VALPARAISO UNIVERSITY

GRADUATE CATALOG

2022-2023

University Calendar for 2022-2023

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

Summer 2022

May 17	Tuesday		Instruction begins
May 17 – June 24			Dates for Summer I courses
May 17 – August 5			Dates for full summer courses
May 20	Friday	12:00 pm	Deadline to add or drop a Summer I course without a grade of W[1]
May 20	Friday	12:00 pm	Deadline to add or drop a full summer course without a grade of W[1]
May 24	Tuesday	12:00 pm	Deadline to request S/U grading for a Summer I course[2]
May 24	Tuesday	12:00 pm	Deadline to request S/U grading for a full summer course[2]
May 30	Monday		Memorial Day – No classes, University closed
June 3	Friday	12:00 pm	Deadline to withdraw from a Summer I course with grade of W[1]
June 27	Monday	12:00 pm	Deadline for faculty to report Summer I course grades
June 27 – August 5			Dates for Summer II courses
July 1	Friday	12:00 pm	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
July 6	Wednesday		Classes resume
July 6	Wednesday	12:00 pm	Deadline to request S/U grading for a Summer II course[2]
July 15	Friday	12:00 pm	Deadline to withdraw from a Summer II course with grade of W[1]
July 15	Friday	12:00 pm	Deadline to withdraw from a full summer course with a grade of W[1]
August 1	Monday		Deadline to submit a Graduation Application for graduate degrees to be conferred in December[1]
August 5	Friday		Semester ends[3]
August 8	Monday	12:00 pm	Deadline for faculty to report all grades

Fall 2022

August 24	Wednesday		Instruction begins
August 24 – October 12			Dates for first half short courses
August 24 – December 16			Dates for full fall courses
August 31	Wednesday	12:00 pm	Deadline to register for fall semester[1]
August 31	Wednesday	12:00 pm	Deadline to add or drop a first half short course without a grade of W[1]
August 31	Wednesday	12:00 pm	Deadline to add or drop a full fall course without grade of W[1]
August 31	Wednesday	12:00 pm	Deadline to request S/U grading for a first half short course[2]
August 31	Wednesday	12:00 pm	Deadline to request to audit a course[2]
September 5	Monday		Labor Day – No classes, University closed
September 21	Wednesday	12:00 pm	Deadline to withdraw from a first half short course with grade of W[1]
September 21	Wednesday	12:00 pm	Deadline to request S/U grading for a full fall course[2]
September 21	Wednesday	12:00 pm	Deadline to request course intensification[2]
September 30	Friday		Deadline to submit a Curriculum Change to facilitate registration[2]
October 1	Saturday		Deadline to submit a Graduation Application for undergraduate degrees to be conferred in May or August[1]
October 13 – October 14			Fall Break – No classes, University open
October 14	Friday	12:00 pm	Deadline for faculty to report first half short course grades
October 17 – December 9			Dates for second half short courses
October 21	Friday	12:00 pm	Deadline to add or drop a second half short course without a grade of W[1]
October 21	Friday	12:00 pm	Deadline to request S/U grading for a second half short course[2]
TBA			Advance registration for Spring Semester[1]
October 26	Wednesday	12:00 pm	Deadline to withdraw from a full fall course with grade of W[1]
November 1	Tuesday		Deadline to submit a Graduation Application for graduate degrees to be conferred in May[1]
November 11	Friday	12:00 pm	Deadline to withdraw from a second half short course with grade of W[1]

[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.

November 19 –November 27			Thanksgiving Break – No classes, University closed November 23-25
November 28	Monday		Classes resume
December 2	Friday		Last day for tests in courses of 3 credits or more
December 2	Friday		Deadline to request a final examination date change
December 9	Friday	12:00 pm	Deadline to officially withdraw from the University for the Fall Semester[1]
December 9	Friday	12:00 pm	Deadline to request a registration change
December 9	Friday		Instruction ends
December 10	Saturday		Reading day
December 12	Monday		Final examinations begin
December 12	Monday	12:00 pm	Deadline for faculty to report second half short course grades
December 16	Friday		Final examinations end Semester ends[3]
December 18	Sunday		Commencement Ceremony
December 19	Monday	12:00 pm	Deadline for faculty to report all grades

Spring 2023

January 11	Wednesday		Instruction begins
January 11 – March 1			Dates for first half short courses
January 11 – May 12			Dates for full spring courses
January 16	Monday		Observation of Martin Luther King, Jr.'s Birthday
January 18	Wednesday	12:00 pm	Deadline to register for spring semester[1]
January 18	Wednesday	12:00 pm	Deadline to add or drop a first half short course without a grade of W[1]
January 18	Wednesday	12:00 pm	Deadline to add or drop a full spring course without grade of W[1]
January 18	Wednesday	12:00 pm	Deadline to request S/U grading for a first half short course[2]
January 18	Wednesday	12:00 pm	Deadline to request to audit a course[2]
February 1	Wednesday		Deadline to submit a Graduation Application for graduate degrees to be conferred in August[1]
February 8	Wednesday	12:00 pm	Deadline to withdraw from a first half short course with grade of W[1]
February 8	Wednesday	12:00 pm	Deadline to request S/U grading for a full spring course[2]
February 8	Wednesday	12:00 pm	Deadline to request course intensification[2]
February 24	Friday		Deadline to submit a Curriculum Change to facilitate registration[2]
March 3	Friday	12:00 pm	Deadline for faculty to report first half short course grades
March 4 – March 19			Spring Break – No classes, University open
March 20	Monday		Classes resume
March 20 – May 5			Dates for second half short courses
March 24	Friday	12:00 pm	Deadline to add or drop a second half short course without a grade of W[1]
March 24	Friday	12:00 pm	Deadline to request S/U grading for a second half short course[2]
March 29	Wednesday	12:00 pm	Deadline to withdraw from a full spring course with a grade of W[1]
April 1	Saturday		Deadline to submit a Graduation Application for undergraduate degrees to be conferred in December[1]
TBA			Advance registration for Summer and Fall Semesters[1]
April 7	Friday		Good Friday – No classes, University closed
April 17	Monday	12:00 pm	Deadline to withdraw from a second half short course with grade of W[1]
April 27	Thursday		Academic Celebration – No classes, University open
April 28	Friday		Last day for tests in courses of 3 credits or more
April 28	Friday		Deadline to request a final examination date change
May 5	Friday	12:00 pm	Deadline to officially withdraw from the University for the Spring Semester[1]
May 5	Friday	12:00 pm	Deadline to request a registration change
May 5	Friday		Instruction ends
May 6	Saturday		Reading day
May 8	Monday		Final examinations begin
May 8	Monday	12:00 pm	Deadline for faculty to report second half short course grades
May 12	Friday		Final examinations end Semester ends[3]
May 13 – May 14			Commencement Ceremony
May 15	Monday	12:00 pm	Deadline for faculty to report all grades

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ANNOUNCEMENTS FOR 2022-2023 SESSIONS

VALPARAISO UNIVERSITY GRADUATE CATALOG
The Office of Graduate & Continuing Education
Phone: 219.464.5313 Toll Free: 800.821.7685
Web site: www.valpo.edu/graduate-school

VALPARAISO UNIVERSITY

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 2021)

College of Arts and Sciences–1170	College of Business–330	College of Engineering–420
College of Nursing and Health Professions–600	Christ College (Honors)–300	Graduate Studies–420

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

Mission Statement

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

University Student Learning Objectives

Students will:

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

Graduate 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.

The Graduate Office

Visit the Graduate Office online.

Associate Provost of Graduate and Online Education J. Michael Tyler, Ph.D.

Introduction

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

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

Graduate programs are under the general supervision of the provost and the faculty of the University. The policies 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, page 106.

Accreditation

Valparaiso University is accredited by the Higher Learning Commission for the offering of bachelor's, master's, and doctoral degrees. The graduate programs for the preparation of teachers are approved by the Indiana Department of Education and by the Council for the Accreditation of Educator Preparation. The Master of Arts in Clinical Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs. The Master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at Valparaiso University are accredited by the Commission on Collegiate Nursing Education (www.ccneaccreditation.org). The MBA program is accredited by AACSB International.

