s): NUR 605 and NUR 606.
Corequisite(s): NUR 721.

NUR 731 - Managing Common Health Conditions

Credits: 3
This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within primary care settings.

Prerequisite(s): NUR 721 and
Corequisite(s): NUR 732.

NUR 732 - Application of the Advanced Practice, Nurse Role II

Credits: 3
Credit Configuration: 0+3, 3 Cr.

(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(s): NUR 721 and ;
Corequisite(s): NUR 731.

NUR 741 - Managing Complex Health Conditions

Credits: 3
Focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. Emphasis is on the assessment, diagnosis, management, and education of persons within primary care settings.

Prerequisite(s): NUR 731 and NUR 732.
Corequisite(s): NUR 742.

NUR 742 - Application of the Advanced Practice, Nursing Role III

Credits: 3

Credit Configuration: 0+3, 3 Cr.

(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

Prerequisite(s): NUR 731 and NUR 732.

Corequisite(s): NUR 741.

NUR 752 - Application of Adv Practice Nur Role IV

Credits: 2

Credit Configuration: 0+2, 2 Cr.

(140 clinical clock hours) Focus on gaining independence as an advanced practice nurse. Emphasis is on providing the full spectrum of healthcare services to include health promotion and disease management, including palliative and end-of-life care, within primary care settings. S/U Grade Only

Prerequisite(s): NUR 742.

NUR 762 - Advanced Practicum I

Credits: 2

Maximum Credits: 3

Credit Configuration: 0.25+1.75, 2-3 Cr.

The practicing APRN will develop from the MSN prepared APRN into the DNP prepared APRN. The student will build leadership and organizational management skills for both patients and the clinical site. The student will focus on advocacy and act as a change agent in quality improvement and patient safety activities at the clinical site. S/U Grade Only

NUR 770 - Evidence-Based Practice for Advanced, Practice Nurses

Credits: 3

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(s): NUR 670.

NUR 772 - Advanced Practicum II

Credits: 2

Credit Configuration: 0.25+1.75, 2 Cr.

The practicing APRN will develop from the MSN prepared APRN into the DNP prepared APRN. The student will act as an advocate and leader to influence policy change for equitable healthcare for diverse populations at the system, local, state, or federal levels. S/U Grade Only

Prerequisite(s): NUR 762.

NUR 799 - DNP Project D: Continuation

Credits: 3

(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 (2+2, Cr. 4); 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(s): NUR 770.

NUR 799 - Doctor of Nursing Practice Project A:, Development

Credits: 4

(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 (2+2, Cr. 4); 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(s): NUR 770.

NUR 799 - Doctor of Nursing Practice Project:, Evaluation

Credits: 4

(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 (2+2, Cr. 4); 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(s): NUR 770.

NUR 799 - Doctor of Nursing Practice Project:, Implementation

Credits: 4

(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 (2+2, Cr. 4); 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(s): NUR 770.

Occupational Therapy

OCTH 700 - Occupational Therapy Theories, Models, and Framework

Credits: 6

This course presents theoretical constructs of occupation, occupational therapy, and occupational science by offering a philosophical base, including theories and frameworks for individual, group, and societal demands. Students will examine how theories and models describe or explain phenomena at different levels related to various scientific evidence and inquiry types. Learning outcomes will occur that require students to think critically and either support or refute actions in clinical practice reflected by specific models or theories.

OCTH 701 - Occupational Therapy Theory & Framework

Credits: 3

This course offers the foundational history and philosophical base, including theories and frameworks or individual, group, and societal demands. Students gain an introductory knowledge of occupational therapy guiding principles that influence current and historical trends in practice. Students will be able to identify the connections between theory and practice.

OCTH 703 - Occupational Engagement for the OT

Credits: 3

In this course, students are introduced to the meaning of occupation and use in current practice areas based on healthcare trends identified by the American Occupational Therapy Association (AOTA). Students also learn guiding principles of activity analysis in addition to the domain and process of practice. Students develop skills to select purposeful activities based on occupational performance.

OCTH 705 - OT Evaluation & Assessment

Credits: 3

This course addresses the occupational therapy evaluation process using various forms of assessment. Students develop a foundation of observation, standardized and non-standardized assessment, assessment psychometrics, and testing procedures. Analysis of assessment data, development of documentation skills, and demonstrating knowledge through the use of electronic health records are emphasized.

OCTH 706 - Advocating for the OT Profession

Credits: 3

This course focuses on developing cultural competency and advocacy skills to facilitate occupational therapy services for underserved populations. Students develop an awareness of various diversity factors that impede access to health services for individuals, populations, and societies. Students will gain knowledge in multiple methods of advocacy including grant writing, information systems, health and public policy, political activism, professional networks, and social change initiatives.

OCTH 707 - Advanced Anatomy and Human Development Across the Lifespan

Credits: 3

This course emphasizes knowledge of nervous system development and anatomical foundations, including the musculoskeletal and peripheral neuromuscular system(s). Students will demonstrate an understanding of the structure and function of the human body and knowledge as to the body's connections with occupations, activity, and occupational therapy practice across the lifespan. Course content will provide students the ability to gain knowledge and understanding in the etiology, prognosis, and clinical process of congenital, developmental, acute and chronic neurological diseases, as well as traumatic injuries. Students will demonstrate knowledge of the structure and function of the human body and human development and human behavior throughout the lifespan with course content including but not limited to, biology, anatomy, physiology, neuroscience, kinesiology, biomechanics, behavioral sciences, science of occupation, social sciences, and developmental psychology.

OCTH 708 - Current Trends in Advancing Emerging Practice Areas

Credits: 3

In this course, students develop the skills to identify new practice areas based on current healthcare trends identified by American Occupational Therapy Association (AOTA) emerging practice areas and niches. To advance the profession, students gain skills in assessing needs and developing action plans for occupational therapy services in various settings.

OCTH 709 - OT Research Clinical Inquiry for OT EVB

Credits: 3

The purpose of this course is to introduce an understanding of research, through the development of scholarship skills by creating and defining practice-based questions, as well as locating, understanding, and critiquing the evidence as it relates to practice. Students will demonstrate skills in developing research questions, use of search engine databases, and evaluation of literature. This course includes a review of descriptive and inferential statistics for understanding and critiquing the validity of the research. Demonstrating competence in critiquing quantitative and qualitative research in order to analyze and evaluate scholarly activities' relevance to the profession of occupational therapy are primary learning outcomes in this course.

OCTH 710 - Research Methodologies

Credits: 6

This course introduces evidence-based practice methods with skill development in asking practice-based questions, using search engine databases and other resources, and appraising the quality of evidence. The course will focus on creating a deeper understanding of evidence and its impact on occupational therapy practice. Content in this course focuses on the most common qualitative, quantitative, and mixed-method research methodologies seen in practice. Students will learn to develop IRB proposals and study designs. Students will design qualitative studies and data collection tools while learning to analyze and report study outcomes and findings while developing skills in selecting, applying, and interpreting basic correlational and inferential statistics through the design of quantitative studies and data collection tools.

OCTH 711 - Occupational Therapy Practice in Mental Health

Credits: 5

Credit Configuration: 3+2, 5 Cr.

This course addresses common mental health conditions, assessments, and interventions related to psychosocial deficits. Analysis of the impact of wellness and psychosocial issues on occupation and occupational performance with a focus on the recovery model is considered. The application of various social and psychological theories and

frameworks will be explored. Students will learn group dynamics across the lifespan, how to provide client-centered occupational therapy services in variety community and mental health settings. Learning outcomes in the course include a demonstration of entry-level competence in conducting group facilitation, mental health/psychosocial interventions, and program development processes.

OCTH 712 - Fieldwork Level 1B & Seminar - Mental Health

Credits: 2

In this course, students are introduced to occupational therapy fieldwork, applying knowledge to practice, and developing an understanding of the needs of clients in various healthcare and/or community settings. This course enriches didactic coursework on occupational therapy practice through directed observation and participation in selected aspects of the occupational therapy process. This course includes fieldwork experiences in one or more of the following areas: simulated environments, standardized patients, faculty-led site visits, or supervision by a fieldwork educator in a practice environment. Students must complete the required hours in the designated fieldwork setting. The seminar portion of the class allows students to reflect upon and discuss their experiences. The course has integrated learning outcomes designed for students to demonstrate practice skills learned in OCTH 711, engage in purposeful activities related to the therapeutic use of self and group interactions, begin developing clinical reasoning skills, and complete occupational therapy competency outcomes.

OCTH 713 - Occupational Therapy Practice - Specialty Practice

Credits: 5

Credit Configuration: 3+2, 5 Cr.

This is a specialty topic course focusing on current and emerging practice areas for a student's enhanced learning beyond general entry-level practice. Students have the opportunity to focus on advancing knowledge, skills, and competence in focused practice areas by selecting 3 areas to explore over specialty experience. Lab components provide the opportunity to apply knowledge and develop reasoning skills within the selected practice areas of the student's choice. Effectively communicating and working to evaluate and design occupational therapy intervention(s) and measuring therapeutic outcomes within a specific context(s) are highlighted.

OCTH 715 - Occupational Therapy Ethics & Advocacy

Credits: 3

This course focuses on understanding the AOTA Code of Ethics and the importance of advocacy skills to promote the profession. Students develop an awareness of various diversity factors that impede access to health services for individuals, populations, and societies. Students will gain knowledge in multiple methods of advocacy, including information systems, health and public policy, political activism, professional networks, and social change initiatives. Course content includes an overview of the ethical considerations and implications of conducting research and practice. Students will demonstrate the ability to analyze ethical issues and problem-solve ethical dilemmas in a variety of practice settings and assess legal implications to practice based on the ethical dilemmas. Developing an ethical and competency-based professional development plan is a learning outcome of this course.

OCTH 716 - Neuroscience for Occupational Therapy

Credits: 3

This course emphasizes knowledge of the human nervous system as it applies to development, function, and occupational participation across the lifespan. Students will establish an understanding of the structure and function of the central and peripheral nervous systems at molecular, cellular, and systems levels in the contexts of activity, occupation, and occupational therapy practice. This course will provide students with the tools to thoroughly comprehend the etiology, prognosis, pathophysiology, and clinical process of traumatic and nontraumatic neurological conditions and diseases. Students will demonstrate knowledge of the structure and function of the

human nervous system and human behavior throughout the lifespan with course content including but not limited to neuroanatomy, physiology, behavioral sciences, science of occupation, social sciences, and developmental psychology. Graded A-F

OCTH 717 - Occupational Therapy Research Methodology

Credits: 3

In this course, students will build on the knowledge and evidence-based skills developed in OCTH 709 addressing common quantitative, qualitative, and mixed-methods research methodologies seen in occupational therapy practice. Students will develop an Institutional Review Board (IRB) proposal, design a study, and develop a systematic review of the literature. Students develop skills in participant selection, data collection tools, application, and interpretation of necessary statistics through the study design. Students also learn to report study outcomes and findings.

OCTH 719 - Occupational Therapy Practice with Children and Youth

Credits: 5

This course focuses on the use of a variety of theoretical frameworks, evaluation tools, and intervention strategies to improve occupational performance in the pediatric population. Students apply neurophysiological principles and various strategies to positively impact clients from infant through adolescent stages. Students learn to provide client-centered occupational therapy services across the continuum of care related to the pediatric population.

OCTH 720 - Fieldwork Level 1C & Seminar - Children and Youth

Credits: 2

In this course, students are introduced to occupational therapy fieldwork, applying knowledge to practice, and developing an understanding of the needs of clients in various settings serving children and youth. This course enriches didactic coursework on occupational therapy practice through directed observation and participation in selected aspects of the occupational therapy process. This course includes fieldwork experiences in one or more of the following areas: simulated environments, standardized patients, faculty-led site visits, or supervision by a fieldwork educator in a practice environment. Students must complete the required hours in the designated fieldwork setting. The seminar portion of the class allows students to reflect upon and discuss their experiences. The course has integrated learning outcomes designed for students to demonstrate practice skills learned in OCTH 719, engage in purposeful activities related to the therapeutic use of self and group interactions, begin developing clinical reasoning skills, and complete occupational therapy competency outcomes.

OCTH 722 - Educational Principles in Occupational Therapy

Credits: 3

This course focuses on the use educational principles in everyday practice. Students will deepen the knowledge of various educational pedagogies and strategies to be effective in educational pursuits in a multitude of practice settings. Basic principles for curriculum design and development will be introduced.

OCTH 723 - Professional Leadership and Management in OT

Credits: 3

In this course, leadership theories and management strategies are applied through the development and evaluation of a program and the development of a business plan for that program. Students gain knowledge in outcomes assessment, case management, and personnel management.

OCTH 725 - Occupational Therapy Practice in Orthopedics, Work, and Industry

Credits: 5

Credit Configuration: 3+2, 5 Cr.

This course addresses occupational performance, individual client factors, environmental contexts of work and industry, and orthopedic conditions. The focus will be on assessment, interventions, and outcomes of occupational therapy services for various conditions that impact occupational engagement, using various frames of reference, preparatory methods such as superficial and deep physical agent modalities, as well as fabrication and application of orthotics and prosthetics.