The Higher Learning Commission (All Programs)
230 South LaSalle Street, Suite 7-500, Chicago, IL, 60604-1411; Tel: 800.621.7440; hlcommission.org

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/doe

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), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP)]
655 K Street, NW, Suite 750, Washington, DC, 20001; Tel: 202.887.6791; aacnnursing.org/CCNE

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/indiana-state-board-of-nursing

Accreditation Review Commission on Education for the Physician Assistant, Inc. [Master of Science in Physician Assistant Studies (MSPA)]
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)]
6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852-4929; Tel: 301.652.6611; aota.org

Approvals and Affiliations

American Chemical Society
American Council on Education
American Music Therapy Association
American Schools of Oriental Research
American Society for Engineering Education
Association of American Colleges and Universities
Association of Governing Boards
Center for Research Libraries
Council of Applied Masters Programs in Psychology
Independent Colleges of Indiana
Lutheran Education Association
Lutheran Educational Conference of North America
The National Association of Independent Colleges and Universities
National Council for State Authorization Reciprocity Agreements
The American Association of Colleges of Nursing
The Council of Independent Colleges

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

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

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 gender-based 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/counseling-services/sexual-assault-awareness-facilitative-education. 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
    - 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?
    - What are the functional limitations of the disability in an educational setting?
    - 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

Analytics and Modeling
Master of Science*

Arts and Entertainment Administration
Master of Arts*

Business
Master of Business Administration

Counseling and Psychology
Master of Arts:
- Clinical Mental Health Counseling*

Cyber Security
Master of Science*

Education
Master of Education:
- Initial Licensure*

Master of Education/Education Specialist:
- School Psychology*

Non-degree Programs:
- License Renewal/Enrichment
- Adding a content area
- Special Education Content Area
- Transition to Teaching

English Studies and Communication
Master of Arts*

Health Administration
Master of Health Administration*

Information Technology
Master of Science*

International Commerce and Policy
Master of Science*

International Economics and Finance
Master of Science*

Liberal Studies
Master of Arts in Liberal Studies:
- English
- Ethics and Values
- Gerontology
- History
- Human Behavior and Society
- Theology
- Theology and Ministry
- Individualized

Media and Communication
Master of Science:
- Digital Media*
- Sports Media*

Nursing
Master of Science in Nursing:
- Nurse Educator
- RN-MSN Program
- Joint MSN/MHA Program

Doctor of Nursing Practice
Post Master's Doctor of Nursing Practice

Occupational Therapy
Post Master's Doctor of Occupational Therapy
Post Bachelor’s Doctor of Occupational Therapy
Entry-Level Occupational Therapy Doctorate

Physician Assistant Studies
Master of Science

Public Health
Master of Science*

Sports Administration
Master of Science*

TESOL
Master of Arts*

*These programs have an Early Entry Option. See page 95 for more information.

Certificate Programs

Actuarial Science
Analytics and Modeling
Applied Econometrics and Data Science Foundations Using SAS
Business Certificates in:
- Business Intelligence
- Engineering Management
- Enterprise Resource Planning with SAP
- Finance
- General Business
- Management

Digital Media
Information Assurance
Information Security
Information Technology Fundamentals
Nursing Education
Post-MALS certificates in:
- English
- Ethics and Values
- Gerontology
- History
- Human Behavior and Society
- Theology
- Theology and Ministry

Teaching English to Speakers of Other Languages (TESOL)
Transition to Teaching
Trauma-Informed Care
Sports Media

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 above.

With the exception of the Actuarial Science certificate (page 16), 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—Cyber Security, Digital Media, English Studies and Communication, Health Administration, Information Technology (both tracks), International Economics and Finance, Sports Media, and TESOL—may enroll in a second degree program upon completion of at least half the credits of the first degree. Such students may take advantage of dual degree status, which enables a maximum savings of 6 credit hours across both programs.

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

Actuarial Science

Certificate in Actuarial Science

The 16-credit Certificate in Actuarial Science helps students prepare for U.S. and Canadian actuarial exams in probability and financial mathematics. The program also provides partial preparation for the actuarial exam in life contingencies. The certificate may be particularly useful for students in the Master of Science in International Economics and Finance program who, by choosing STAT 541 as an elective, can complete the Actuarial Science certificate with only two additional courses. The certificate program is also open to degree-seeking and non-degree graduate students meeting the admission requirements.

Admission Requirements

Applicants must meet the general requirements for graduate admission (see page 94) and/or be active graduate students in a program at Valparaiso University. In addition, admission to this program requires:

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

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

Analytics and Modeling

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

Master of Science in Analytics and Modeling

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

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

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

Students enrolled in this program will:

- Learn a high-level programming language
- Acquire knowledge of applied mathematics
- Demonstrate knowledge of computational methods
- Learn and apply simulation and modeling skills
- Be able to apply computational modeling techniques to one or more STEM (science, technology, engineering, mathematics) disciplines or business
- Learn to communicate the solution process effectively

Admission

Applicants must meet the general graduate admission requirements (page 94). In addition, applicants should both:

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

Students not meeting the general admission requirements or lacking preparation may be admitted provisionally, assuming they complete the preparatory coursework either at Valparaiso University or another institution prior to full admission to the program.

Students may be eligible for admission to this program as an Early Entry student. To be eligible for Early Entry, a student must have completed the basic mathematics, statistics, and computer science coursework normally required. This is usually fulfilled by taking STAT 140 or STAT 240, CS 157, MATH 131, and MATH 260 or MATH 264. See page 95 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 (798) and a semester of writing/execution (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.

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

Core Applications in Analytics and Modeling		**3 Cr.**
At least one course from the following options:		
ACRS 525	Actuarial Modeling	3 Cr.
AMOD 610	Business Analytics	3 Cr.
AMOD 620	Bioinformatics	3 Cr.
ECON 573	Applied Data Science	3 Cr.
GEO 515	Advanced Geographic Information Systems (GIS)	3 Cr.
GEO/MET 560	Data Analysis	3 Cr.
MATH 521	Mathematical Models of Infectious Disease	3 Cr.
MET 530	Numerical Weather Prediction	3 Cr.

Capstone Experience		**3-6 Cr.**
One of the following options:		
AMOD 686	Internship	1-3 Cr.
AMOD 792	Research Project	1-3 Cr.
AMOD 798	Thesis Proposal	3 Cr.
AND		
AMOD 799	Thesis	3 Cr.

Electives		15 Cr.
Fifteen credits from Core Applications or from the following options:		
AMOD 550	Scientific Visualization	3 Cr.
AMOD 574	Computational Linear Algebra	2+2, 3 Cr.
AMOD 590	Topics in Analytics and Modeling	1-3 Cr.
AMOD 690	Advanced Topics in Analytics and Modeling	1-3 Cr.
AMOD 695	Independent Study	1-3 Cr.
CS 545	Artificial Intelligence	2+1, 3 Cr.
CS 565	Interactive Computer Graphics	3 Cr.
CS 572	Computability and Computational Complexity	4 Cr.
IT 664	Natural Language Technologies	2 Cr.
MATH 520	Dynamical Systems	3 Cr.
MATH 522	Optimization	3 Cr.
MATH 523	Game Theory	3 Cr.
MATH 530	Partial Differential Equations	3 Cr.
MATH 570	Numerical Analysis	3 Cr.
MATH 571	Experimental Mathematics	3 Cr.
STAT 541	Probability	4 Cr.
STAT 542	Mathematical Statistics	3 Cr.
STAT 543	Time Series Analysis	3 Cr.
STAT 544	Stochastic Processes	3 Cr.
STAT 561	Introduction to R	1 Cr.
STAT 563	Introduction to SAS	3 Cr.
STAT 590	Advanced Topics in Statistics	1-3 Cr.

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

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

Certificate in Analytics and Modeling (18 Cr.)

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

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

Arts and Entertainment Administration

Master of Arts in Arts and Entertainment Administration

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

In addition to adhering to the guidelines of the professional organization, Association of Arts Administration Educators, the program offers a number of distinctive features, including coursework and experiences related to:

- International arts and entertainment management, including internship placements in the U.S. or abroad
- The entertainment perspective for those from the for-profit sector
- The legal and business issues of arts and entertainment management
- Entrepreneurship, including the anticipated future directions and needs within arts and entertainment

Admission

Applicants are required to meet the standard graduate admission criteria (page 94). In addition, applicants should have background in either the arts or business, or both. Background in the arts is defined as a major or minor in any arts field, or extensive career/professional experience in the field. Background in business is defined as a business major or minor or have had extensive career/professional experience in the field.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum (36 credits)

The program consists of core requirements and electives. Included in the core is an internship experience or research project. Depending on the student's preparation, the program may be completed in 18-24 months. A set of ten core courses (27 credits) is required. Beyond these basic courses, students are required to choose electives (9 credits) on any topics germane to Arts and Entertainment Administration or their professional development.

Core Requirements		**27 Cr.**
AE 505	Arts and Entertainment Administration	3 Cr.
AE 610	Managing Facilities	3 Cr.
AE 615	Marketing, Planning, and Promotion	3 Cr.
AE 650	International Arts and Entertainment	3 Cr.
AE 680	Comprehensive Project Planning and Implementation	3 Cr.
GRD 683	Professional and Career Development	0-1 Cr.
One course from the following options:		
AE 686	Internship	1-4 Cr.
AE 692	Research Project	1-4 Cr.
One course from the following options:		
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
One course from the following options:		
AE 630	Financial Management	3 Cr.
ICP 615	New Venture Creation	3 Cr.
One course from the following options:		
AE 670	Entertainment Law	3 Cr.
AE 671	Art and the Law	3 Cr.

Electives		**9 Cr.**
AE 686	Internship	1-4 Cr.
AE 690	Topics in Arts and Entertainment Administration	1-3 Cr.
AE 692	Research Project	1-4 Cr.
AE 699	Continuity and Change in the Arts	3 Cr.
Art/Music/Theatre courses, or as approved		0-9 Cr.
ART 595	Independent Study	3 Cr.
THTR 595	Independent Study	3 Cr.
MUEN 550	Choir	0.5-1 Cr.
MUEN 552	Band	0.5-1 Cr.
MUEN 554	Orchestra	0.5-1 Cr.
MUEN 557	Small Ensemble with Improvisation	0.5 Cr.
MUEN 558	Small Ensemble	0.5 Cr.
Communication courses, or as approved		0-9 Cr.
CVA 500	Graduate Digital Media	3 Cr.
CVA 511	Organizational Communication	3 Cr.
CVA 512	Leadership Communication	3 Cr.
CVA 515	Intercultural Communication	3 Cr.
CVA 572	Intellectual Property and Communication Law	3 Cr.
CVA 598	Visual Communication	3 Cr.
CVA 601	Social Media	3 Cr.
Other courses, or as approved		0-9 Cr.
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 510	Shakespeare	3 Cr.
ENGL 572	Modern and Contemporary Drama	3 Cr.
ICP 614	International Marketing	3 Cr.
ICP 622	Developing Nations and Sustainability	3 Cr.
ICP 670	Law and Legal Principles	3 Cr.
ICP 690	Advanced Topics in International Commerce and Policy	0-3 Cr.
LS 555	Ethics in Business	2-3 Cr.
LS 590	Topics in Liberal Studies	1-3 Cr.
LS 605	English for Business	4 Cr.
LS 608	Professional Writing and Research	3 Cr.
LS 640	Seminar in the Fine Arts	3 Cr.
LS 648	Music Studio	1 Cr.
LS 690	Advanced Topics in Liberal Studies	0-3 Cr.
Business courses at the 700 level		0-6 Cr.

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

Business

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

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

Mastery requires that students not only learn the skills and knowledge necessary for success when facing the challenges imposed by an ever-changing world, but also to be able to effectively apply these skills to real business situations. In addition to competence in traditional professional and interpersonal skills, today's leaders need to understand how to use and manage new technologies and data in ways that ensures financial sustainability, optimize the use of scarce resources, sustain the natural environment, and maximize the returns to all stakeholders. Increasingly, this requires leaders with a strong moral compass who are prepared to deal with complex decisions involving social and economic justice and the stewardship of our natural environment.

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

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

The MBA program 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 (page 94). 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 (page 94)
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

Business Decision-Making Certificate (Required)		12 Cr.
BUS 601	Managerial Economics	3 Cr.
ACC 610	Accounting Information for Decision Analysis	3 Cr.
FIN 620	Financial Analysis	3 Cr.
BI 640	Quantitative Methods in Management	3 Cr.

Leading the Global Enterprise Certificate (Required)		12 Cr.
MKT 630	Marketing Management and Consumer Experience	3 Cr.
MGT 650	Leadership in a Global Environment	3 Cr.
BLAW 660	Global Trade: Governance, Digitization, and Sustainability	3 Cr.
MGT 670	Strategic Thinking and Action	3 Cr.

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

Business Intelligence Certificate		12 Cr.
BI 740	Database Fundamentals	3 Cr.
BI 741	Descriptive Analytics	3 Cr.
BI 742	Predictive Analytics	3 Cr.
BI 743	Time Series Analysis	3 Cr.

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

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

Healthcare Management Certificate		12 Cr.
HADM 501	Understanding Health Care Organizations	3 Cr.
HADM 662	Health in the Community	3 Cr.
HADM 664	International Health and Health Care Organizations	3 Cr.
MKT 680	Services Marketing	3 Cr.

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

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

Graduate Business Certificates

Students may choose to complete individual graduate business certificates without completing a degree or may choose to complete several stackable certificates which allow for the completion of the entire MBA program. Graduate certificates may be earned in Business Decision-Making, Leading the Global Enterprise, Engineering Management, Healthcare Management, Management, Finance, SAP/ERP, Business Intelligence or General Business. Certificates are earned by completing four courses in that area.

Students may earn a Master of Business Administration (MBA) through Valparaiso University's unique stackable certificate program. Students must earn a Business Decision-Making Certificate (required) and the Leading the Global Enterprise Certificate (required). Students then choose a third graduate business certificate in Engineering Management, Healthcare Management, Management, Finance, SAP/ERP, Business Intelligence or General Business. MBA graduates may return for additional certifications. The stackable certificate approach ensures that all classes completed lead to a specific skill-based certificate as well as completion of all MBA requirements. See program requirements above.

Admission

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

- Business Decision-Making

  Managers must be able to analyze data, as well as estimate unknown variables to make the best decisions possible. Each course has a global emphasis, rooted in ethical business practice, and is focused on applied business decision-making.

- Leading the Global Enterprise

  Managing in a Global Environment requires having a global mindset in all aspects of business including leadership, marketing, governance & international business law, and strategic thinking. Each course has a global emphasis, rooted in ethical business practice, and is focused on applied business decision-making.

- General Business

  The General Business Certificate is designed for students without an undergraduate business degree who wish to add a business component.

- Business Intelligence

  The Business Intelligence Certificate is designed for students who wish to learn more about business analytics. BI 640 or the equivalent is a prerequisite for these advanced courses.

- Engineering Management

  The Engineering Management Certificate is designed for not only for engineering graduates, but those who manage technical teams.

- Healthcare Management

  The Healthcare Management Certificate is designed for students who wish to explore the healthcare industry and attain the skills necessary to become an effective manager in healthcare services.

- Finance

  The Finance Certificate is designed for students who wish to study advanced topics in finance. FIN 620 or the equivalent is a prerequisite for these advanced courses.

- Management

  The Management Certificate is designed for students without an undergraduate business degree who wish to add a management component.

- SAP/ERP

  As the market leader in enterprise application software, SAP is at the center of today's business and technology revolution. SAP's innovations enable hundreds of millions of customers (corporations) worldwide to work together more efficiently and use business insight more effectively.

  Valparaiso University College of Business is currently a Member of SAP's University Alliance Program. To best use their SAP solutions, companies in a variety of industries want people with ERP certifications using SAP software. If you seeking a career in management, accounting, finance, marketing, operations, information systems, project management, or supply chain management, obtaining an ERP Certificate with SAP is a great way to extend your knowledge, stand out in a competitive job market, and make yourself a more valuable resource to employers who use SAP software solutions.

  Completion of the 12 credit hours of coursework is required to receive the Valparaiso University certificate in SAP. Typical completion time is 1 year.

Counseling and Psychology

Master of Arts in Clinical Mental Health Counseling, Trauma-Informed Care Certificate, Business Management Certificate

For over a century, counselors have worked to improve the quality of life for individuals facing important life decisions, difficult times, or serious mental health problems. Continuing in this tradition, the counseling program at Valparaiso University is designed to prepare individuals for rewarding careers in service to others.

Counselor education at Valparaiso University is located within the Department of Psychology and aims to provide the development of outstanding competence and counselor identity under the guidance of faculty who are strongly committed to the counseling professional model. The CMHC program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 Standards as a Clinical Mental Health Counseling Program. The program is designed for individuals planning to work as licensed professional clinical mental health counselors. The program provides advanced education and professional training in: human development; biological and learned bases of behavior; social and cultural foundations of counseling; counseling theory and practice; group processes; life-style and career development; appraisal; research and program evaluation; professional roles and ethics; mental health counseling foundations; contextual dimensions of counseling; and practical/clinical skills for counseling.

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

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

1. Complete the core course requirements of COUN 635, 660, 662 and 693 with no grade lower than B.
2. Interview with the counselor training coordinator, if deemed necessary.

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

A full-time course load is 3 or 4 courses each semester during the regular academic year, and 2 or 3 courses across the two summer sessions. Students with significant outside commitments may take courses on a part-time basis. A normal part-time course load is two courses (6 credit hours) per semester during the regular academic year, and one course (3 credit hours) during each summer session.

Early Admission for Undergraduate Valparaiso University Students

The early entry program, an option available only to undergraduate psychology majors at Valparaiso University, allows qualified students to apply for early entry into the MA Clinical Mental Health Counseling program and complete up to 12 credits of graduate coursework toward the degree during their senior year. Prior to March 1st of their junior year, psychology majors with a 3.30 grade point average or higher may apply for early admission to the MA Clinical Mental Health Counseling program. Only students who have completed general psychology, statistics, research methods, abnormal psychology, and one experimental psychology course by the end of their junior year are eligible to apply. In addition to evidence of strong academic performance, applicants must submit an application, a detailed essay, and present two strong letters of recommendation.

Students accepted into the program may take up to 12 credits during their senior year that may apply to both their undergraduate educational requirements and their graduate counseling degree. These credits are beyond the minimum 27 required for the BA degree, and include up to four courses selected from COUN 530, COUN 532, COUN 535, COUN 545, COUN 550, COUN 570, COUN 575, COUN 591, PSY 550, PSY 560, PSY 565, and PSY 590.

Commitment to pursuing a graduate counseling degree at Valparaiso University must be made prior to January 1st of the student's senior year, and by this date the student must have completed 100 credits. Furthermore, all requirements for entry into the program, including a final transcript and evidence of continuing strong academic performance (3.30 grade point average), must be met before final admission is granted.