OCTH 727 - Occupational Therapy Practice in Rehabilitation

Credits: 5

Credit Configuration: 3+2, 5 Cr.

This course addresses occupational therapy assessment, intervention(s), and outcomes related to rehabilitation services for pathological conditions that impact occupational performance and engagement. Students will examine rehabilitative principles including sensorimotor, visual perceptual, and cognitive evaluation in order to develop skills necessary to treat neuromotor and cognitive deficits. This course focuses on the acquisition of knowledge and development of reasoning skills for improving the functional performance of clients receiving occupational therapy services in the rehabilitative context through the use of restoration, compensation, and adaptive techniques.

OCTH 729 - Capstone Discovery

Credits: 2

In this course, the focus is on exploration of advanced practice in areas of individual professional interest under the guidance of a faculty mentor. Students thoroughly review the literature and explore resources and networks to develop the design of an individual capstone project. S/U Grade Only

OCTH 730 - Clinical Reasoning for the Occupational Therapist

Credits: 3

In this course, students integrate knowledge gained from previous coursework to apply the occupational therapy process to client cases. Students will engage in student-directed, small-group problem-solving by analyzing and synthesizing client case studies. These cases are designed to facilitate the development of clinical reasoning skills used to create an occupational profile, select evaluation methods, and identify priorities for OT intervention. Students will integrate theory and evidence into their clinical reasoning for each case. Students will use current and newly acquired knowledge in a social learning context to develop clinical reasoning skills, grounding students in the essential knowledge of the case as it relates to occupational performance. S/U Grade Only

OCTH 731 - Leadership in Healthcare

Credits: 3

In this course, leadership theories and management strategies are applied through analysis of program development and evaluation. Students gain expertise in outcomes assessment, case management, business planning, personnel management, and emotional intelligence.

OCTH 733 - OT in Education

Credits: 3

In this course, educational principles in clinical and academic practice are explored. Students will deepen their knowledge of various educational pedagogies and strategies to be effective in educational pursuits in a multitude of

practice settings. Basic principles for curriculum design and development will be introduced. Additionally, client and family education will be explored, and methods for successfully collaborating with interprofessional colleagues will be explored.

OCTH 735 - Occupational Therapy Practice in Productive Aging

Credits: 5

Credit Configuration: 3+2, 5 Cr.

This course emphasizes practice issues concerning the occupations of aging. Areas the of focus include changes in physical, sensory, perceptual, and cognitive function, as well as examination of emotional and spiritual health. Transitions in late life, as influenced by personal and environmental factors, are investigated. Interventions designed to promote health and wellness, the prevention of injury, and chronic disease management will occur. Students will have the opportunity through the lab component to apply knowledge and develop reasoning skills for entry-level practice. Acquiring skills necessary to design and implement evidenced-based interventions focusing on theoretical frames of reference and wellness service delivery plans applicable to aging populations.

OCTH 736 - The Elder Mentor Experience

Credits: 2

In this course, students are provided an experiential learning opportunity within a community that creates the ability to better understand the lifestyles of older adults. Insight into client factor changes, occupational performance patterns, rituals, routines, contextual demands of housing, and environmental influences that impact occupation are explored. This experience enriches didactic coursework on occupational therapy practice through integrated learning outcomes, directed observation, and participation in selected aspects of the occupational therapy process. The seminar portion of the class allows students to reflect upon and discuss their experiences. The course has integrated learning outcomes designed for students to demonstrate practice skills learned in OCTH 735, engage in purposeful activities related to the therapeutic use of self and group interactions, begin developing clinical reasoning skills, and complete occupational therapy competency outcomes.

OCTH 737 - Assistive Technology

Credits: 3

This course focuses on assessment and intervention strategies developed in the context of environment and occupation using technology to enhance occupational performance at home, work, school, and the community. Technology for community mobility and driving is addressed as it relates to occupational participation. Assistive and adaptive technology, ergonomics, and use of universal design are utilized to meet individual and population needs.

OCTH 739 - Capstone Design

Credits: 2

In this course, students design individual capstone projects with faculty mentor consultation. The culminating project relates to synthesis and application of advanced knowledge and evidence-based approaches which may include clinical practice skills, education, research skills, administration, leadership, program and policy development, advocacy, and/or theory development. Projects will also demonstrate effective strategies for integrating evidence-based approaches into practice using knowledge translation concepts. Students will learn the process for obtaining funding opportunities. S/U Grade Only

Prerequisite(s): OCTH 729, OCTH 740.

OCTH 740 - OT Research Implementation

Credits: 3

Students will participate in the development and implementation of a research study under the direct supervision of a faculty member. This course focuses on the research process from data collection strategies to reporting outcomes in a scholarly manner.

OCTH 741 - Fieldwork Level 1A and Seminar - Rehabilitation Practice

Credits: 2

In this course, students are introduced to occupational therapy fieldwork, applying knowledge to practice, and developing an understanding of the needs of clients. This course enriches didactic coursework on occupational therapy practice through directed observation and participation in selected aspects of the occupational therapy process. This course includes fieldwork experiences in one or more of the following areas: simulated environments, standardized patients, faculty-led site visits, or supervision by a fieldwork educator in a practice environment. Students must complete the required hours in the designated fieldwork setting. The seminar portion of the class allows students to reflect upon and discuss their experiences. The course has integrated learning outcomes designed for students to demonstrate practice skills learned in OCTH 725 and/or OCTH 727, begin developing clinical reasoning skills, and complete occupational therapy competency outcomes.

OCTH 742 - Clinical Competency for the Occupational Therapist

Credits: 2

In this course, students demonstrate various skills, assessments, and interventions through simulations to assess competency prior to participating in level 2 fieldwork experiences. This course focuses on safe client handling techniques and plan of care development in a simulated work environment.

OCTH 745 - Fieldwork Level 2A

Credits: 8

This course is a 12-week in-depth fieldwork experience where students deliver occupational therapy services to clients, groups, and/or populations, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of a licensed occupational therapist with a minimum of one-year of practice experience. The experience is designed to promote clinical reasoning and reflective practice to demonstrate client-centered, meaningful, and occupation-based interventions. Level II fieldwork provides the student opportunities to demonstrate competence in skills acquired throughout the didactic curriculum. Student placements are reflective of the diversity of occupational therapy practice settings. S/U Grade Only

OCTH 747 - Fieldwork Level 2B

Credits: 8

This course is a 12-week in-depth fieldwork experience where students deliver occupational therapy services to clients, groups, and/or populations, focusing on the application of purposeful and meaningful occupation in an approved setting under the supervision of a licensed occupational therapist with a minimum of one-year of practice experience. The experience is designed to promote clinical reasoning and reflective practice to demonstrate client-centered, meaningful, and occupation-based interventions. Level II fieldwork provides the student opportunities to demonstrate competence in skills acquired throughout the didactic curriculum. Student placements are reflective of the diversity of occupational therapy practice settings. S/U Grade Only

OCTH 749 - Capstone Implementation and Outcomes

Credits: 10

In this course, students continue building on the work in OCTH 739 that results in the execution and evaluation of the

designed project. Project details, including time and duration, and requirements for the project are determined by the ACOTE section D standards. The project is defined by written objectives and assessment measures approved by the faculty advisor and the Doctoral Capstone Coordinator. S/U Grade Only

Prerequisite(s): OCTH 745, OCTH 747.

OCTH 750 - Occupational Therapy Theories, Models, and Framework

Credits: 6

This course presents theoretical constructs of occupation, occupational therapy, and occupational science by offering a philosophical base, including theories and frameworks for individual, group, and societal demands. Students will examine how theories and models describe or explain phenomena at different levels related to various scientific evidence and inquiry types. Learning outcomes will occur that require students to think critically and either support or refute actions in clinical practice reflected by specific models or theories.

OCTH 755 - Research Methodologies

Credits: 6

This course introduces evidence-based practice methods with skill development in asking practice-based questions, using search engine databases and other resources, and appraising the quality of evidence. The course will focus on creating a deeper understanding of evidence and its impact on occupational therapy practice. Content in this course focuses on the most common qualitative, quantitative, and mixed-method research methodologies seen in practice. Students will learn to develop IRB proposals and study designs. Students will design qualitative studies and data collection tools while learning to analyze and report study outcomes and findings while developing skills in selecting, applying, and interpreting basic correlational and inferential statistics through the design of quantitative studies and data collection tools.

OCTH 760 - Educational Principles in Occupational Therapy

Credits: 3

This course focuses on the use educational principles in everyday practice. Students will deepen the knowledge of various educational pedagogies and strategies to be effective in educational pursuits in a multitude of practice settings. Basic principles for curriculum design and development will be introduced.

OCTH 765 - Leadership in Healthcare

Credits: 3

In this course, leadership theories and management strategies are applied through analysis of program development and evaluation. Students gain expertise in outcomes assessment, case management, business planning, personnel management, and emotional intelligence.

OCTH 770 - Advocating for the OT Profession

Credits: 3

This course focuses on developing cultural competency and advocacy skills to facilitate occupational therapy services for underserved populations. Students develop an awareness of various diversity factors that impede access to health services for individuals, populations, and societies. Students will gain knowledge in multiple methods of advocacy including grant writing, information systems, health and public policy, political activism, professional networks, and social change initiatives.

OCTH 775 - Current Trends in Advancing Emerging Practice Areas

Credits: 3

In this course, students develop the skills to identify new practice areas based on current healthcare trends identified by American Occupational Therapy Association (AOTA) emerging practice areas and niches. To advance the profession, students gain skills in assessing needs and developing action plans for occupational therapy services in various settings.

OCTH 785 - Capstone Discovery and Design

Credits: 3

In this course, students explore advanced practice areas based on professional interests under the guidance of a faculty advisor. Students thoroughly review evidence and explore resources and networks to contribute to the design and development of an individual scholarly project. The culminating project relates theory to occupational therapy practice and synthesis of advanced knowledge and skills. Projects will also demonstrate effective strategies for integrating evidence-based approaches into practice using knowledge translation concepts. Synthesis and application of advanced knowledge and evidence-based approaches may include clinical practice, education, research, technology, leadership/administration, advocacy, or entrepreneurship opportunities. S/U Grade Only

OCTH 790 - Capstone

Credits: 6

The scholarly project is implemented during this course, with the overall goal of advancing the occupational therapy body of knowledge. Elements of the project include strategy implementation, outcomes evaluation, and presentation of the final product. The project has written objectives and assessment measures approved by the faculty advisor. S/U Grade Only

OCTH 799 - Independent Study in Occupational, Therapy

Credits: 1

Maximum Credits: 6

Independent study of a selected topic. S/U Grade Only May be repeated for additional credit.

Prerequisite(s): Determined by the instructor.

Physician Assistant

PA 500 - Principles of PA Practice I

Credits: 3

This is the first in a year-long series of courses aimed at engaging students in the artful practice of medicine, focusing on foundational skills including professional interpersonal communication, principled patient care, the public health perspective, culturally-aware practice and the importance of diversity and inclusivity in the approach to providing healthcare. Ethical and legal issues in healthcare will also be addressed. S/U Grade Only

PA 501 - Principles of PA Practice II

Credits: 3

This is the second in a year-long series of courses aimed at engaging students in the artful practice of medicine, focusing on foundational skills including professional interpersonal communication, principled patient care, culturally aware practice, and the importance of diversity and inclusivity in the approach to providing healthcare. Ethical and

legal issues in healthcare will also be addressed. S/U Grade Only

Prerequisite(s): PA 500.

PA 502 - Principles of PA Practice III

Credits: 3

This is the third in a year-long series of courses aimed at engaging students in the artful practice of medicine, focusing on foundational skills including professional interpersonal communication, principled patient care, culturally aware practice, and the importance of diversity and inclusivity in the approach to providing healthcare. Ethical and legal issues in healthcare will also be addressed. S/U Grade Only

Corequisite(s): PA 501.

PA 505 - Physical Diagnosis & Documentation

Credits: 3

Introduces the fundamental techniques of medical interviewing, physical examination, differential diagnosis and clinical documentation with an emphasis on interpersonal communication, kinesthetic skill, respectful interaction and appropriate documentation. S/U Grade Only

PA 510 - Fundamentals of Clinical Medicine

Credits: 2

Provides an overview of the basic science concepts needed to develop an understanding of pharmacology, pharmacotherapeutics, medical genetics, diagnostic methods, and laboratory science in the context of their application to clinical care. S/U Grade Only

PA 520 - Immunology & Infectious Diseases

Credits: 2

Introduces the clinical medicine topics of immunology and infectious diseases and provides a foundation for the evaluation, diagnosis, and management of infectious diseases and common disorders of the immune system. S/U Grade Only

PA 521 - Dermatology

Credits: 2

Introduces the clinical medicine topic of dermatology and focuses on the evaluation, diagnosis, and management of common disorders of the skin, hair, and nails. S/U Grade Only

PA 522 - Ophthalmology & Otorhinolaryngology

Credits: 2

Introduces the clinical medicine topics of ophthalmology and otorhinolaryngology and focuses on the evaluation, diagnosis, and management of common disorders of the eyes, ears, nose, and throat (EENT). S/U Grade Only

PA 523 - Hematology & Oncology

Credits: 2

Introduces the clinical medicine topics of hematology and oncology and focuses on the evaluation, diagnosis, and management of common blood disorders as well as a general approach to the treatment of a patient with cancer. S/U Grade Only

PA 524 - Pulmonology

Credits: 2

Introduces the clinical medicine topic of pulmonology and focuses on the evaluation, diagnosis, and management of common disorders of the lungs. S/U Grade Only

PA 525 - Nutrition & Gastroenterology

Credits: 2

Introduces the clinical medicine topics of nutrition and gastroenterology and focuses on the evaluation, diagnosis, and management of common disorders of nutrition status and the gastrointestinal system. S/U Grade Only

Prerequisite(s): PA 500.

PA 526 - Endocrinology

Credits: 2

Introduces the clinical medicine topic of endocrinology and focuses on the evaluation, diagnosis, and management of common disorders of hormonal dysregulation. S/U Grade Only

Prerequisite(s): PA 500.

PA 527 - Nephrology

Credits: 2

Introduces the clinical medicine topic of nephrology and focuses on the evaluation, diagnosis, and management of common disorders of the kidneys. S/U Grade Only

Prerequisite(s): PA 500.

PA 528 - Cardiology

Credits: 3

Introduces the clinical medicine topic of cardiology and focuses on the evaluation, diagnosis, and management of common disorders of the heart and peripheral vascular system. S/U Grade Only

Prerequisite(s): PA 500.

PA 529 - Orthopedics & Rheumatology

Credits: 3

Introduces the clinical medicine topics of orthopedics and rheumatology and focuses on the evaluation, diagnosis, and management of common disorders of the bones, muscles and joints. S/U Grade Only

Prerequisite(s): PA 500.

PA 530 - Neurology

Credits: 2

Introduces the clinical medicine topic of neurology and focuses on the evaluation, diagnosis, and management of common disorders of the central, peripheral, and autonomic nervous systems. S/U Grade Only

Corequisite(s): PA 501.

PA 531 - Psychiatry & Behavioral Health

Credits: 2

Introduces the clinical medicine topics of psychiatry and behavioral health and focuses on the evaluation, diagnosis, and management of common mental health conditions as well as reinforces the skills necessary to motivate patients toward active participation in their own healthcare. S/U Grade Only

Corequisite(s): PA 501.

PA 532 - Emergency Medicine & Surgery

Credits: 2

Introduces the clinical medicine topics of emergency medicine and surgery and focuses on the evaluation, diagnosis, and management of patients seen in these specialized settings. S/U Grade Only

Corequisite(s): PA 501.

PA 540 - Principles of Geriatric Medicine

Credits: 1

Introduces the principles of population-based healthcare for older adults and focuses primarily on the psycho-social aspects of geriatric care. S/U Grade Only

PA 541 - Genitourology & Reproduction

Credits: 3

Introduces the clinical medicine topics of genitourology and reproduction and focuses on the evaluation, diagnosis, and management of genitourology and the basics of reproductive medicine. S/U Grade Only

Prerequisite(s): PA 500.

PA 543 - Principles of Pediatric & Adolescent Med

Credits: 2

Introduces the principles of population-based healthcare for children and adolescents and focuses on the evaluation, diagnosis, and management of common disorders in children and adolescents. S/U Grade Only

Corequisite(s): PA 501.

PA 560 - Foundations of the Healthcare System

Credits: 3

Examines the infrastructure of the current U.S. healthcare system and contrasts it with other models. The focus is on administrative topics related to healthcare including infrastructure, financing, third-party payers, the role of the federal and state governments in healthcare, as well as the role of politics in the regulation and distribution of healthcare. Global healthcare topics will also be introduced. S/U Grade Only

Corequisite(s): PA 501.

PA 570 - Transition to Clinical Year

Credits: 1

Provides a bridge to the final year of the physician assistant program and prepares students for the transition to clinical rotations. Emphasis is placed on navigating practice logistics, meeting and exceeding expectations, setting educational goals, and addressing issues of professionalism. S/U Grade Only

Corequisite(s): PA 501.

PA 601 - Family Medicine Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an ambulatory medicine setting, practicing the principles of family medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 602 - Pediatric Medicine Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an ambulatory or inpatient medicine setting, practicing the principles of pediatric medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 603 - Women's Health Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an ambulatory or inpatient medicine setting, practicing the principles of prenatal and gynecological care under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 604 - Behavioral Health Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an ambulatory or inpatient medicine setting, practicing the principles of psychiatric medicine and behavioral health under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 605 - Emergency Medicine Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an emergency department setting, practicing the principles of emergency medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 606 - Surgery Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an ambulatory or inpatient surgical care setting, practicing the principles of surgical medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). The emphasis is on pre-operative, intra-operative, and post-operative care. S/U Grade Only

Prerequisite(s): PA 501.

PA 607 - Internal Medicine Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in an inpatient setting, practicing the principles of internal medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 608 - Elective I Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in a setting of interest to the student, practicing the principles of medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501.

PA 609 - Elective II Rotation

Credits: 5

This 5-week clinical course provides the PA student with patient care experiences in a setting of interest to the student, practicing the principles of medicine under the supervision of a licensed healthcare provider (200 clinical clock hours minimum). S/U Grade Only

Prerequisite(s): PA 501 and PA 608.

PA 670 - Transition to Clinical Practice

Credits: 1

Prepares students for the transition to clinical practice through an overview of the next steps needed for certification, licensure, and credentialing. Ethical and medical legal concepts are reviewed. Emphasis is placed on navigating clinical practice logistics. The course also provides program summative assessments and board preparation. S/U Grade Only

Prerequisite(s): PA 695B.

PA 695A - Graduate Project I

Credits: 1

This is the first in a series of three courses that build upon the concepts of evidence-based medicine introduced during the didactic phase of the program. The PA student will formulate a clinical question and investigate the topic under the longitudinal supervision of a faculty mentor. S/U Grade Only

Prerequisite(s): PA 501

PA 695B - Graduate Project II

Credits: 1

This is the second in a series of three courses that build upon the concepts of evidence-based medicine. The PA student will continue to investigate the topic identified in PA 695A under the longitudinal supervision of a faculty mentor to include a literature review and a critical analysis of the topic, resulting in a discussion of evidence-based best practice. S/U Grade Only

Prerequisite(s): PA 695A

PA 695C - Graduate Project III

Credits: 1

This is the final course of the PA 695 series that builds upon the concepts of evidence-based medicine. The PA student will assimilate their literature review, critical analysis of the topic, and discussion of evidence-based best practice into a culminating paper and poster presentation under the supervision of a faculty mentor. S/U Grade Only

Prerequisite(s): PA 695B

Public Health

PHS 501 - Introduction to Public Health

Credits: 3

This course introduces foundational principles and practices in public health. Emphasis is placed on the critical role of evidence in advancing public health knowledge. Students will develop practical skills in effectively communicating public health content and gain proficiency in key aspects of public health, preparing them to contribute meaningfully to the field. Graded A-F

PHS 503 - Biostatistics

Credits: 2

Maximum Credits: 3

This course introduces the fundamental principles of biostatistics and the role of statistical techniques in assessing population health. Emphasis is placed on selecting appropriate statistical methods for diverse data sets and the interpretation of statistical analysis results from public health and clinical studies. Students will gain proficiency in analyzing both quantitative and qualitative data. Graded A-F

PHS 513 - Social, Behavioral and Cultural Factors in Health

Credits: 3

This course examines the complex relationships among the social context, behavior, culture, and health at the intrapersonal, interpersonal, and community levels. Students will identify key social, psychological, economic, political, and behavioral determinants of health in the United States and throughout the world. This course will present theories to facilitate health education and programs aimed at promoting health and preventing disease. Graded A-F

PHS 520 - Biological Basis of Disease

Credits: 3

This course provides a foundation in the biological mechanisms and principles underlying major public health problems. Emphasis is placed on the biological impact of disease, the major biological issues that influence the success of interventions, as well as on communicating audience-appropriate public health content. Students will analyze the biological principles of diseases in the context of public health and gain proficiency in effectively communicating risks and health information to the public. Graded A-F

PHS 521 - Environment Hlth for a Sustainable Future

Credits: 3

The course introduces environmental health and its vital role in contributing to sustainable development. Emphasis is placed on assessing, preventing, and controlling environmental hazards that pose major risks to humans, animals, and ecosystems. Students will gain skills in risk assessment and the effective communication of environmental health information. Graded A-F

PHS 560 - Public Hlth Policy, Ldrshp, & Adminstrn

Credits: 3

This course introduces the foundational concepts and approaches in public health policy, leadership, and administration within the United States and global contexts. Emphasis is placed on critically evaluating policy impacts on public health and health equity. Students will actively engage with principles of leadership, management, advocacy, negotiation, and mediation to address real-world challenges in the public health domain.
Graded A-F

PHS 612 - Global Health Systems

Credits: 3

This course integrates the analysis of health systems around the world related to their performance on key health indicators. Global health systems will be analyzed by healthcare organization, health workforce development, healthcare financing, and health policy development. Students will apply primary healthcare theory to environmental factors in global health and integrate comparative health system and healthcare reform analyses to draw inferences on health system improvement.

PHS 613 - Applied Epidemiology

Credits: 3

This course provides an overview of fundamental epidemiologic concepts and demonstrates their practical applications to improve various aspects of public health. Students will develop a solid understanding of epidemiologic practices and enhance their skills in critically evaluating epidemiologic literature. Graded A-F

PHS 618 - Global Health Epidemiology

Credits: 3

This course integrates analysis of social, political, economic, and environmental determinants of health in developing countries and traces development of societal responses to health promotion and disease prevention. In the course, students will examine origins of primary healthcare, population health, disease burden, maternal mortality, child survival, air, water, sanitation, international agencies, and impact of public health policies.

PHS 619 - Applied Health Data Analysis

Credits: 3

This course focuses on practical applications of statistical approaches commonly used in public health. Emphasis is placed on organizing data into analyzable forms, choosing appropriate statistical methods, and interpreting the results of statistical tests for precise scientific communications. Students will develop testable questions and apply appropriate statistical methods to manipulate and analyze public health data. SPSS or SAS is used to manipulate data, fit statistic models, and perform model diagnostics.

PHS 624 - Reducing Global Health Disparities

Credits: 3

This course focuses on knowledge, skills, behaviors, and attitudes of the contribution of social, political, and economic factors to disparities in health and healthcare. Students will use evidence-based approaches to reduce health disparities in global health. This course will review theoretical frameworks and methodological tools for students to conduct research and develop interventions to reduce global health disparities.

PHS 662 - Pub Hlth Program Planng, Mgmt, & Eval

Credits: 3

This course focuses on developing expertise to effectively plan, design, implement, and evaluate public health programs for target populations. Emphasis is placed on the practical application of planning frameworks and relevant data sources for conducting needs assessments, as well as formulating impactful coalition-building strategies. Students will assess individual, community, organizational, and societal needs of populations and prioritize concerns and resources for public health programs. Students will apply ethical principles, cultural considerations, and systems thinking tools in public health programs. Graded A-F

PHS 670 - Community-Based Participatory Research

Credits: 3

This course integrates community-based participatory action research (CBPR) for the purposes of education and implementing systematic action to resolve specific global health problems. Apply theoretical underpinnings of CBPR and ethical reasoning to concepts of community competence, citizen participation, and community development. Prepares students to develop research proposals, conduct international field research, and present scholarly work.

PHS 673 - Epidemiologic Research Methods

Credits: 3

This course introduces the fundamentals of research study design and methodology. Emphasis is placed on quantitative methodologies, qualitative research, and the critical evaluation of epidemiologic literature.

PHS 680 - Applied Practice Experience

Credits: 3

This course provides students with the opportunity to apply the knowledge, attitudes, and skills acquired through their public health program of study. Addresses five MPH competencies, at least three of which must be foundational competencies. Integrates a planned, customized, supervised, and evaluated practice experience relevant to the student's public health program competencies in a variety of public health agencies and organizations. Each student must compile a portfolio of at least two practical work products that link to the selected MPH foundational and concentration competencies.

Prerequisite(s): PHS 503, IPE 603.

PHS 681 - Integrative Learning Experience

Credits: 3

This course provides students with the opportunity to integrate and synthesize knowledge and experiences obtained during their academic course of study. Students will synthesize foundational and concentration competencies to produce a high-quality written product that is appropriate for their educational and professional goals. Graded A-F

Political Science

POLS 520 - Politics of Urban and Metropolitan Areas

Credits: 3

This course will examine the politics and policy making of urban and metropolitan governments, and will include special emphasis on issues such as the nature of local decision making, racial and ethnic politics, education, housing, law enforcement, economic development, and the prospects for regional government.

POLS 526 - The Presidency

Credits: 3

An examination of the American presidency with specific emphasis on the president's constitutional position, the process of nominating and electing a president, presidential power and behavior, and the president's relations with the public and coordinate branches of government.

POLS 527 - Congress

Credits: 3

A study of the legislative processes in which emphasis is placed on the Congress of the United States and its policy-determining and directing roles. This course often includes a field trip.

POLS 530 - Politics of Industrialized States

Credits: 3

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 E Asia

Credits: 3

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

Credits: 3

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

Credits: 3

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

Credits: 3

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 Global Perspect

Credits: 3

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.