Master of Arts in Clinical Mental Health Counseling

The Clinical Mental Health Counseling concentration is a 60-credit hour program appropriate for persons who plan to seek licensure in Indiana (or states with similar statutes) as a clinical mental health counselor. 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 Counseling 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, 686, 687, and 688) comprise the remainder of the curriculum. The experiential training includes 1,000 clock hours of supervised work in a clinical mental health counseling setting.

Core Courses (12 credits)

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

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

* May be taken concurrently with practicum and internship

Advanced Courses (21 credits)

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

COUN 545	Clinical Mental Health Counseling: Contextual Dimensions	3 Cr.
COUN 570	Assessment in Counseling: Testing and Appraisal	3 Cr.
COUN 602	Research Methods	3 Cr.
COUN 605	Comprehensive Exam	0 Cr.
COUN 620	Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 625	Social and Cultural Bases of Behavior	3 Cr.
COUN 664	Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668	Group Counseling	3 Cr.
COUN 689	Counseling Exit Interview	0 Cr.

Experiential Training (12 credits)

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

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

Specialty Electives (15 credits)

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 credits minimum recommended)

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

Business Management Courses

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

Research Courses

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

Supporting Courses

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

Trauma Concentration

Take 9 out of the required CMHC elective credits from the following options:

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

Admission

In addition to meeting the requirements for graduate admission (page 94), 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 (see page 92 in this catalog). 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.

Cyber Security

Master of Science in Cyber Security

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

Admission

To be admitted, applicants must meet all graduate admission requirements (page 94), have had a statistics course, and have the equivalent of a minor in computer science, information technology, or a related field (e.g., engineering or information and decision sciences). Depending on their academic background and work experience, students may be required to complete up to four courses prior to graduation: IT 502, STAT 240, IT 535, and MATH 220. These courses may be taken concurrently with courses in the regular program, so long as specified prerequisites are met for individual classes.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Capstone Requirement

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

- CYB 686: Internship, which expects 300 hours of practical experience in a working computing environment that embraces and extends the student's coursework and experiences
- CYB 692: Research Project, which provides the student with the opportunity to investigate or test an idea or area within the scope of Cyber Security, but on a smaller scale than that done in the thesis option
- CYB 798 and CYB 799: Thesis, requires two semesters of work and is the most rigorous of the three options, requiring a proposal/plan (798) and a second semester of writing/execution (799). This entails a minimum of two supervising faculty as the thesis committee. One of the participating faculty functions as the technical advisor and primary supervisor. The option adds 3 credits to the overall number of credits taken to complete the degree (39 total), as the pair of courses requires 6 credits. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Core Requirements		**15 Cr.**
IT 600	Ethics in Information Technology	3 Cr.
IT 642	Information Assurance and Security	3 Cr.
IT 644	Technology, Law, and Policy	3 Cr.
IT 648	Risk Management	3 Cr.
One course from the following options		**3 Cr.**
CYB 530	Securing and Administering Systems in Windows Environment	3 Cr.
CYB 532	Securing and Administering Systems in Linux Environment	3 Cr.

Capstone Experience		**3 Cr.**
One course from the following options:		
CYB 686	Internship	1-3 Cr.
CYB 692	Research Project	3 Cr.
CYB 798	Thesis Proposal and Preparation	3 Cr.
AND		
CYB 799	Thesis	3 Cr.

Elective Courses		17-18 Cr.
CYB 520	Operating Systems	2 Cr.
CYB 540	Assembly Language Programming	2 Cr.
CYB 542	Theory and Practice of Cryptography	3 Cr.
CYB 552	Reverse Program Engineering	3 Cr.
CYB 572	IT Audit, Monitoring, and Testing	3 Cr.
CYB 582	Networking Infrastructure Security	3 Cr.
CYB 642	Cyber Forensics	3 Cr.
CYB 652	Cyber Warfare	3 Cr.
CYB 662	Wireless Security	3 Cr.
CYB 672	Secure Software Development	3 Cr.
CYB 673	CISSP	1 Cr.
IT 533	Data Mining and Applications	3 Cr.
IT 603	Information Management	3 Cr.
IT 646	Hacking Techniques and Counter Measures	3 Cr.

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

Note: GRD 500 Graduate Academic Success is required for all new international graduate students in their first semester of enrollment. Additionally, GRD 683 is required for all international students who opt for the Internship as a Capstone Experience.

Sequencing of Coursework

Students may take a programming test before the start of their first semester. Should a student fail the programming test, the student must complete IT 502 during the first semester of enrollment. These credits do not count towards the degree in Cyber Security. The Capstone Experience should be taken after at least one semester of study. Up to 6 credits can be substituted based on prior coursework. The decision to substitute is made by the dean of the College of Arts & Sciences on the recommendation of the program director.

Education

Master of Education in Initial Licensure; Master of Education/Education Specialist in School Psychology; Transition to Teaching & Non-Degree Programs

The graduate education programs are designed to provide educators and other qualified persons the opportunity to increase, update, and/or deepen their knowledge of teaching and learning, to enhance their professional standing, and/or to prepare for positions that require additional or advanced preparation. Students planning to enroll in graduate education programs should consult with the graduate advisor in education regarding their programs. Students may be eligible for admission to this program as an Early Entry student. See page for more information.

Criminal Background Checks

In connection with the practice component of all programs in education, all students must comply with criminal background check requirements. Students who fail to provide clear criminal background checks will not be allowed to work in schools or other field placement sites and risk dismissal from the program.

Master of Education Initial Teaching Licensure

This program is designed for any individual who has an undergraduate degree in a field/area of study other than teacher education and who wants to pursue a course of graduate studies to become licensed as an elementary or secondary school teacher. Transcript evaluations will be conducted on all applicants and, if the licensure director determines any deficiencies in the content area, these courses will have to be completed with a 3.000 GPA or better prior to beginning classes for the M.Ed. Applicants for the secondary teacher preparation programs must submit passing scores on the relevant CASA (Core Academic Skills Assessment) and Pearson Core Content Knowledge exams as part of the admission process. Upon successful completion of the program, teacher candidates are eligible for a Master of Education degree from Valparaiso University and, after passing all required assessments required by the state and the Department of Education, an Indiana initial teaching license. This teaching license qualifies an individual to teach in public and parochial school settings in Indiana. Indiana teaching licenses are reciprocal with teaching licenses in more than 40 other states and territories in the United States.

Persons interested in this program should be aware that additional content area courses may be required, depending on the type of teaching license one wants to obtain. The Valparaiso University licensure director evaluates transcripts and determines if there are any deficiencies in an applicant's application for admission.

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

Native Chinese-speakers with an undergraduate degree who want licensure to teach Chinese in the United States should enroll in the M.Ed. Initial Licensure program. Requirements include the Professional Studies requirements listed below and the Chinese Teaching Concentration.

Requirements

The program consists of 35-50 credits of required coursework and 10 credits of student teaching under the supervision of a cooperating teacher and University field instructor.

Three checkpoints must also be successfully completed in this program. Checkpoint 1 is completed through submission of all materials required for admission to the program (see admission requirements described below). Requirements for Checkpoint 2 must be met after successful completion of all required coursework and prior to ED 630, the student teaching internship experience in the degree program, and must indicate a potential for success in student teaching. (Note: Students must provide proof of CPR/ Heimlich Maneuver/AED certification prior to student teaching semester.) Checkpoint 3 is completed at the end of the ED 630 student teaching experience. This checkpoint involves successful completion of additional performance assessments during the student teaching experience, passing scores on Pearson Content Knowledge exam(s) prior to student teaching for elementary education, and completion of all other licensing and degree requirements and IDOE requirements.

Admission

In addition to meeting the requirements for graduate admission (page 94), applicants should meet the following requirements:

1. Secondary education students must submit passing scores on the Indiana required content test/s in the area they are seeking to be certified in.
2. Essay relating graduate study to professional goals clearly stating reasons for wanting to become a teacher; this essay substitutes for the General Essay noted under Admission for Degree- Seeking Students.
3. Completed Supplemental Education Application.
4. Completion of an interview with The Department of Education Chair and the Field Director.

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

Elementary Education Initial Teaching Licensure – M.ED. Track

Required Core Courses		**18 Cr.**
ED 520	Educational Psychology	2 Cr.
ED 545	Seminar: Efficacy in Professional Practice	1 Cr.
ED 557	Curriculum Design	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ED 570	Diversity, Equity, and Education	2 Cr.
ED 630	Supervised Student Teaching	4 Cr.
SPED 540	Differentiated Instructional Practices	3 Cr.

Elementary Education Concentration (Grades K-6)		18 Cr.
ED 510	Foundations in Emergent and Early Literacy	3 Cr.
ED 523	Methods of Science Education in the Elementary School	4 Cr.
ED 524	Methods of Teaching Mathematics in the Elementary School	4 Cr.
ED 527	Methods of Teaching Social Studies in the Elementary School	4 Cr.
ED 529	Literacy in the Elementary School	3 Cr.