POLS 542 - Political Ideologies

Credits: 3

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.

POLS 545 - The Judicial Process

Credits: 3

An examination of law and courts as part of the political process with specific emphasis on factors which influence judicial decisions and the impact of court decisions.

POLS 551 - Intl Regimes/Global Governance

Credits: 3

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.

POLS 552 - Model United Nations

Credits: 3

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).

POLS 553 - Principles of Peace and Social Justice

Credits: 3

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.

POLS 554 - International Political Economy

Credits: 3

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.

POLS 560 - Public Administration

Credits: 3

An introduction to the basic principles of administrative organization and management in government.

POLS 561 - Public Policy

Credits: 3

An introduction to the study of the public policy processes, focusing on the politics and science of policy formulation, execution, and evaluation.

POLS 571 - Constitutional Law I

Credits: 3

An analysis of Supreme Court decisions relating to judicial review, the power of national and state governments, federalism, the separation of powers, Presidential and Congressional power, and related topics.

POLS 572 - Constitutional Law II

Credits: 3

A continuation of POLS 571, focusing on Supreme Court decisions relating to the Bill of Rights, equal protection, due process, and related topics.

POLS 590 - Advanced Topics in Political Science I

Credits: 3

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, provided that the topics are different.

POLS 591 - Adv Topics in International Relations I

Credits: 3

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, provided that the topics are different.

POLS 661 - International Political Economy

Credits: 3

Also offered as: ICP 661 .

An exploration of the interplay of political and economic factors behind issues from world trade, flow of capital and jobs, to bilateral economic relations. Review of classic and modern literature in the field of international political economy followed by application of major theories to contemporary international problems.

POLS 690 - Topics in Political Science

Credits: 1

Maximum Credits: 3

Specialized topics dealing with current issues and study in fields related to politics, policy, and political science. May be repeated for credit, provided that the topics are different.

Psychology

PSY 500 - Understanding Trauma

Credits: 3

An introduction to the individual and systemic causes, types, and impacts of trauma across various populations and settings.

PSY 510 - Trauma Assessment

Credits: 3

An overview of principles and methods for trauma-informed screening and assessment, as well as barriers and challenges that impact trauma assessment.

PSY 550 - Human Cognition

Credits: 3

Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language.

Prerequisite(s): six credit hours of psychology or educational psychology.

PSY 560 - History and Systems of Psychology

Credits: 3

This course is a survey of the individuals and schools of thought that have influenced and still influence psychology. The philosophical beginnings of psychology and the development of a scientific approach to studying human nature are discussed in an attempt to understand contemporary trends in the field of psychology.

PSY 565 - Psychology and Law

Credits: 3

The application of psychological knowledge to the legal system. Topics include eyewitness testimony, jury decision-making, the insanity defense, jury selection, and lie detection.

PSY 590 - Special Topics in Psychology

Credits: 1

Maximum Credits: 3

Selected topics based on the special interest areas of students and faculty.

PSY 590 - Special Topics in Trauma

Credits: 3

Selected topics in trauma based on the special interest areas of students and faculty.

PSY 600 - Capstone: Trauma-Informed Systems

Credits: 3

An overview of trauma-informed care dimensions, principles, and methods combined with direct application of this knowledge to a specific setting or population.

PSY 670 - Introduction to Law and Legal Principles

Credits: 3

Also offered as: 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.

PSY 687 - Psychology Internship

Credits: 1

Maximum Credits: 3

A supervised experience involving the practical application of psychological theory, research, and practices in a work or community setting. A minimum of 100 hours placement time is required for each credit hour. The experience does not fulfill experiential training requirements for the Clinical Mental Health Counseling program, but may fulfill requirements for other psychology or counseling programs with the approval of the program director and the counselor training director. May be repeated for up to a total of 6 credits. S/U Grade Only

Prerequisite(s): permission of the counseling training director.

PSY 690 - Special Topics in Psychology

Credits: 1

Maximum Credits: 3

The analysis, assessment, and discussion of current topics in psychology. May be repeated for credit, provided that the topics are different.

Prerequisite(s): six credit hours of graduate psychology or consent of the chair of the department.

PSY 700 - Law and Psychology: Integrative Project

Credits: 3

Intensive study of a selected topic in the nexus of law and psychology. Student selects a committee of two faculty, one each from Law and Psychology, with one designated as chair. The student is responsible for successfully proposing a topic and defending a final written project. Two approved copies of the final project must be submitted to the Graduate Office, and two to the Law School. S/U Grade Only

Prerequisite(s): 12 credits of psychology course work in the MA/JD program.

School Psychology

SPSY 540 - Learning Exceptionalities

Credits: 3

Also offered as: SPED 540.

A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students.

SPSY 590 - Special Topics in School Psychology

Credits: 1

Maximum Credits: 3

Topics of interest to the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

SPSY 600 - Introduction to School Services and, Educational Systems.

Credits: 3

An introduction to the roles and responsibilities of school psychologists in current education service delivery systems. Prospective school psychologists are also introduced to legal, ethical, and professional requirements of this role. A 50-hour field placement experience provides students with opportunities to observe and interact within an educational system.

SPSY 610 - Academic Achievement: Assessment for, Intervention

Credits: 3

This course provides a comprehensive overview of both formal (e.g., standardized tests) and informal assessment (e.g., curriculum based assessment) techniques used to assess learning processes across academic content areas. Emphasis placed on the use of assessment for intervention planning and measurement of intervention outcomes. An introduction to Response-to-Intervention models will be provided. Students must demonstrate both knowledge and skills to meet course requirements.

SPSY 630 - Cognitive Ability: Assessment for, Intervention

Credits: 3

An introduction to theories of intelligence and the standardized tests used to assess individuals at all developmental levels. Emphasis is placed on the use of assessment for intervention planning and measurement of intervention outcomes. Students must demonstrate both knowledge and skills to meet course requirements.

SPSY 640 - Professional Issues, Ethics, and Law for, School Psychologists

Credits: 3

Review and discussion of ethical, professional, and legal standards relevant to the practice of school psychology and counseling, and overview of public policy development that is applicable to services for children and their families.

SPSY 650 - Socialization and Development of Life, Skills

Credits: 3

Comprehensive overview of formal and informal assessment measures used to measure behavioral, affective, adaptive, and social skills, and direct and indirect services applicable to the development of these processes. Collaborative case study activities will require the development of appropriate behavioral, affective, adaptive, and social skill goals, and will necessitate an evaluation of intervention effectiveness. Student diversity in development and learning will be emphasized with special attention to individual differences (e.g., biological, social, cultural, linguistic, socioeconomic), abilities, and disabilities.

Prerequisite(s): COUN 620.

SPSY 660 - Consultation in School and Community, Settings

Credits: 3

Provides overview of specific collaborative and consultative models and methods, and their application to particular situations in the practice of school services at the individual group and system levels. Family systems will be included in this overview, with review of methods for involving families in education and service delivery. Practice activities will address the role of the school service professional as a facilitator of prevention and intervention (including crisis intervention) programs, designed to promote the overall physical well-being and mental health of students.

SPSY 679 - Practicum in School Psychology

Credits: 3

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

SPSY 681 - Practicum in School Psychology

Credits: 3

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

SPSY 683 - Internship in School Psychology

Credits: 6

First of a full-time two-semester placement in a school or educational agency for a total of 1200 hours, with 600 hours in a school setting. S/U Grade Only

Prerequisite(s): 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.

SPSY 684 - Internship in School Psychology

Credits: 0

Continuation of internship experience in a school or educational agency for a total of 1200 hours. S/U Grade Only

SPSY 688 - Statistical Interpretation for School, Program Evaluation

Credits: 2

Also offered as: ED 688.

A course that addresses how school professionals analyze descriptive and inferential statistical data for school program evaluation, and how this information is used collaboratively to facilitate individual, group, and system level changes through policies and practice.

SPSY 690 - Advanced Topics in School Psychology

Credits: 1

Maximum Credits: 3

Advanced study in the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

Social Work

SOCW 500 - Generalist Valpo Bridge

Credits: 2

The Valpo MSW Bridge Course is a signature experience of the Valpo MSW program that helps students to integrate into the whole learning community, emphasizing the professional ethics, values, and theories embedded within the Valpo MSW program mission. All students, including online mixed hybrid, will be required to take this in-person intensive, taught over the course of a few weeks in the summer, typically in June. Details will be provided by the program.

SOCW 510 - Social Welfare Policy: History and Programs

Credits: 3

An overview of the history of social welfare programs in the United States, and the economic, social, and political forces that shape the structure of the American welfare system. Policy issues, including health and mental health services, anti-poverty programs, corrections, housing, employment, children's issues, immigration, and human rights, are examined with emphasis on how these policies impact populations at risk. Graded A-F

SOCW 520 - Human Behavior and Social Environment

Credits: 3

An introduction to the study of the interacting forces of biology, psychology, social systems, and cultural variables that affect human development and behavior. General Systems Theory provides the theoretical foundation for the course, which also introduces a variety of other theoretical frameworks that apply to different social groups (friendship, family, organization, community). Gender, race, sexual orientation, and social class issues related to human development and interaction are explored.

SOCW 555 - Generalist Practice with Families and Groups

Credits: 3

Also offered as: SOCW 455 undergraduate course.

This course expands the focus of theory and practice to work with groups and families. Students practice engaging, assessing, and intervening at the mezzo level.

Prerequisite(s): SOCW 510, SOCW 520, and SOCW 560.

SOCW 556 - Generalist Practice with Individuals

Credits: 3

Also offered as: SOCW 356 undergraduate.

An integrated theory and practice course that introduces the planned change process and the Generalist Intervention Model for social work practice. Theories, concepts, and ethical models are presented as a framework for generalist social work intervention at the individual and family level. Students will learn practical skills on how to conduct a bio-psycho-social assessment and discharge.

Prerequisite(s): SOCW 510, SOCW 520, and SOCW 560.

SOCW 557 - Generalist Practice with Organizations and Communities

Credits: 3

Also offered as: SOCW 456 undergraduate.

This course extends the focus of theory and practice to work with organizations and communities. This macro-level class is experientially based and entails the planning and execution of projects that apply knowledge related to organizations and communities.

Prerequisite(s): SOCW 510, SOCW 520, and SOCW 560.

SOCW 560 - Diversity, Equity, and Inclusion: A Framework for Social Justice

Credits: 3

Diversity, equity, and inclusion are critical imperatives for all leaders and members of a healthy, 21st century community. This course engages students in understanding how diversity fundamentally shapes the human experience. Students will learn social work theories, history, and practices relevant to understanding multiple intersecting facets of human diversity, which manifest in power, privilege, or lack thereof. Students will explore strategies for how individuals, institutions, and society may change and influence the most pressing human rights and social justice issues of our time.

SOCW 576 - Foundation Practicum Seminar I

Credits: 2

Students apply frameworks and skills learned to work with real client systems in the agency context of practice. This course provides MSW students with a foundational integrative seminar and entry-level field experience where they are introduced to the overarching social work competency educational model and begin to develop a professional social work identity in the delivery of that model.

Prerequisite(s): SOCW 510, SOCW 520, and SOCW 560.

Prerequisite(s) or Corequisite(s): SOCW 556.

SOCW 586 - Foundation Practicum Experience I

Credits: 4

This course represents the entry-level foundation practicum experience portion of the MSW social work practice experience. Utilizing the Competency Educational Curriculum model, students apply learning to an educationally directed practicum of a minimum of 400 hours in a community social service setting. Background checks needed.

Prerequisite(s): SOCW 510, SOCW 520, and SOCW 560.

Corequisite(s): SOCW 576.

Prerequisite(s) or Corequisite(s): SOCW 556.

SOCW 600 - Advanced Valpo Bridge

Credits: 2

The Advanced Bridge Course helps students to integrate into the whole learning community, emphasizing the professional ethics, values, and theories embedded within the advanced curriculum. Prior to Advanced Curriculum, students will be required to take this in-person course, taught over the summer. Details will be provided by the program.

SOCW 610 - Leadership for Ethical and Equitable Policy

Credits: 3

Social workers are called to be leaders in many settings and must be equipped to make equitable and ethical decisions. Many of these decisions require the implementation of agency or community policies to support client

systems, and require a deeper understanding of anti-racism, diversity, equity, and inclusion. In this course, students will examine and utilize diverse methods, frameworks, and techniques to understand historical and contemporary forces that shape policy. Students will be equipped with tools to develop the leadership skills necessary to advocate for agency and social policies that impact the communities in which they serve.

Prerequisite(s): SOCW 600.

SOCW 620 - Advanced Practice and Theory

Credits: 3

In this course, students will examine key theories that help social workers understand human behavior and social environments across the lifespan on an advanced level. Then, students will apply developmental and systems theories and apply practice models such as cognitive behavioral theory, crisis intervention model, narrative therapy, solution-focused therapy, strategic planning to develop skills necessary to create interventions with the individuals, groups, and communities they serve. Particular attention will be given to the social relationships and social environment that promote well-being and increase protective factors for some, while creating risk factors and limiting opportunities for others; this is explored through the lens of gender, race, ethnicity, sexual orientation, social class, ability status, religion, and other elements related to human development.

SOCW 640 - Advanced Interpersonal Communication

Credits: 3

This course is a unique experiential course where students critically examine and learn about foundational theory for communication skills on a micro, mezzo, and macro level. Additionally, they learn elements of counseling theory and leadership theories, and then apply theoretical frameworks in class and through videotaped exchanges. Built on social work systems theory and the strengths perspectives, students gain experience in applying theory and skills with sensitivity to diversity, equity, and inclusion. The aim is for students to develop intentional competence as communicators and change agents at different levels of practice.

SOCW 666 - Advanced Research for Practice

Credits: 3

This course further develops the use of scientific and analytic approaches to building knowledge for practice and to evaluating service delivery in all areas of practice. The course is designed to build applied skills related to data collection and analysis, and techniques and research methods to assess effectiveness of interventions and improve social work. This course will emphasize the ethical implications of research in social work practice, taking historical and contemporary methods into account and, in particular, their impact on diverse populations.

Prerequisite(s): Statistics course.

SOCW 675 - Specialization Practicum Seminar I

Credits: 2

This course is the first of two specialized practicum seminars. Students apply learned frameworks and skills in their work with real client systems in the context of practice. This course provides MSW students with a specialized integrative seminar experience to accompany their practicum experience. Students are embedded in an overarching social work competency educational model and develop an advanced professional social work identity in the delivery of that model.

Corequisite(s): SOCW 685.

Prerequisite(s) or Corequisite(s): SOCW 576, SOCW 586.

SOCW 676 - Specialization Practicum Seminar II

Credits: 1

This course is the second of two specialized practicum seminars. Students apply learned frameworks and skills in their work with real client systems in the context of practice. This course provides MSW students with a specialized integrative seminar to accompany their practicum experience. They will apply an overarching social work competency educational model and develop an advanced professional social work identity in the delivery of that model.

Prerequisite(s): SOCW 675 and SOCW 685.

Prerequisite(s) or Corequisite(s): SOCW 686.

SOCW 685 - Specialization Practicum Experience I

Credits: 3

This course is the first of two specialized practicum experiences. This course provides MSW students with a specialized practicum experience along with an integrated seminar experience. Students will apply an overarching social work competency educational model and develop an advanced professional social work identity in the delivery of that model.

Prerequisite(s): SOCW 576 and SOCW 586.

Corequisite(s): SOCW 675.

SOCW 686 - Specialization Practicum Experience II

Credits: 2

This course is concurrent with SOCW 676 and the second of two advanced practicum experiences. This course provides MSW students with a specialized practicum experience along with an integrated seminar experience. They will apply an overarching social work competency educational model and develop an advanced professional social work identity in the delivery of that model.

Prerequisite(s): SOCW 675 and SOCW 685.

Corequisite(s): SOCW 676.

SOCW 689 - Workforce Preparation

Credits: 2

This course provides students with knowledge and skills to support them as emerging specialized social work practitioners. Topics include how to grow and manage a career while maintaining self-care and a commitment to practice excellence and ethical leadership. Students will learn about various professional resources available to them and understand the purpose, pathways, and requirements to social work licensure.

SOCW 690 - Specialization Topics for Social Workers

Credits: 1

Maximum Credits: 3

A study of selected specialized topics reflective of contemporary issues of practice or methodology in social work, such as schools, trauma, family therapy, healthcare for social workers, business, and integrating social work into other fields. Listings are announced. May be repeated for credit, provided that the topics are different.

SOCW 691 - Psychopathology for Social Workers

Credits: 3

In this course, students develop knowledge related to the major types of mental and behavioral disorders and their development across the lifespan. Students will examine the various professional tools and evaluations used in treatment, including utilizing the DSM-5 from a social work perspective, which is different than other helping professions. The ethical implications of diagnosis will be embedded within the course, with particular attention to working within diverse settings and communities.

SOCW 692 - Community Mental Health and Recovery

Credits: 3

In this course, students will develop knowledge of community-based services provided to individuals experiencing mental health and substance use disorders. Students will grow in their understanding of continuum of care systems and develop theoretical and practical knowledge for community mental health engagement and assessment techniques, as well as resources for intervention and evaluation. Students will examine the concept of recovery-oriented social work and understand the importance of relationships, context, and minimizing stigma when practicing in diverse communities and settings. Ethics and legal implications will be emphasized, including when working with interdisciplinary teams such as community mental health centers, hospitals, housing agencies, and first-responders.

SOCW 693 - Public Safety and Crisis Intervention

Credits: 3

In this course, students examine the role of social workers in public safety and mobile crisis units. Students will learn about the history and current trends in public safety. Students will develop theoretical and practical knowledge related to crisis intervention theory and models, and gain skills to respond to mental health and other emergencies. Students will apply professional values and ethics as they learn about navigating relationships with peer agencies, first responders, and the diverse communities in which they serve.

SOCW 694 - Topics, Ethics, and Cross Disciplinary Teams: Navigating Healthcare, School, Criminal Justice, and Other Settings

Credits: 3

This specialization course prepares students to work with cross-disciplinary teams. Specifically, this course prepares students to navigate ethics and topics related to settings where social workers collaborate with other professionals, including, but not limited to hospitals, nursing homes, schools, jails, court systems, mental health facilities, and libraries.

SOCW 695 - Program Planning, Development, & Evaluation

Credits: 3

In this course, students will gain knowledge and skills needed to plan, develop, implement, and evaluate new programs and practices. Students pay special attention to social work values and ethics in diverse settings. Students will examine topics including needs assessments; strategic planning, including creating goals with measurable objectives; implementation frameworks, and evaluation design.

SOCW 696 - Advocacy and Government Relations

Credits: 3

Advocacy is a critical and specialized tool for social change. This course teaches students to analyze theoretical and practical tools for policy change. Particular attention is given to research, communications, ethics, and skills that map

and influence the policy implementation process. Students work in teams to advocate for policy change and will engage with their local policy-makers.

SOCW 697 - Nonprofit and Human Services Management

Credits: 3

In this course, students will develop effective nonprofit management knowledge and skills. Topics include strategic planning; financial management; and working with individuals, groups, and teams in diverse settings and communities. Guided by social work values and ethics, students will learn how to navigate complex issues that impact nonprofits. Students will have the opportunity to network with nonprofit leaders in their community and beyond.

SOCW 698 - Principles for Community Organizing

Credits: 3

This course examines the importance of understanding the community and effectively working in collaboration with others to mobilize for change. Particular emphasis is placed on principles of social and economic justice and ethical practice. Students will develop skills in advocacy, planned change, and policy and organizational analysis.

Sociology

SOC 510 - Development of Sociological Theory

Credits: 3

Study of the historical development of sociological thought and the contributions of major theorists, along with an introduction to the logic of scientific inquiry and theory building in the social sciences. Normally offered every fall.

SOC 511 - Criminological Theory

Credits: 3

Study of the major sociological theories of crime. Considers how crime is defined and measured, and how society responds to criminal behavior.

SOC 515 - Mass Media and Society

Credits: 3

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.

SOC 519 - Research Methods I: Quant Survey Analys

Credits: 3

This course will provide students with the skills necessary to collect, understand, compute, analyze, and interpret introductory-level quantitative data. Students will develop and apply increasingly sophisticated quantitative reasoning techniques with an existing dataset using the SPSS statistical package. Students will also create and distribute a survey and analyze the resulting data. This course will enable students to become critical consumers of statistical

information presented in other classes, the media, politics, workplaces, and throughout their daily lives. Normally offered every fall.

SOC 520 - Research Methods II: Data Analysis

Credits: 3

An applied introduction to collecting and analyzing primary data. Students will practice data collection and analysis techniques used by social scientists, and specifically sociologists. Students will conduct survey analysis, participant observations, in-depth interviews, and content analysis of existing artifacts, and practice how to document, code, analyze, and present data they collect. Students will also critique examples of sociological research and draft a proposal for the Senior Seminar research project. Normally offered every spring.

SOC 525 - Urban Sociology

Credits: 3

An examination of the city as a social system. Emphasis placed upon the historical, demographic, and ecological development of urban areas, along with an exploration of major problems confronting American cities. Development of urban life style is also examined.

SOC 540 - Gender

Credits: 3

An introduction to how society defines and structures gender identity and behavior for males and females. Focus on the biological and social constructs of gender and how these are interpreted through history, language, sexuality, race, family structure, dating patterns, religion, and work environments.

SOC 550 - Police in Society

Credits: 3

An examination of policing at the local, state, and federal levels, from historical and contemporary points of analysis, with emphasis on the relationship between law enforcement and other criminal justice agencies. Normally offered spring of even years.

Prerequisite(s): consent of the chair of the department.

SOC 560 - Penology

Credits: 3

A critical examination of prisons, jails, and community correctional services, including the work of probation and parole officers, with emphasis on both historical development and current trends and issues. Normally offered fall of even years.

Prerequisite(s): consent of the chair of the department.

SOC 570 - Sociology of Law

Credits: 3

The study of the relationships between law and society, including the nature and functions of law in society, the relationship between law and social change, and the relationships between the law and other social institutions. Normally offered fall of even years.

SOC 590 - Issues in Sociology

Credits: 1

Maximum Credits: 3

Focus on particular social issues from a problem or dilemma standpoint, such as substance abuse, sexism, racism, ageism, and occupational discrimination. May be repeated for credit, provided that the topics are different.

SOC 591 - Issues in Criminology and Criminal, Justice

Credits: 0

Maximum Credits: 3

Addresses specific criminal justice issues such as the expanded use of probation and parole; the growth of white collar and street crime; police violence; the use of capital punishment; recidivism; and cross-cultural comparative crime. May be repeated for credit, provided that the topics are different.

SOC 620 - Seminar in Criminal Justice and, Criminology

Credits: 1

Maximum Credits: 3

Critical review of current theory, practice, and research in criminology and penology, or criminal justice.

Prerequisite(s): approval of the chair of the department.

SOC 690 - Seminar in Sociology

Credits: 1

Maximum Credits: 3

An investigation of selected topics and problems in sociology from the standpoint of sociology theory and current research. May be repeated for credit, provided that the topics are different.

Prerequisite(s): approval of the chair of the department.

SOC 692 - Research Project

Credits: 3

Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

SOC 695 - Independent Study

Credits: 3

Investigation of a sociological/ criminological topic under supervision of a faculty advisor. Work may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): The project must be approved prior to registration.

Special Education

SPED 540 - Differentiated Instructional Practices

Credits: 2

Maximum Credits: 3

This course introduces teacher candidates to legislation that governs the provisions for current special education services, special education practices, and response to intervention requirements. Major components of the course also include differentiation of methods and materials according to students' needs and other assessment information, the importance of collaboration with parents and school personnel, and practical strategies for educating all students in the least restrictive environment and culturally diverse environments. Course objectives, assignments, and field experience hours vary by credit hour taken per Initial Licensure Track (M.Ed. or Transition to Teaching). A field experience is required.

SPED 541 - Assistive Technology

Credits: 1

This course provides an overview of assistive technology (AT) that supports or enhances learning for students with special needs. Emphasis will be on developing an awareness of the diverse AT devices and software readily available which, when used according to the principles of universal design, may improve learning for all students.

SPED 543 - Tchg Rdnng to Stdnts With Dsbllts Secndry, Disabilities

Credits: 3

This course introduces the reading assessments and interventions required to meet the needs of a range of middle and secondary K-12 students with reading disabilities, including dyslexia.

Prerequisite(s): ED 510 or ED 560.

SPED 547 - Characteristics of Individuals With, Mild Disabilities

Credits: 3

Provides information on academic, cognitive, social, behavioral, and emotional characteristics of individuals with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Topics include federal and state laws governing special education since 1970; processes involved in identifying students as having one of the disabilities considered "mild"; specific characteristics of students who have mild disabilities in cognitive, academic, behavioral or social/emotional areas; characteristics of various education service delivery systems; and interventions for students with mild disabilities in grades 1-12. Field work required.

SPED 548 - Initial Preparation in Special Education

Credits: 1

Maximum Credits: 3

Initial field experience for prospective special education teachers of students with mild intervention needs and prospective school psychologists. Emphasis on direct observation of diagnostic, teaching, and classroom management techniques. According to each teacher candidate's developmental level concentration, a field experience of 120 clock hours minimum is arranged with a special education teacher. Students seeking more than one developmental level of licensure may repeat this course for each developmental level up to 9 credits total. This practicum is waived if the student has at least one year of teaching experience in a school setting.

Prerequisite(s) or Corequisite(s): SPED 547 or consent of graduate advisor.

SPED 550 - Models of Collaboration and Consultation, In Special Education

Credits: 3

The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration.

Prerequisite(s) or Corequisite(s): SPED 547 or consent of the instructor.

SPED 551 - Applied Behavior Analysis

Credits: 3

Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed to provide them with appropriate educational programming. This course provides education professionals with knowledge and experiences assessing behavior through various techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included.

Prerequisite(s) or Corequisite(s): SPED 547 or consent of the instructor.