Program Exit Criteria

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

1. A 3.000 grade point average in all required and elective coursework and no more than one grade of C or C+
2. Satisfactory performance on practicum and/or internship requirements
   Passing scores on any Indiana required licensing exams.
   Strong dispositional standing.
3. Submission of all Indiana-required licensure paperwork
4. Submission of all Valparaiso University materials required for graduation according to published guidelines

Early Admission for Undergraduate Valparaiso University Students

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

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

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

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

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

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

Master of Education/Education Specialist Program in School Psychology

This 62 credit-hour program combines coursework from both the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and professional skills to function in school settings as licensed School Psychologists, and will be trained within the pragmatic model of School Psychology. It is the goal of the Valparaiso University School Psychology Program to provide school psychology training in accordance with standards established by the National Association of School Psychologists (NASP) and the Indiana Department of Education's Division of Professional Standards. At the conclusion of this integrated sequence of study, students will have earned both the Master of Education in Education and Psychological Foundations and the Educational Specialist degree. Graduates of this program will also qualify for licensure as School Psychologists in the State of Indiana.

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

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

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

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

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

Individuals who have already completed graduate work within the past five years may transfer up to 21 credit hours of applicable coursework toward meeting the degree requirements. No more than 9 of the 21 credits to be transferred can be at the 600-level. Transfer

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

Admission

In addition to meeting the requirements for graduate admission (page 92), applicants should note the following requirements for admission into the School Psychology program:

1. Applicants are expected to have a background in psychology, which includes one course in introductory psychology, one course in human growth and development, and one course in basic statistics. Applicants who do not meet these requirements may be admitted to the program with the understanding that they will complete these courses prior to their first semester.
2. Essay relating graduate study to professional goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in school psychology. This essay substitutes for the general essay required for admission to a graduate program (page 92).

Formal review of applications for admission for fall semester occurs in an ongoing process throughout each year. Priority is given to applications submitted by March 1 for the start date of the fall semester.

M.Ed.–Education and Psychological Foundations		**30 Cr.**
ED 528	Foundations of Literacy Development	3 Cr.
COUN 660	Helping Relationships: Counseling Theories	3 Cr.
COUN 662	Helping Relationships: Counseling Processes	3 Cr.
SPSY 540	Learning Exceptionalities	3 Cr.
SPSY 600	Introduction to School Services and Educational Systems	3 Cr.
SPSY 610	Academic Achievement: Assessment for Intervention	3 Cr.
SPSY 630	Cognitive Ability: Assessment for Intervention	3 Cr.
SPSY 640	Professional Issues, Ethics, and Law	3 Cr.
SPSY 660	Consultation in School and Community Settings	3 Cr.
Elective course		3 Cr.

Ed.S.–Education Specialist Component		**32 Cr.**
ED 610	Research in Education	3 Cr.
ED 612	Decision Making in Curriculum and Instruction	3 Cr.
COUN 620	Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 625	Social and Cultural Bases of Behavior	3 Cr.
SPSY 650	Socialization and Development of Life Skills	3 Cr.
SPSY 679	Practicum in School Psychology	3 Cr.
SPSY 681	Practicum in School Psychology	3 Cr.
SPSY 683	Internship in School Psychology	6 Cr.
SPSY 684	Internship in School Psychology	0 Cr.
SPSY 688	Statistical Interpretation for School Program Evaluation	2 Cr.
Elective course		3 Cr.

Electives		
Students may select from the following pre-approved courses (other courses will require additional approval) to fulfill elective requirements (6 credit hours) for either the M.Ed. or Ed.S. degrees:		
COUN 545	Clinical Mental Health Counseling: Contextual Dimensions	3 Cr.
COUN 635	Introduction to Psychopathology	3 Cr.
COUN 664	Career Counseling: Appraisal and Intervention	3 Cr.
COUN 665	Family Counseling and Dynamics	3 Cr.
COUN 682	Practicum in School Counseling	3 Cr.
COUN 691	Advanced Topics in Counseling	1-3 Cr.
ED 520	Educational Psychology	2 Cr.
ED 529	Literacy in the Elementary School	3 Cr.
ED 560	Literacies Across the Content Areas	3 Cr.
ED 690	Seminar in Education	1-3 Cr.
PSY 550	Human Cognition	3 Cr.
PSY 590	Special Topics in Psychology	1-3 Cr.
SPED 547	Characteristics of Individuals with Mild Disabilities	3 Cr.
SPED 550	Models of Collaboration and Consultation in Special Education	3 Cr.
SPED 551	Applied Behavior Analysis	3 Cr.
SPED 590	Current Issues in Special Education	1-3 Cr.
SPSY 590	Special Topics in School Psychology	1-3 Cr.
SPSY 690	Advanced Topics in School Psychology	1-3 Cr.

Program Exit Criteria for the School Psychology Program

Successful completion of the school psychology program requires:

1. A 3.000 grade point average in all required and elective coursework and no more than one grade of C or C+
2. Successful attainment of performance requirements (knowledge, skills, and dispositions) set for each checkpoint required prior to graduation and licensing
3. Submission of all Valparaiso University materials required for graduation according to published guidelines and deadlines
4. Submission of all Indiana-required licensure paperwork, including criminal background check, to the licensing coordinator; Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

Part-Time Option in School Psychology

A 62 credit-hour part-time program may be completed within a 5-year time period, with the final year requiring a full-time, 1,200-clock hour internship experience. Course and field-work experiences are sequenced similar to the full-time program, and candidates are regularly assessed using the program's checkpoint system. Prospective candidates must indicate that they are seeking part-time status at the time of application, and agree to follow the part-time program sequenced plan upon initiation of the program. Candidates have the option of changing to full-time status at the conclusion of the M.Ed. degree sequence after successfully completing Checkpoint 2.

Baccalaureate/Masters Early Entry Option in School Psychology

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

Students interested in applying to the program should have completed the necessary undergraduate hours, as specified by their areas of major and minor, to graduate at the completion of their senior year. They must also show evidence of a cumulative grade point average of 3.30, and have earned at least a B in coursework in Introductory Psychology, Human Development, and Basic Statistics by the conclusion of the fall semester of the junior year. Students meeting these criteria should then:

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

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

Students enrolled in the Early Entry program are permitted to take the following pre-approved courses (other courses will require additional approval, which could then be applied to their graduate study in School Psychology:

SPED 540	Differentiated Instructional Practices	2-3 Cr.
SPED 547	Characteristics of Individuals with Mild Disabilities	3 Cr.
SPED 550	Models of Collaboration and Consultation in Special Education	3 Cr.
SPED 551	Applied Behavior Analysis	3 Cr.
SPSY 590/690	Special Topics in School Psychology	1-3 Cr.

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

Non-Degree Graduate Studies in Education

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

1. **Transition to Teaching**
   Transition to Teaching is an abbreviated program of pedagogy for career professionals who hold a bachelor's degree and wish to pursue a teaching license.
2. **License Renewal and/or Personal Enrichment**
   Teachers who wish to take courses in the Department of Education for the purpose of renewing their licenses or for personal enrichment may choose to enroll as non-degree professional educators. Currently active elementary or secondary school educators are eligible to seek admission as Professional Educators.
3. **Adding a Content Area**
   Teachers who wish to add a content area to their license (e.g., Chemistry or English) should enroll as non-degree students.

Certification/Licensure

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

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

Transition to Teaching

Transition to Teaching (T2T) is an abbreviated program of pedagogy created by Indiana lawmakers to prepare career professionals with bachelor degrees to teach elementary education, secondary education, and special education. This program offers a pathway into the field of education for individuals who possess a bachelor's degree in a field other than education and have realized they have a passion for teaching.

Valparaiso University offers transition to teaching licensure in Elementary Education (K-6), Secondary Education (7-12), and Special Education (Initial Licensure and Add-on Certification). Valpo offers a hybrid program designed to fit the needs of busy professionals who are serious about becoming excellent teachers!

Admission

In addition to meeting the requirements for graduate admission (page 94), applicants should meet one of the following requirements:

1. Baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 3.0 on a 4.0 point scale; or
2. Both a baccalaureate degree from an accredited postsecondary educational institution with a grade point average of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience; or
3. Both a baccalaureate degree from an accredited postsecondary educational institution, and proof of passing state approved content area examination(s) in the subject area. *

Completed application should include:

1. Transcripts
2. Resume
3. Content area exam must be completed by the May 1st due date. If the applicant does not pass the content area exam and is conditionally admitted into the program, a passing score is required before the student is allowed to teach.

* For Elementary Education and Special Education students passing the Pearson content test is not required for admission, but a passing score is required before student teaching. For Secondary Education, proof of a passing content test is required for admission if the content is in another area that doesn't match the bachelor's degree.

Elementary Education Initial Teaching Licensure – Transition to Teaching Track

Required Courses		24 Cr.
ED 510	Foundations of Early and Emergent Literacy	3 Cr.
ED 518	Curriculum Design and Differentiation	2 Cr.
ED 520	Educational Psychology	2 Cr.
ED 527	Methods of Teaching Social Studies in the Elementary School	2 Cr.
ED 529	Literacy in the Elementary School	3 Cr.
ED 545	Seminar: Efficacy in Professional Practice	1 Cr.
ED 570	Diversity, Equity, and Education	2 Cr.
ED 573	Elementary Science and Math Methods	4 Cr.
ED 630	Supervised Teaching	3 Cr.
SPED 540	Differentiated Instructional Practices	2 Cr.