SPED 566 - Tchg Rdnng to Stdnts With Dsbllts Elmntry, Disabilities

Credits: 3

This course teaches the organization of formal and informal assessment, planning, and instruction required to meet the needs of a range of K - 12 students with reading disabilities, including dyslexia. Primary emphasis in this course is on elementary students' reading problems, assessments and interventions. A field component is included.

Prerequisite(s) or Corequisite(s): 3 credits of reading.

SPED 590 - Topics in Special Education

Credits: 1

Maximum Credits: 3

An extensive study of professional issues and problems found in current theory-driven research on best teaching practices, policy, delivery systems, law, and technology for high incidence (LD, MIMH, ED) disability areas.

SPED 644 - Assessment in Special Education

Credits: 3

Provides information on the legal and technical aspects of standardized tests; practice in skills related to test selection and administration, and practice in interpretation of standardized test scores. Standardized tests of intelligence, academic achievement, behavior, psychological processes, adaptive behavior, learning aptitude, and career interests are examined. Knowledge and skills in observational assessment, portfolio and performance assessment, and curriculum-based assessment are also addressed with case study and/or IEP contexts.

Prerequisite(s): SPED 547 or consent of instructor.

SPED 645 - Advanced Strategies for Teaching, Individuals With Mild Disabilities, (grades 1-12)

Credits: 3

Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-12. Curriculum, instructional methods, and instructional materials for various content areas and for general and special education settings are addressed in the context of individual education planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Field work required.

Prerequisite(s): SPED 547;

Prerequisite(s) or Corequisite(s): SPED 544.

SPED 646 - Advanced Practicum in Special Education

Credits: 1

Maximum Credits: 3

Special education teacher candidates participate in an advanced supervised practice teaching experience with students having mild disabilities at a particular developmental level. Emphasis is placed on the identification, diagnosis, selection, implementation, and evaluation of effective, research-based instructional strategies for students with mild intervention needs. Minimum of 40 clock hours per credit hour at a developmental level. Candidates seeking licensure at more than one developmental level may repeat this course for additional developmental levels up to 3 credits total.

Prerequisite(s): SPED 544, SPED 547; and SPED 645.

SPED 690 - Seminar in Special Education

Credits: 1

Maximum Credits: 3

An intensive study of a significant topic in special education. May be repeated for credit, provided that the topics are different.

SPED 692 - Research Project in Special Education

Credits: 3

Required for all Master of Education degree students in special education. An extensive investigation of a research topic selected by the candidate and approved by the candidate's faculty mentor. This critical inquiry will be theory driven and systematic. Under the supervision of the mentor, an in-depth paper will be prepared that will delineate the research findings. The final report must be submitted in APA style for approval to the coordinator of graduate studies in education and the dean of the College of Arts and Sciences; copies will be filed with the department and the graduate office.

Prerequisite(s): SPED 695.

SPED 695 - Independent Study

Credits: 3

A focused investigation of a relevant research topic in a specific disability area. This course provides an opportunity to apply and further develop research skills and to explore the research literature pertinent to the candidate's future master's research project or thesis.

SPED 699 - Masters Thesis

Credits: 3

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 Office.

Prerequisite(s): approval of the chair of the department and a research or statistics course.

Sports Administration

SMGT 510 - Psychology of Sport

Credits: 3

A study of the competitive sports experience, with emphasis on the multi-dimensional factors involved in the psychology of sport. Graded A-F

SMGT 515 - Research Methods in Sport

Credits: 3

An analysis of evaluation techniques for activities and an investigation of the measure of central tendency, statistical designs, computer use and empirical research for physical education. Graded A-F

SMGT 520 - Women in Sports

Credits: 3

Historical perspectives as well as psychological, sociological, and physiological implications of women's participation in sport. Graded A-F

SMGT 525 - Sports Ethics

Credits: 3

Study of the moral and ethical reasoning and the decision making process that occur in the field of sports. Focus on the role of individuals (administrators, coaches, athletes, media, parents, etc.) charged with making decisions and the challenges they face. Graded A-F

SMGT 530 - Sport and Society

Credits: 3

A study of the role of sports in society and the effects of culture and society on sports. Graded A-F

SMGT 533 - Management and Development of Facilities

Credits: 3

The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities. Graded A-F

SMGT 543 - Sports Marketing, Promotions, and Fundraising

Credits: 3

A study of the roles of marketing, promotions, and fund-raising in the sports enterprise. Students are involved in

planning and organizing programs in these areas. Students also receive experience in implementing a group project on campus or in a community setting. Graded A-F

SMGT 553 - Financial Aspects of Sport

Credits: 3

Course focuses on principles, practices, and theories associated with financial planning and management of enterprises engaged in the provision of sport related services and/or products. Topics include budget planning and preparation, preparing and analyzing financial statements, revenue sources, money management, preparation of business plans, and feasibility studies. Graded A-F

SMGT 570 - Sport and the Law

Credits: 3

Focus on developing an understanding of the role the legal system plays in recreation, interscholastic, collegiate, and professional sports. Graded A-F

SMGT 586 - Internship in Sports Administration

Credits: 1

Maximum Credits: 6

An opportunity to gain practical experience in activities related to sports administration under supervision by working in University programs or offices, public agencies and businesses, sports clubs, etc. S/U Grade Only May be repeated for credit to a maximum of 6 credit hours.

Prerequisite(s): 9 credits in Sports Administration or approval of the instructor

SMGT 590 - Special Topics in Sports Management

Credits: 3

An open topics course which examines a variety of concerns pertaining to the needs of the physical educator, e.g., curriculum development, pedagogy, sports administration, exercise physiology, and current issues in physical education. Graded A-F May be repeated for credit, provided that the topics are different.

SMGT 592 - Research Projects

Credits: 1

Maximum Credits: 3

Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Graded A-F

Prerequisite(s): the project must be approved prior to registration.

SMGT 595 - Independent Study

Credits: 1

Maximum Credits: 3

An investigation of a research-oriented concern or focused independent reading pertaining to physical education under supervision of a faculty advisor. Upon completion of the study, a copy of the culminating project will be filed in the department. Graded A-F

Prerequisite(s): consent of the instructor

SMGT 621 - Global Leadership & Team Development

Credits: 3

Also offered as: 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. Graded A-F

SMGT 671 - Law and Legal Principles

Credits: 3

Also offered as: 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. Graded A-F

SMGT 695 - Master's Thesis

Credits: 3

Sessions will be scheduled by arrangement with the Master's Thesis advisor. The Master's Thesis is limited to those who plan to complete the master's degree by writing a thesis. Graded A-F

Statistics

STAT 540 - Statistics for Decision Making

Credits: 3

A study of statistical concepts and methods to facilitate decision making. Content includes analysis of variance, simple and multiple regression, correlation, time-series analysis, and non-parametric methods.

STAT 541 - Probability

Credits: 4

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.

STAT 542 - Mathematical Statistics

Credits: 3

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(s): STAT 541 or an equivalent course.

STAT 543 - Time Series Analysis

Credits: 3

This course studies statistical modeling and forecasting of time series, which are observations made sequentially through time. Applications of time series discussed are selected from finance, economics, health sciences, meteorology, and many other fields. Students will participate in periodic computer lab sessions with the software SAS. Previous experience with SAS is recommended.

Prerequisite(s): ECON 525 or STAT 540.

STAT 544 - Stochastic Processes

Credits: 3

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.

STAT 561 - Introduction to R

Credits: 1

Also offered as: STAT 361

An introductory course to the statistical analysis software R. Topics include basic R programming, importing and cleaning data, data visualization, performing descriptive and inferential statistics, and creating reproducible reports.

STAT 562 - Introduction to Python

Credits: 1

Also offered as: STAT 362

An introductory course to the software Python. Topics include basic Python programming, importing and cleaning data, data visualization, performing data mining procedures, and creating reproducible reports.

STAT 563 - Introduction to SAS

Credits: 3

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.

Prerequisite(s) or Corequisite(s): ECON 525 or STAT 540.

STAT 590 - Advanced Topics in Statistics

Credits: 3

An intensive study of selected topics, methods, techniques, and problems in applied statistics. May be repeated for credit, provided that the topics are different. Offered when there is sufficient demand.

Prerequisite(s): will depend on the content.

Theology

THEO 511 - Understanding the Old Testament

Credits: 3

A study of the history and theology of the Old Testament with attention to its role in Christian faith.

THEO 512 - Understanding the New Testament

Credits: 3

A study of the history and theology of the New Testament with attention to its rootage in the Old Testament.

THEO 514 - The Pentateuch

Credits: 3

A study of the Pentateuch with emphasis on Israel's understanding of the beginning, the history of the patriarchs, the exodus, the wilderness wanderings, and the preparation for entering the promised land.

THEO 515 - The Prophets

Credits: 3

A study of the role of the prophets in Israelite religion. Special attention is given to the historical origins of the prophetic movement, its impact on Israel's political, social and religious life, and the continuing significance of the prophetic message in Jewish and Christian thought.

THEO 517 - The World of the New Testament

Credits: 3

A study of the societies and culture in which Christian communities arose with a view to understanding the New Testament better and determining its contemporary significance more accurately.

THEO 518 - Jesus and the Gospels

Credits: 3

A comparative study of the New Testament gospels with a focus on the uniqueness of each in its presentation of the story of Jesus.

THEO 519 - Topics in Biblical Studies

Credits: 3

A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit, provided that the topics are different.

THEO 523 - Reformation Theology

Credits: 3

A study of major theological developments of the sixteenth-century reform movements, both Protestant and Catholic.

THEO 524 - Christianity in America

Credits: 3

An investigation of the history of Christianity in America, with emphasis on the interaction between religion and cultural developments.

THEO 528 - Topics in Lutheran History and Theology

Credits: 3

An examination of selected issues, movements, thinkers, or institutions within the Lutheran tradition. May be repeated for credit, provided that the topics are different.

THEO 529 - Topics in Christian History

Credits: 3

An examination of a selected topic or thinker in the history of Christian thought and institutions. May be repeated for credit, provided that the topics are different.

THEO 530 - Issues in Modern Christian Theology

Credits: 3

A study of themes and problems (e.g., the relation of faith and history, the relation of faith to emerging modern science, the nature of religious authority) in the period from Kant and Reimarus to Ritschl.

THEO 533 - Black Theology and Black Church

Credits: 3

A study of Black theological discourse in the United States and Africa. The course focuses on the composite causes of racial oppression and explores the relationship between black theology and "third world" peoples, women's struggles, black families, and, most importantly, the praxis of black church ministry.

THEO 545 - The Church in the World

Credits: 3

A study of the life and mission of the church with emphasis on movements for renewal, reform, and reunion. Special attention is given to developments in Latin America and/or Africa.

THEO 546 - Topics in Theology and Healing

Credits: 3

An examination of a selected topic such as death and dying, spiritual needs and health care, etc. May be repeated for credit, provided that the topics are different.

THEO 550 - Studies in Practical Theology

Credits: 3

An examination of a selected topic such as Christian response to social victims, Christian faith and politics, ethics of cultural encounter, and Christian education. May be repeated for credit, provided that the topics are different.

THEO 551 - Theology of Diaconal Ministry

Credits: 3

A study of the historical and theological foundations of diaconal ministry. Attention is given to the role of the diaconate in the church, the development of diaconal community, and the nurture of a spirituality of service. Designed principally for deaconess and church work students. Others must have the consent of the instructor.

THEO 553 - Clinical Education for Ministry

Credits: 3

A carefully supervised practicum in ministry to the physically ill and the elderly. Designed principally for Theology and Ministry, Theology, Diaconal, Center for Church Vocations, and Pre-Seminary students, this course in practical theology engages students in disciplined reflection on ministry. S/U Grade Only

THEO 556 - Church Music and Liturgical Theology

Credits: 3

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.

THEO 561 - Indian Religions and Culture

Credits: 3

A study of religious traditions of India, viewed through both popular devotional practices and religious texts and rituals.

THEO 562 - Islamic Religion and Culture

Credits: 3

A study of the life of Muhammad, the teachings of the Quran, traditional practices and institutions in Islamic society, and significant contemporary developments in the Muslim world.

THEO 563 - Religions of China and Japan

Credits: 3

A study of the religious traditions (Confucianism, Taoism, Buddhism, and Shinto) of China and Japan.

THEO 567 - Topics in South Asian Religions

Credits: 3

A study of a selected topic in the religions of South Asia. May be repeated for credit, provided that the topics are different.

THEO 568 - Topics in Abrahamic Religions

Credits: 3

A study of a selected topic in those religious traditions (Judaism, Christianity, Islam) that trace their history from Abraham. May be repeated for credit, provided that the topics are different.

THEO 590 - Topics in Theology

Credits: 1

Maximum Credits: 3

Selected topics based on special interests of students and faculty. May be repeated for credit, provided that the topics are different.

THEO 610 - Advanced Topics in Biblical Study

Credits: 3

A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit, provided that the topics are different.

THEO 615 - Pentateuch and Wisdom Literature

Credits: 3

Study of the relationship between the biblical message and the history, culture, and problems of the era in which the Bible was composed. Students learn the content of the Pentateuch and the Wisdom Literature of the Old Testament, become acquainted with exegetical reference works and discover major issues in the history of the Old Testament interpretation.

THEO 620 - Advanced Topics in Christian History

Credits: 3

A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated if topics vary.

THEO 630 - Advanced Topics in Contemporary Theology

Credits: 3

A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology, and liberation theology. May be repeated if topics vary.

THEO 640 - Advanced Topics in Religious Ethics

Credits: 3

An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit, provided that the topics are different.

THEO 643 - Marriage and Sexuality

Credits: 3

An interdisciplinary approach including psychology, sociology, biology, philosophy, and literature used to explore how religion, culture, and value shape contemporary issues associated with sexuality, gender, and marriage.

THEO 644 - Religion in the Age of Science

Credits: 3

Study of the controversy between religion and science and the potential benefit of ongoing dialogue between

theologians and scientists. Topics include creation and evolution, cosmology and theology, genetic and human uniqueness, and origins of both scientific and religious truth and morality.

THEO 653 - Clinical Deaconess Education

Credits: 3

A supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior and graduate Deaconess students, this course in practical theology engages students in disciplined reflection on their diaconal ministry. S/U Grade Only

THEO 660 - Advanced Topics in the History of, Religions

Credits: 3

A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, religions of China and Japan, and Latin American religions. May be repeated for credit, provided that the topics are different.

THEO 665 - Toward Understanding Islam

Credits: 3

An introduction to the origins of Islam, the Quran, Muslim worship, and characteristics of Muslim life in the modern world, as well as the challenges and prospects of interfaith dialogue. Usually offered online in collaboration with the Lutheran School of Theology in Chicago.

Prerequisite(s): approval of the MALS Theology advisor.

THEO 680 - Practicum in Theology and Ministry

Credits: 1

Maximum Credits: 4

A supervised, applied learning experience within religious institutions in which students engage reflectively in meaningful activities. May include worship activities. Written summary and reflective paper required. S/U Grade Only
May be repeated for credit provided experiences are different. Only 3 credits of Practicum may be applied to meeting degree requirements.

Prerequisite(s): Approval of the chair of the Department of Theology required.

THEO 681 - Basic Homily Preparation

Credits: 1

A basic introduction to methods of preparing and delivering biblical, liturgical homilies in a variety of worship settings. This course may be repeated for a maximum of two credits. S/U Grade Only

THEO 690 - Advanced Topics in Theology

Credits: 1

Maximum Credits: 3

An investigation of selected topics and issues in theology. May be repeated if topics vary. Frequently cross-listed with LS 650: Seminar in Religion, Culture, and Value.

THEO 692 - Research Project

Credits: 3

Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project.

Prerequisite(s): approval of instructor and department chair prior to registration.

THEO 695 - Independent Study

Credits: 1

Maximum Credits: 3

Investigation of a special topic of interest to the student and having relevance to the student's program of study. The study is supervised by a faculty advisor and normally results in substantial written summary and analysis, which is filed in the department office.

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 75 iBt, an IELTS score of at least 6.0, a Duolingo score of at least 110, 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 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 Admissions website provides comprehensive application packets, including a complete list of the standard admission requirements and the specific graduate program of interest. Online applications may be submitted through the Graduate Admissions website valpo.edu/grad-apply. 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 a graduate program is decided by the dean of the respective college following receipt of the following materials:

1. A completed application form, online at valpo.edu/grad-apply
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 are available online. Persons writing the recommendations should not be related to the applicant.
6. Resume (optional)

In addition to the above, the decision of the college 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 program. Requirements are a completed application form, the \$30.00 application fee, and an official transcript of the applicant's 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 graduate admission, remit the \$30.00 application fee, an official transcript of their 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 one semester (fall, spring) and have not been granted a leave of absence (see Academic Policies) will be required to reapply for admission and undergo re-evaluation by the Admissions Committee of the program in which they are seeking readmission. This will 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 and Early Admission.

Under Early Entry, 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. In some cases, 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 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 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 dean of the respective college (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 Clinical Mental Health Counseling (maximum of 12 credits)

- COUN 530 - Child and Adolescent Development Credits: 3
- COUN 532 - Adulthood and Aging Credits: 3
- COUN 535 - Psychology of Personality Credits: 3
- COUN 545 - CMHC Context DImen Credits: 3
- COUN 550 - Psychological Foundations of Management Credits: 2
- COUN 570 - Assessment in Counseling: Testing and, Appraisal Credits: 3
- COUN 575 - Human Neuropsychology in Counseling and, School Settings Credits: 3
- COUN 591 - Special Topics in Counseling Credits: 1
- PSY 550 - Human Cognition Credits: 3
- PSY 560 - History and Systems of Psychology Credits: 3
- PSY 565 - Psychology and Law Credits: 3
- PSY 590 - Special Topics in Psychology Credits: 1

MHCA - Master of Healthcare Administration (maximum of 12 credits)

- IPE 518 - Global Health Issues Credits: 3
- HADM 517 - Leadership and Team Building in Healthcare Administration Credits: 2
- HADM 650 - Managing People and Human Resources Credits: 3
- HADM 672 - Legal and Ethical Issues in Healthcare Credits: 3

MPH - Master of Public Health (maximum of 12 credits)

- IPE 603 - Principles of Epidemiology Credits: 2
- PHS 503 - Biostatistics Credits: 2
- PHS 513 - Social, Behavioral and Cultural Factors in Health Credits: 3
- PHS 520 - Biological Basis of Disease Credits: 3
- PHS 521 - Environmnt Hlth for a Sustainable Future Credits: 3
- PHS 612 - Global Health Systems Credits: 3
- PHS 560 - Public Hlth Policy, Ldrshp, & Adminstn Credits: 3

MS in Information Technology (maximum of 6 credits)

- IT 502 - Introduction to Programming Credits: 3
- IT 510 - Introduction to Information Technology Credits: 3

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

- ECON 501 - Theory/Applications in Microeconomics Credits: 3
- ECON 502 - Theory/Applications in Macroeconomics Credits: 3
- ECON 536 - Economics of Developing Nations Credits: 3
- ECON 537 - Public Economics Credits: 3
- ECON 538 - Economics of Financial Markets Credits: 3
- ECON 539 - Money and Banking Credits: 3
- ECON 573 - Applied Data Science Credits: 3

MS in Sports Administration (maximum of 9 credits)

- SMGT 515 - Research Methods in Sport Credits: 3
- SMGT 520 - Women in Sports Credits: 3
- SMGT 525 - Sports Ethics Credits: 3
- SMGT 530 - Sport and Society Credits: 3

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 programs. 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. Early admission for undergraduate seniors is not the same as admission to an early-entry program. Students in an early-entry program may be eligible to use graduate coursework toward the undergraduate degree. Refer to section above for details.

Advising

Once admitted to the graduate program, 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 25 different countries around the world, and a number of these are enrolled in graduate 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, Business, Counseling, Healthcare Administration, Information Technology, International Economics and Finance, Public Health, and Sports Administration. Limited study in the graduate field of Education is also possible. Certain professional programs (such as Business) 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 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 refer to their specific program's requirements in this catalog and consult with their program advisor for additional information regarding thesis requirements.

Academic Support Systems

International graduate students at Valparaiso University receive strong academic mentoring and individualized support from their program advisors. 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 Student Orientation. Sequenced opportunities for collaboration and communication (verbal and written) are integrated throughout the curriculum sequence.

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 Office web site valpo.edu/graduate-school or contact the Graduate Office at graduate.school@valpo.edu.

University Health Registration

The University requires all international students to complete a Health Registration and receive all higher education required tuberculosis screening and immunizations for the State of Indiana and the University prior to the deadline set by the health center.

<https://www.valpo.edu/student-health-center/international-students-2/immunization-requirements>

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	4.000
A-		3.700
B+		3.300
B		3.000
B-		2.700
C+		2.300
C		2.000
C-		1.700
D+		1.300
D		1.000
D-		0.700
F	Failure	0.000
I	Incomplete	---
IP	In progress	---
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 Office. 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.

Students in the Master of Science in Physician Assistant (MSPA) program are graded on an S/U basis. All courses and summative assessments listed in the MSPA catalog entry must be completed with a grade of S. For the MSPA only, a grade of S is equivalent to a B (3.000) or higher. Progression policies for MSPA are outlined in the Physician Assistant Studies.

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 Office. 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 program.

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 the respective college dean. 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. The low grade policy for MSPA students is outlined in the MSPA Program Student Handbook and the Physician Assistant Studies.

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. Course repetition and grade replacement policies for MSPA students are outlined in the MSPA Student Handbook, which is incorporated here by reference. For all students, policies on low grades, repeating courses, and replacing grades begin anew after completion of each graduate degree.

Grades of S/U

Graduate students in programs earning quality points 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. For the MSPA program only, a grade of S is comparable to a B (3.000) or higher. A grade of U is equivalent to an F (0.000).

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 short 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 short term, or it automatically becomes a grade of F. The student's deadline for submitting the outstanding work to the instructor shall be one week before that date. Once an I grade becomes an F, the student loses the option of completing the course work, and must retake the course and pay the appropriate tuition. A student with two or more incompletes may be denied further registration until the incomplete grades are removed.

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 respective college dean 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 online (valpo.edu/registrar/forms).

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 M.Ed./Ed.S. School Psychology program, without the approval of the dean of the respective college. Petitions for exception to this rule must be submitted for review by the dean of the respective college.

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 college dean.

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 college 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, Education, Healthcare Administration, Information Technology, International Economics and Finance, and Sports Administration, and 9 credits for graduate degrees in Clinical Mental Health Counseling and Nursing programs. Students in the Master of Business Administration Program may transfer up to 18 credits from another graduate program with approval. Greater than 9 credits of courses previously taken at Valparaiso University for the Master of Science in Nursing Program may apply to the BSN to DNP Program upon approval from the Assistant Dean of Graduate Nursing, but a maximum of only 9 credits can transfer from another institution. 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 respective college. Forms for transfer of credit are available on the Graduate Office website.

Previous Valparaiso University Coursework

A course previously taken for undergraduate credit at Valparaiso University or elsewhere cannot be taken again as a graduate 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 Academic Programs).

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 receive approval of the college dean.

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.

Course Intensification

Upon consultation with an academic advisor and instructor, and with the approval of the program director, department chair, and college dean, 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 college dean.

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. With the exception of the College of Business, 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 college dean. 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 college dean.

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 College of Business.

Change of Schedule

Regular courses may be added or dropped (with no grade recorded), and sections may be changed up to the deadline published in the University Calendar. For academic grading policies and tuition refunds, 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 (withdrawal) between the course drop deadline and the deadline published in the University Calendar. All registration changes, including withdrawal from a course, occur in DataVU. The course withdrawal deadlines for all regular and short courses are published in the University Calendar. The request must be approved by the dean of the respective college. After this period, students receive an F if they withdraw from a course unless a petition to the college dean 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.

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 student forms must be completed.

In the event of an emergency, and with the student's permission, the Graduate Office 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 Office does not constitute an excused absence since this is determined at the discretion of the instructor.

Student Retention

Valparaiso University 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, 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 respective college for presentation to the Graduate Educational Policy Committee.

Temporary Leave from Studies

Leave of Absence

At the end of a semester, a student who has completed at least one full semester of full-time work (9 credits) in residence and who is in good academic standing may apply for a leave of absence. A leave of absence requires approval of the academic advisor and the academic dean. The necessary form may be completed online through the Office of the Registrar.

All leaves must be requested before the beginning of the semester in which they are to take effect. An approved leave of absence cannot exceed 180 days in any 12-month period. Leaves are not granted to students who withdraw from the University during a semester.

Students on leave may return to Valparaiso University without formally applying for readmission, provided they resume attendance on or before the 180 days following the start of the leave of absence. Students should contact the Graduate Office Academic Services team for re-registration details and must submit the appropriate forms to reactivate their graduate student status. Students who are unable to return from a leave may need to reapply for admission to their program by submitting a complete set of application materials. The Office of the Registrar should be contacted for information pertaining to a military leave of absence.

Appeal for Readmission After Dismissal

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 college dean 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 Appeal for Readmission 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. A Campus Affiliation request must be made for each semester as needed.

Independent Academic Work

Independent Academic Work

With the permission of the chairperson of the department concerned and of the respective 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 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 respective college dean prior to registration.

All independent studies and research projects must be approved by the college dean prior to registration.

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 prethesis coursework, as well as GPA and GRE score requirements that must be met before registering for thesis coursework.

Students should refer to the **GRADUATE OFFICE THESIS MANUAL** on the Graduate Office website for more details and guidelines. The approved thesis should be deposited to ValpoScholar in accordance with Thesis Manual 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, Healthcare Administration, Information Technology, and Sports Administration. Programs providing optional internship are: International Economics & Finance, and Liberal Studies.

The graduate student standard is generally for students to complete 100 hours of site work per 1 academic credit received. Exceptions are: Healthcare 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). 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.

Application for Graduation

To receive a graduate degree or certificate from Valparaiso University, students must complete a Graduation Application online through DataVU by the deadline published in the University Calendar. Once this application has been processed, the student's degree requirements will be audited by the Office of the Registrar, and students will be notified of any requirements they have yet to fulfill after registering for their last semester. Each student will be placed on a mailing list to receive all communications regarding commencement and Grad Finale, an event at which candidates can complete tasks in preparation for graduation related to their cap and gown, verifying diploma details, and gathering important information from several departments. Being on the mailing list will also allow the student to receive tickets for guests to attend commencement.