Secondary Education Initial Teaching Licensure – Transition to Teaching Track

Required Courses		18 Cr.
ED 518	Curriculum Design and Differentiation	2 Cr.
ED 520	Educational Psychology	2 Cr.
ED 545	Seminar: Efficacy in Professional Practice	1 Cr.
ED 560	Literacies Across the Content Areas	3 Cr.
ED 570	Diversity, Equity, and Education	2 Cr.
ED 630	Supervised Teaching	3 Cr.
SPED 540	Differentiated Instructional Practices	2 Cr.
One course from the following options:		
ED 581	Methods of Teaching English in Middle and Secondary Schools	3 Cr.
ED 582	Methods of Teaching Mathematics in Middle and Secondary Schools	3 Cr.
ED 583	Methods of Teaching Social Studies in Middle and Secondary Schools	3 Cr.
ED 584	Methods of Teaching Science in Middle and Secondary Schools	3 Cr.
ED 586	Educational Art: Methods and Materials Workshop	3 Cr.
ED 587	Methods of Teaching Foreign Language in Middle and Secondary Schools	3 Cr.

Special Education Initial Teaching Licensure – Transition to Teaching Track

Required Courses		24 Cr.
ED 510	Foundations in Emergent and Early Literacy	3 Cr.
ED 518	Curriculum Design and Differentiation	2 Cr.
ED 545	Seminar: Efficacy in Professional Practice	1 Cr.
ED 630	Supervised Teaching	3 Cr.
SPED 547	Characteristics of Individuals with Mild Disabilities	3 Cr.
SPED 551	Applied Behavior Analysis	3 Cr.
SPED 566	Teaching Reading to Students with Disabilities: Elementary	3 Cr.
SPED 644	Assessment in Special Education	3 Cr.
SPED 645	Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-12)	3 Cr.

Special Education Add-On Certification – Transition to Teaching Track

Required Courses		18 Cr.
ED 510	Foundations in Emergent and Early Literacy	3 Cr.
SPED 547	Characteristics of Individuals with Mild Disabilities	3 Cr.
SPED 551	Applied Behavior Analysis	3 Cr.
SPED 566	Teaching Reading to Students with Disabilities: Elementary	3 Cr.
SPED 644	Assessment in Special Education	3 Cr.
SPED 645	Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-12)	3 Cr.

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.

Masters of Education (M.Ed.) add on to Transition to Teaching Initial Licensure Program

Required Courses		12 Cr.
COUN 602	Research Methods	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ED 610	Research in Education	3 Cr.
ED 612	Decision Making in Curriculum and Instruction	3 Cr.

Teacher Education Pathway to Professional Licensure (PPL)

Teacher candidates are formally assessed at three key checkpoints throughout their time in the program. The two major criteria for successful matriculation through the checkpoints include good academic and dispositional standing.

PPL Checkpoint 1: Entry into the Practice

Admission to the program is the first of three checkpoints in the performance assessment process in education. The criteria for admission to T2T are noted above.

PPL Checkpoint 2: Entry into the Professional Semester

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.

Dispositional Requirement

Teacher candidates are expected to maintain acceptable, professional-level standards of communication and conduct. They must demonstrate the right dispositions throughout their time in the program. Dispositions are the "habits of professional action and moral commitments that underlie an educator's performance" (InTASC Model Core Teaching Standards). Education professors and school partners (principals, teachers, and staff) monitor, evaluate, and provide feedback about teacher candidates' dispositions. If deficiencies in written or oral communication are noted, applicants may be required to take remedial steps under the direction of their advisor.

Each semester, students' dispositions are assessed formally and informally by instructors and field experience supervisors. Dispositional concerns, as they arise, are communicated directly to the student and, if necessary, remediation steps are outlined. Persistent dispositional concerns (e.g. excessive absences, poor communication) may result in probation or dismissal from the program.

Applications for Admission to the Professional Semester must be completed and filed with the Field Placement Office the semester before the Professional Semester. The criteria for admission to the Professional Semester in education are:

- Must have already successfully completed Checkpoint 1
- Must have a minimum cumulative grade point average of 3.000 and maintain a grade of B or higher in all education coursework.
- Dispositions: Must demonstrate in all classes the social and emotional maturity, responsibility, and professional dispositions necessary for success in the teaching profession.
- Certification/Training. Teacher candidates must complete CPR, Heimlich, and AED certification as well as suicide prevention training prior to starting the professional semester.

PPL Checkpoint 3: Entry into the Profession

Required of all candidates who wish to be recommended for an initial teaching license, this semester includes coursework, student teaching, and submission of the Checkpoint 3 requirements. Artifacts for Checkpoint 3 will be based primarily upon the student teaching experience. During this semester, students may enroll only in courses approved for the Professional Semester.

Attaining Licensure

Completion of state requirements, including passing of all licensure exams, CPR certification and suicide prevention training, and others as deemed by the state of Indiana are required for attainment of licensure.

Continuation in the Teacher Education Program

Continuation in the T2T program at Valparaiso University is contingent upon meeting all university and teacher education requirements. Persistent dispositional concerns (e.g. excessive absences, poor communication) or academic deficiencies may result in probation or dismissal from the program.

Appeal Process

Students may appeal PPL Checkpoint decisions to the T2T Program Director. The appeal must be made in writing within 2 weeks of the decision with explanation, rationale for appeal, and attachment of all related forms and correspondence. If the initial appeal to the T2T Program Director is denied, a second appeal may be made to the Dean of the College of Arts and Sciences within 2 weeks of the first appeal decision.

Non-Degree Coursework for Professional Educators

Professional Educators, currently active in elementary or secondary education, may take courses without formal admission to degree-seeking status provided they do not intend to use the credits toward a degree, an initial license, or to add an additional teaching area to a current license. This status applies to those who are visiting students, seeking personal enrichment, or are fulfilling their 6-credit license renewal requirement. Admission as a professional educator requires completing an application for admission and a brief letter from the educator's current superintendent or principal verifying current professional status. The two letters of formal recommendation, transcript(s), and application fee are waived.

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

English Studies and Communication

Master of Arts in English Studies and Communication

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

This program may be particularly useful for:

- Current English teachers in the U.S. and foreign countries who want to elevate their overall English language and literature skills for the purpose of teaching English
- English majors in other countries who want to improve their general proficiency in the English language for use in business or industry
- Those with a bachelor's degree in English who eventually want to pursue Ph.D. study in English or other areas in the humanities
- Those wanting to prepare for teaching English abroad
- Those wanting to obtain a general master's degree in the humanities (e.g., for teaching introductory courses at certain community colleges or for writing and administrative positions in business or not-for-profit agencies)

Admission

Applicants must meet the graduate admission requirements (page 94). In addition, applicants must have an undergraduate or graduate major or minor in English and evidence of English language competency.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum

The Master of Arts in English Studies and Communication degree may be completed in 18 to 24 months. The program requires study in English literature, language, writing, and communication. Students may choose from a range of courses to complete some of their degree requirements.

Concentration		24 Cr.
ENGL 512	New Literacies, Technologies, and Cultures of Writing	3 Cr.
ENGL 531	Advanced Writing and Rhetoric	3 Cr.
ENGL 541	History of the English Language	3 Cr.
ENGL 610	Topics in American Literature and Culture	3 Cr.
ENGL 685	Practicum in English*	1-3 Cr.
CVA 515	Intercultural Communication	3 Cr.
Any graduate writing course		3 Cr.
Any graduate course in Communication and Visual Arts		3 Cr.
Electives		**12 Cr.**
	Any 500 or 600-level courses in English or other electives as approved	12 Cr.

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

* ENGL 685 is required of all ESC students who are not completing an optional thesis. Three credits total are required if not also completing the practicum for a TESOL certificate. One credit of ENGL 684 may be substituted for one credit of ENGL 685 for students pursuing a TESOL certificate.

English Studies and Communication Thesis Option

The English Studies and Communication (ESC) program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take 3 credits beyond the regular ESC degree (39 credits total) and complete a 27-credit concentration.

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

Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the ESC thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty, one from the student's area of concentration, who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 302 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed ENGL 692/695 with a grade of A or A-. Under certain circumstances, if the student otherwise meets the academic requirements, he or she may petition the graduate program director and department chair to have the GRE requirement waived. Such a waiver is not likely to be approved for a student who intends to apply for a doctoral program in the U.S.

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

Thesis Implementation

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

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

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

Health Administration

Master of Health Administration

The Master's degree in Health Administration (MHA) is a 39-credit interdisciplinary program of study designed to prepare graduate students and practicing professionals for innovative careers and advancement in health administration. The MHA program at Valparaiso University is grounded in the Lutheran Church's longstanding history of active engagement in health issues—through hospitals, nursing homes, hospices, other health care facilities, and indemnity programs. The practitioner-teacher model used in the program, provides faculty with the most current practice applications for courses. Graduates of the MHA program will be prepared with health administration leadership competencies to accept management and administrative roles in the rapidly evolving and changing enterprise of health care. The program is offered in a face-to-face and online format through synchronous and asynchronous coursework.

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

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

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

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Admission Requirements

Applicants are required to meet the standard admission criteria for graduate students (page 94), including:

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

Curriculum

The curriculum has both online and on-site components, and is designed so that full-time students can complete the degree in 18 - 24 months. Part-time students will typically require about 30-36 months. The curriculum establishes a basic foundation in business principles, followed by specific applications to the field of health care. Students already having a business foundation may, upon approval of the academic advisor, substitute with other coursework.

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

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

Core Enhancements		**6 Cr.**
Two courses from the following options:		
IPE 518	Global Health Issues	3 Cr.
HADM 530	Marketing and Promotion	3 Cr.
HADM 662	Health in the Community	3 Cr.
HADM 664	International Health and Health Care Organizations	3 Cr.

Experiential Training		**3 Cr.**
HADM 686	Internship	3 Cr.

General Electives*	**3 Cr.**
Students may choose a range of electives from business, health, information technology, professional writing, ethics, and other fields.	

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

Certificate in Health Administration (12 Cr.)

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 Health Care Organizations	3 Cr.
HADM 520	Financial Management	3 Cr.
Two courses from the following MHA options:		
HADM 640	Quality Healthcare Management	3 Cr.
HADM 602	Managing and Analyzing Health Care Information	3 Cr.
HADM 670	Legal Issues in Health Care	3 Cr.
HADM 671	Ethical Issues in Health Care	3 Cr.
HADM 675	Organizational and Government Policy in Healthcare	3 Cr.
HADM 662	Health in the Community	3 Cr.

Information Technology

Master of Science in Information Technology; Certificate in Information Assurance; Certificate in Information Technology Fundamentals; Certificate in Information Security

Master of Science in Information Technology

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

Computing Track

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

IT Core Requirements		**18 Cr.**
IT 502	Introduction to Programming	3 Cr.
IT 510	Introduction to Information Technology	3 Cr.
IT 600	Ethics in Information Technology	3 Cr.
IT 603	Information Management	3 Cr.
IT 533	Data Mining and Applications	3 Cr.
IT 604	Project Management	3 Cr.

IT-Computing Track Electives		**15 Cr.**
Fifteen credits from the following options:		
CS 545	Artificial Intelligence	3 Cr.
CS 565	Interactive Computer Graphics	3 Cr.
IT 530	Operating Systems	2 Cr.
IT 535	Networking	3 Cr.
IT 540	Web Programming	3 Cr.
IT 558	Software Development and Programming	4 Cr.
IT 560	Mobile Computing	3 Cr.
IT 590	Topics in Information Technology (as approved)	1-3 Cr.
IT 630	User Interface	3 Cr.
IT 632	Instructional Design in Information Technology	3 Cr.
IT 640	System Integration and Administration	3 Cr.
IT 642	Information Assurance and Security	3 Cr.
IT 644	Technology, Law, and Policy	3 Cr.
IT 646	Hacking Techniques and Countermeasures	3 Cr.
IT 648	Risk Management	3 Cr.
IT 652	Integrative Programming and Technologies	3 Cr.
IT 654	Internet and Web Technologies	3 Cr.
IT 664	Natural Language Technologies	2 Cr.
IT 795	Independent Study	1-3 Cr.
LS 608	Professional Writing and Research	3 Cr.
Additional graduate courses may be approved by the student's advisor from IT, Cybersecurity, or Computer Science.		

IT Capstone Experience		**4 Cr.**
GRD 683	Career and Professional Development	1 Cr.
One of the following options:		
IT 670	Professional Development	3 Cr.
IT 686	Internship	1-3 Cr.
IT 792	Research Project	1-3 Cr.
IT 798 AND	Thesis Proposal and Preparation	3 Cr.

IT 799	Thesis	3 Cr.

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

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.

Management Track

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

IT Core Requirements		**18 Cr.**
IT 502	Introduction to Programming	3 Cr.
IT 510	Introduction to Information Technology	3 Cr.
IT 600	Ethics in Information Technology	3 Cr.
IT 603	Information Management	3 Cr.
IT 533	Data Mining and Applications	3 Cr.
IT 604	Project Management	3 Cr.

IT Management Additional Core Requirements		**6 Cr.**
IT 644	Technology, Law, and Policy	3 Cr.
IT 648	Risk Management	3 Cr.

IT-Management Track Electives		**9 Cr.**
At least nine credits from the following options:		
CVA 500	Graduate Digital Media	3 Cr.
CVA 512	Leadership Communication	3 Cr.
CVA 572	Intellectual Property and Communication Law	3 Cr.
CVA 601	Social Networking	3 Cr.
CS 545	Artificial Intelligence	3 Cr.
ICP 612	International Business Relationships	3 Cr.
ICP 614	International Marketing	3 Cr.
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
ICP 670	Law and Legal Principles	3 Cr.
IT 535	Networking	3 Cr.
IT 540	Web Programming	3 Cr.
IT 560	Mobile Computing	3 Cr.
IT 630	User Interface	3 Cr.
IT 632	Instructional Design in Information Technology	3 Cr.
IT 640	System Integration and Administration	3 Cr.
IT 642	Information Assurance and Security	3 Cr.
IT 654	Internet and Web Technologies	3 Cr.
LS 608	Professional Writing and Research	3 Cr.
Additional graduate courses may be approved by the student's advisor from IT, Cybersecurity, or Computer Science.		

IT Capstone Experience		4 Cr.
GRD 683	Career and Professional Development	1 Cr.
One of the following options:		
IT 670	Professional Development	3 Cr.
IT 686	Internship	1-3 Cr.
IT 792	Research Project	1-3 Cr.
IT 798	Thesis Proposal and Preparation	3 Cr.
AND		
IT 799	Thesis	3 Cr.

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

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.

Admission

To be admitted, applicants must meet all graduate admission requirements (page 94). Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum

Students take the required classes in their track, elective classes, and the capstone experience.

Sequencing of Coursework

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

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.

Certificate in Information Assurance (15 Cr.)

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.

Required Courses		12 Cr.
IT 510	Introduction to Information Technology	3 Cr.
IT 642	Information Assurance and Security	3 Cr.
IT 644	Technology, Law, and Policy	3 Cr.
IT 648	Risk Management	3 Cr.

Electives		3 Cr.
One course from the following options:		
IT 600	Ethics in Information Technology	3 Cr.
CVA 572	Intellectual Property and Communication Law	3 Cr.

Certificate in Information Security (14 Cr.)

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.

Required Courses		8 Cr.
IT 535	Networking	3 Cr.
IT 642	Information Assurance and Security	3 Cr.
IT 646	Hacking Techniques and Countermeasures	3 Cr.

Electives		6 Cr.
One course from the following options:		
IT 644	Technology, Law, and Policy	3 Cr.
IT 648	Risk Management	3 Cr.
One course from the following options:		
CYB 530	Securing Windows	3 Cr.
CYB 532	Securing Linux	3 Cr.

Certificate in Information Technology Fundamentals (15 Cr.)

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.

Required Courses		9 Cr.
IT 502	Introduction to Programming	3 Cr.
IT 510	Introduction to Information Technology	3 Cr.
IT 603	Information Management	3 Cr.

Electives		6 Cr.
Two courses from the following options:		
IT 533	Data Mining and Applications	3 Cr.
IT 535	Networking	3 Cr.
IT 540	Web Programming	3 Cr.
IT 560	Mobile Computing	3 Cr.
IT 630	User Interface	3 Cr.
IT 632	Instructional Design in Information Tech	3 Cr.

International Commerce and Policy

Master of Science; MS Program

Master of Science in International Commerce and Policy

The International Commerce and Policy program (ICP) provides training in the political, legal, cultural, and social aspects of global commerce, business, policy, and economics. This 36-credit program, distinct from the MBA degree, is designed especially for international and U.S. students keen to develop proficiency and understanding in areas related to international relations, politics, business, law, and policy. The program, usually completed in 18 months if the student begins coursework in the fall, consists of a core of 24 credits. From there students may pursue one of several electives. Students who are non-native English speakers may add English for Business classes to their core requirements. Up to 3 elective credits may be taken from language courses in the student's non-native tongue.

Admission

Applicants must meet all the graduate admission requirements (page 94) as well as demonstrate adequate preparation for successful study in the program. Previous college-level coursework in macroeconomics, microeconomics, or their equivalent is recommended. Students are strongly encouraged to begin the program in the fall semester. Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Core Requirement		24 Cr.
ECON 501	Theory and Applications in Microeconomics	3 Cr.
ECON 502	Theory and Applications in Macroeconomics	3 Cr.
ECON 623	International Economics	3 Cr.
GRD 683	Professional and Career Development	0 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
ICP 661	International Political Economy	3 Cr.
ICP 662	International Competitiveness, Politics, and Policies	3 Cr.
ICP 670	Law and Legal Principles	3 Cr.
POLS 513	Research Methods and Basic Statistics	3 Cr.