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.

Commencement

Students are strongly encouraged to celebrate their accomplishments with the University by participating in the commencement ceremony. The University conducts one commencement ceremony annually. The ceremony in May is conducted in the Athletics-Recreation Center and includes those candidates completing their requirements in the Spring Semester, Summer Session, or Fall Semester of the same year. Students who complete their work toward a degree at the end of a Summer Session or Fall Semester will be granted the degree at the end of the final academic term. Students earning a standalone certificate are not eligible to participate in the University commencement ceremony unless the certificate is earned in conjunction with a graduate degree.

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 that are permitted to receive such information under the act. For more information, please visit the Office of General Counsel online (valpo.edu/generalcounsel/policies/academic-and-student-life-policies).

Official transcripts of academic records are released only after an online request has been made. The University's transcript policy may be found online at valpo.edu/transcript.

The table below outlines the cost of transcript services through Valparaiso University's approved vendor. Other ordering options, including expedited shipping, are available in the ordering system. All orders are placed as described on the Transcript web page: valpo.edu/transcript. These prices are subject to change, but current information will be made available online on the website of the Office of the Registrar.

\$10.61	Official transcript delivered electronically.
\$16.01	Official transcript on paper, delivered via USPS domestic first-class mail. Expedited shipping of paper transcripts is available for an additional fee.

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 Office 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 respective college. 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 Associate Provost of Graduate and Online Education. 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 Associate Provost, files formal complaint with the Graduate Honor Council 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 Associate Provost 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 Valparaiso University faculty observe these criteria as part of their professional responsibilities. Misunderstandings have been, and are to be, resolved informally, in discussion between students and professors, and this manner of resolving problems and concerns continues to be deemed appropriate in this academic community.

In order to assure that students are accorded courteous, fair and reasonable treatment by members of the faculty, the following statements of principles, students' rights and responsibilities, and grievance procedures are set forth as part of the policies and practices of the Valparaiso University Graduate Programs. Thus the document intends to be consistent both with other official statements and goals of members of the University community as published in the Graduate Catalog, Graduate Program Handbooks, and the Faculty Handbook and with rights guaranteed in the Constitution of the United States as applied in this institution.

The Statement of Students' Rights and Responsibilities that follows outlines the rights and responsibilities of graduate students attending this University. The academic rights of students, by their definition, imply certain responsibilities of the faculty. The objectives of the procedures delineated here are intended to encourage prompt and informal resolution of both concerns and complaints and to provide 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 in the graduate catalog for any program.

II. Students' Rights and Responsibilities

A. Students' Rights

1. Students have a right to pursue an education free from discrimination based on factors that have no bearing on a candidate's potential academic and/or professional success.
2. Students have a right to fair academic evaluation.
3. Students have a right to a classroom environment conducive to intellectual freedom.
4. Students have a right to be free from improper disclosure of their views, beliefs, and political association that professors or administrators may acquire in the course of their work as advisors and counselors. Such information shall be considered confidential unless the student gives permission to release the information or a law or an event requires public disclosure. Courses may require personal disclosure, as appropriate to course goals and/or the profession for which the student is being trained.

B. Students' Responsibilities

1. Students have a responsibility to help maintain the academic standards established by the University by participating fully in the learning process.
2. Students have a responsibility to act in a manner that does not infringe upon the rights of other members of the University community.
3. Students have a responsibility to contribute to an educational atmosphere that promotes respect for learning and human dignity.
4. Students have a responsibility to abide by applicable laws and discipline-specific ethical standards.

III. Student Grievance Procedures

A. Definitions

1. *Student grievance*: A student grievance shall exist when a student alleges that a faculty member has infringed upon student rights as described in Section II.A. of this document.
2. *Student*: A student is any person who has officially enrolled for academic credit at Valparaiso University.
3. *Faculty member*: A faculty member is any person at Valparaiso University holding an academic appointment.

B. Grievance Resolution Process

Level I - Student and Faculty Discussion

Informal Procedure

Students must, if they have a concern or complaint, contact the faculty member involved and department chairperson (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 Office

Formal Procedure

Graduate students pursue Level II mediation through the Graduate Office, 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 respective college 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 convene 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 respective college dean (or associate dean) who chairs the meeting.
2. Three faculty members, two appointed by the Associate Provost 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 Associate Provost of Graduate and Online Education. 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 dean and follow Level III: Valparaiso University Student Academic Fair Practices Committee. For additional instructions on how to proceed with Level III of the SAFPC, see the **STUDENT HANDBOOK**.

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 Office 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 orientation sessions designed specifically to meet the needs of this group. These sessions provide information about the University's policies and regulations, give practical advice for getting settled (e.g., obtaining student IDs, computer accounts, parking permits, etc.), and inform 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 Office, 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 Associate Provost of Graduate and Online Education and the assistant director of academic services in the Graduate Office.

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. 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 respective college dean.

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 Office 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.

Recognitions and Awards

The Graduate Academic Symposium, held in conjunction with the Symposium on Undergraduate Research and Creative Expression (SOURCE), 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 Office. Graduating students will not be eligible to be recognized in their final semester. Students in programs with S/U grading only (e.g., MSPA) are not eligible for Dean's List recognition.

At the time of graduation, graduating students with grade point averages of 3.80 to 3.89, or MSPA students with a Record of Distinction, are recognized as "graduating with distinction," and graduating students with grade point averages of 3.90 or higher, or MSPA students with a Record of Highest Distinction, are recognized as "graduating with highest distinction." For the purpose of this recognition in commencement ceremonies, including the printed commencement program, determination of graduating honors is made 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 Office within one month after commencement to request a letter of recognition. MSPA students should consult the MSPA Student Handbook for definitions of a Record of Distinction and Record of Highest Distinction.

The Graduate Student Leadership and Service Award recognizes up to three graduating students who have consistently made contributions that benefit others in alignment with the University mission to lead and serve. This award is also intended to make service and leadership by graduate students more visible to the campus community. The contributions may be in the form of leadership through academic and/or extracurricular accomplishments, volunteer work, community activism, or public service. The Leadership and Service Award is presented twice annually at the May and December Graduate Commencement Banquet. To qualify for nomination for the Leadership and Service Awards, students must meet the following criteria:

1. Be completing a Valpo graduate degree in the semester they are nominated (May or August for May recipients, December for December recipients).
2. Students must be in good academic standing (minimum 3.00 GPA). Part time and full-time students are eligible for this award.
3. Demonstrated leadership and service activities during their graduate career at Valparaiso University. (Note - Leadership and Service activities cannot be based on undergraduate experience.)

The Athenaeum Honor Society for Graduate Students

The Athenaeum is an honor society sponsored by the Graduate Office 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 (or Record of Distinction for MSPA)
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.

Services Through the Web Site

Prospective and current graduate students are encouraged to use the Graduate Office web page www.valpo.edu/graduate-school to download petition and request forms, or learn about the many other services and opportunities offered through the Graduate Office. Students may also connect with the Graduate Office 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 Office. Sent at least once per week, these communications include important dates, deadlines, and upcoming events, as well as student-related announcements.

Student Financial Services

Fees

Application Fee

This non-refundable fee of \$30.00 must accompany the application for admission for domestic students. International students pay an application fee of \$50.00. This fee is payable only once, upon initial application.

Tuition

The tuition charge for graduate courses is \$650.00 per credit hour for the 2019-2020 academic year. The tuition for the Master of Science in Nursing, Doctor of Nursing Practice, Master of Healthcare Administration, Master of Public Health, and Occupational Therapy programs is \$715.00 per credit hour. The tuition for the Master of Business Administration program is \$2,500.00 per course. The Master of Science in Physician Assistant Studies tuition is located on the University tuition web page. Auditors pay the tuition rate for the program in which the course is offered.

Graduate students may not enroll in undergraduate courses unless approved by the respective dean of the graduate program. 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 respective dean of the graduate program.

General Fee

A non-refundable fee of \$260 is charged to all full-time graduate students (\$130/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 \$65 each Fall and Spring semester.

Performance Music Fees

The University encourages students to continue performance music instruction by charging modest fees for private lessons. Students pay a fee of \$400.00 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 non-refundable but may be applied to the tuition charges for the semester of admission.

Transcript

The cost of an official transcript delivered electronically is \$10.61. The cost of an official transcript on paper, delivered via USPS domestic first-class mail is 16.01. Expedited shipping of paper transcripts is available for an additional fee.

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.

Graduate students may purchase either a Green, or Blue Permit. A Green permit is \$100 per semester, or \$165 per academic year. A Blue Permit is \$140 per semester, or \$250 per academic year. A \$15 fee will be charged for a replacement Registration Permit. A summer permit is \$55 for the summer academic term.

Payment

Tuition, fees, and any other charges are due at the time registration is complete, August 15th for the Fall Semester and December 31st 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. There will be no refund of general, special, and laboratory fees.

Full Semester Enrollment

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

7 Week Sessions (short terms)

During the add/drop period	100%
Through 12th day of the session	80%
Through 22nd day of the session	80%
Through 29th day of the session	30%
Through the 34th day of the session	10%
On or after the 35th day of the session	none

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 Valparaiso University. Scholarship opportunities are available for both domestic and international students. In most cases, scholarships are designed to supplement a portion of the cost of tuition. By limiting scholarship amounts, a higher percentage of graduate students will receive some assistance. In some cases, specific scholarships are available through a specific college such as the College of Nursing and Health Professions. Most scholarships are administered through the Graduate Admissions Office. Students will be automatically considered for scholarships that are available without additional application required. For Valparaiso University scholarships requiring specific application, materials will be included with the student's graduate admissions application material. Students should inquire with the Graduate Admissions Office.

In addition to Valparaiso University Scholarships, a major resource for graduate students in all programs is the William D. Ford Federal Direct Loan Program.

Federal Unsubsidized Direct Loan

This loan has a fixed interest rate of 6.54% and there is a loan origination fee of 1.057% deducted from the loan before it is credited toward charges. This loan is not based on financial 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.

Federal Direct Graduate PLUS Loans

This loan is available to graduate students who have been awarded their maximum Federal Unsubsidized 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 7.54% and there is a loan origination fee of 4.288% deducted from the loan before it is credited toward charges. Repayment begins 60 days after the loan is disbursed. However, they may apply for an inschool 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 studentaid.gov.

Application for Financial Aid

The process is as follows:

4. Apply for admission to the Graduate Office. Loans may not be processed until the student is admitted to a graduate degree program.
5. File the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.gov. List Valparaiso University as one of the schools with school code 001842. Additional documents, such as tax returns, may also be required for submission to the Office of Financial Aid.
6. 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 studentaid.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 \$11,700 and \$15,600 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 101 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. 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.

VA Pending Payment Compliance

In accordance with Title 38 US Code § 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent the student's enrollment;

- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:

- Provide the enrolling institution with a copy of his/her VA Certification of Eligibility (COE)
- A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs' (VA) website; eBenefits; or a VAF 28-1905 form, for chapter 31 authorization purposes.

Additional criteria to qualify for this provision are also required for such students and listed below:

- Each semester, the student must also complete and submit our VA Enrollment Verification Form.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at <http://www.benefits.va.gov/gibill>.

University Personnel

The Administration 2024-2025

President	José D. Padilla, J.D.
Assistant Vice President for HSI Initiatives & Chief of Staff	Rebekah Arevalo, M.S.
Vice President and General Counsel	Darron C. Farha, J.D.
Provost and Executive Vice President for Academic Affairs	Eric W. Johnson, Ph.D.
Assistant Vice President for Diversity, Equity, and Inclusion	Angela Vidal-Rodriguez, Ph.D.
Assistant Provost	Kevin H. Goebbert, Ph.D.
Vice President for Finance, Chief Financial Officer, and Treasurer of the Board	Mark Volpatti, Ed.D., CPA
Vice President for Enrollment Management	Jill Schur, BSBA
Vice President for Advancement	Marie Foster-Bruns, MBA
Interim Dean of the College of Arts and Sciences	Gregg Johnson, Ph.D.
Dean of the College of Business	Niclas L. Erhardt, Ph.D.
Dean of the College of Engineering	Paul Douglas Tougaw, P.E., Ph.D.
Dean of the College of Nursing and Health Professions	Karen Allen, Ph.D.
Dean of Christ College	Jennifer Prough, Ph.D.
Dean of Library Services	Patricia J. Mileham, MALIS
Chief Information Officer	Dave Sierkowski, B.S.
University Registrar	Allison M. Urbanczyk, MBA
Chief, University Police	Charles P. Garber Jr.

The Graduate Educational Policy Committee

Voting Membership

	Term Ends
Prof. Selina Bartels	2025
Prof. Nirupama Devaraj	2025
Prof. Michael Glass	2026

Prof. Jiangxia (Renee) Liu	2026
Prof. Terry Kessler	2026
Prof. Randy Brush	2025

Non-Voting Membership

Provost	Ex Officio
Academic Deans	Ex Officio
Dean of Library Services	Ex Officio
University Registrar	Ex Officio
Graduate Program Directors and Coordinators	By Invitation