ICP Electives		12 Cr.
ECON 537	Public Economics	3 Cr.
ECON 621	Managerial Economics	3 Cr.
ECON 627	International Monetary Economics	3 Cr.
ICP 540	International Finance	3 Cr.
ICP 613	Future of Business in a Global Economy	3 Cr.
ICP 614	International Marketing	3 Cr.
ICP 615	New Venture Creation	3 Cr.
ICP 616	Import and Export: Planning and Procedure	3 Cr.
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
ICP 622	Developing Nations and Sustainability	3 Cr.
ICP 650	World Bank Global Issues	3 Cr.
ICP 663	Comparative Public Policy	3 Cr.
ICP 671	International Business Transactions	3 Cr.
ICP 677	Public International Law and WTO	3 Cr.
ICP 678	International Commerce and Trade Law	3 Cr.
ICP 686	Internship in International Commerce and Policy	1-3 Cr.
ICP 690	Advanced Topics in International Commerce and Policy	0-3 Cr.
ICP 692	Research in International Commerce and Policy	3 Cr.
ICP 695	Independent Study in International Commerce and Policy	3 Cr.
IT 604	Project Management	3 Cr.
LS 604	Intensive English Language	3 Cr.
LS 605	English for Business	4 Cr.
LS 608	Professional Writing and Research	3 Cr.

Notes: ICP 662 and ICP 670 are required for ICP students only, and are not required for IEF students.

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

ICP Thesis Option

The International Commerce and Policy program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take 3 credits beyond the regular ICP degree (39 credits total). Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the ICP thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty, one from the student's area of concentration, who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 1100 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed ICP 692 with a grade of A or A-.

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

Thesis Implementation

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

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

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

International Economics and Finance

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

Master of Science in International Economics and Finance

The Master of Science in International Economics and Finance (IEF) provides students with theoretical and analytical training in the economic, financial, cultural, and managerial aspects of global business and commerce. This 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 well-positioned to work in the profit, non-profit, and government sectors.

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

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

Admission

Applicants must meet all the graduate admission requirements (page 94) 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 college-level 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 college-level mathematics course. Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Core Theory		**18 Cr.**
ECON 501	Theory and Applications in Microeconomics	3 Cr.
ECON 502	Theory and Applications in Macroeconomics	3 Cr.
ECON 538	Economics of Financial Markets	3 Cr.
ECON 623	International Economics	3 Cr.
FIN 620	Financial Analysis	3 Cr.
One course from the following options:		
ECON 536	Economics of Developing Nations	3 Cr.
POLS 554	International Political Economy	3 Cr.

Statistical Analysis		**6 Cr.**
ECON 525	Applied Econometrics	3 Cr.
One course from the following options:		
ECON 573	Applied Data Science	3 Cr.
STAT 543	Time Series Analysis	3 Cr.

Professional and Leadership Skills		
GRD 683	Professional and Career Development	0 Cr.

Electives		12 Cr.
12 credits from the following options:		
AMOD 610	Business Analytics	3 Cr.
ECON 537	Public Economics	3 Cr.
ECON 539	Money and Banking	3 Cr.
ECON 567	Sports Economics	3 Cr.
ECON 627	International Monetary Economics	3 Cr.
ECON 686	Internship	1-3 Cr.
ECON 695	Independent Study	1-3 Cr.
IT 533	Data Mining and Applications	3 Cr.
LS 621	Global Leadership and Team Development	3 Cr.
MATH 522	Optimization	3 Cr.
MATH 523	Game Theory	3 Cr.
POLS 530	Politics of Industrialized States	3 Cr.
POLS 532	Politics of China and East Asia	3 Cr.
POLS 533	Politics of Africa	3 Cr.
POLS 534	Politics of the Middle East	3 Cr.
POLS 536	Politics of Latin America	3 Cr.
POLS 538	Gender and Public Policy in Global Perspective	3 Cr.
SOC 519	Research Methods I: Quantitative Survey Analysis	3 Cr.
STAT 541	Probability	4 Cr.
STAT 542	Mathematical Statistics	3 Cr.
STAT 544	Stochastic Processes	3 Cr.
STAT 561	Introduction to R	1 Cr.
STAT 563	Introduction to SAS	3 Cr.
Any 700-level FIN course		

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

Certificate in Applied Econometrics and Data Science Foundations Using SAS

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

Admission

Applicants must meet all the graduate admission requirements (page 94). 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.

Required Courses		6 Cr.
ECON 525	Applied Econometrics	3 Cr.
ECON 573	Applied Data Science	3 Cr.

Elective Courses		6 Cr.
ECON 695	Independent Study	1-3 Cr.
IT 533	Data Mining and Applications	3 Cr.
STAT 543	Time Series Analysis	3 Cr.
STAT 563	Introduction to SAS	3 Cr.
Any other course approved by certificate advisor		3 Cr.

Certificate in Applied Economics

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 (page 94). 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.

Required Courses		**12 Cr.**
ECON 501	Theory and Applications in Microeconomics	3 Cr.
ECON 502	Theory and Applications in Macroeconomics	3 Cr.
ECON 538	Economics of Financial Markets	3 Cr.
ECON 623	International Economics	3 Cr.

Elective Courses	**6 Cr.**
Two courses approved by certificate advisor	

Certificate in Business Economics

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 (page 94). 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.

Required Courses		**6 Cr.**
ECON 501	Theory and Applications in Microeconomics	3 Cr.
ECON 502	Theory and Applications in Macroeconomics	3 Cr.

Elective Courses		**6 Cr.**
ECON 538	Economics of Financial Markets	3 Cr.
ECON 539	Money and Banking	3 Cr.
ECON 623	International Economics	3 Cr.
Any other course approved by certificate advisor		3 Cr.

Liberal Studies

Master of Arts in Liberal Studies (MALS) Programs; Post-MALS Certificates

Master of Arts in Liberal Studies Programs

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

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

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

Courses used to complete the concentration are typically drawn from the corresponding department and from approved Liberal Studies (LS) courses. Courses used to complete the Gerontology and the Human Behavior and Society concentrations include Seminars in the Social Sciences (LS 620), Liberal Studies topics courses (LS 690) and designated offerings in Nursing and social science departments (e.g., Psychology, Sociology, Geography, and Political Science). Students who elect the concentration in Human Behavior and Society are encouraged to explore the range of human behavior and should not expect to take all of their courses in a single discipline.

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

Up to three credits of Liberal Studies (LS) 685, 690, 692, 693, and 695 may, with approval, be applied to a particular concentration. Students may be eligible for admission to this program as an Early Entry student. See page 95 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.

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

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

Concentration Requirement (15 credits)

For English, History, and Theology concentrations, the 15 credits should be drawn from the respective departments, although substitutions may be made with the approval of the academic advisor and dean 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.

Electives (6 credits)

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

Students are encouraged to complete an independent study or research project, or if they qualify, a thesis (page 57) to bring their program into a culminating focus. Students who undertake independent studies or choose to complete research projects are responsible for formulating their plans in consultation with their advisor and for finding a supervising faculty member. Students should allow sufficient time to complete their final project and are therefore required to arrange for their final project at least one semester before their final semester. Often students and faculty find it optimal to schedule research projects during the summer session. Such projects, however, are typically begun prior to the academic semester during which they are scheduled, or may extend into the following academic semester.

Concentration in Ethics and Values

Sensitivity to and understanding of ethical issues permeates all levels of study at Valparaiso University. This tradition dates as far back as the 1940s when O.P. Kretzmann, an early leader within the newly-acquired Lutheran University, identified social ethics as a topic worthy of exploration within the University and church circles and subsequently sponsored workshops and seminars on the issue. This early vision established an ongoing tradition of inquiry and discussion of ethics within the University community, a discussion whose relevance and timeliness has only expanded with the increasing pace of technological and social change. The need for greater understanding of ethical dilemmas and challenges, not just among those whose primary concern is moral and ethical behavior (e.g., persons in the ministry) but also among individuals serving within a variety of professional fields (e.g., law, health, business, human services), serves as a core rationale for the concentration.

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

Admission

Applicants are required to meet the standard graduate admission criteria (page 94). 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	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
Nine credits from the following options (cannot repeat):		
LS 610	Seminar in the Humanities	3 Cr.
LS 620	Seminar in the Social Sciences	3 Cr.
LS 630	Seminar in the Natural Sciences	3 Cr.
LS 640	Seminar in the Fine Arts	3 Cr.

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

Electives (6 credits)

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

Concentration in Gerontology

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

Core Requirements		15 Cr.
LS 608	Professional Writing and Research	3 Cr.
LS 621	Global Leadership and Team Development	3 Cr.
LS 650	Seminar in Religion, Culture, and Value (Topic: Issues at the End of Life)	3 Cr.
Six credits from the following options (cannot repeat):		
LS 610	Seminar in the Humanities	3 Cr.
LS 630	Seminar in the Natural Sciences	3 Cr.
LS 640	Seminar in the Fine Arts	3 Cr.

Gerontology Concentration		18 Cr.
LS 690	Topics in Liberal Studies (Topics: Elder Law and Policy)	0-3 Cr.
Graduate Research Methods course from Psychology, Nursing, or Education		3 Cr.
One course from the following options:		
LS 685	Practicum	3 Cr.
LS 692	Research Project in Liberal Studies	3 Cr.
Three courses from the following options:		
COUN 532	Adulthood and Aging	3 Cr.
COUN 691	Advanced Topics in Counseling (Topic: Psychosocial Interventions for the Aging)	1-3 Cr.
LS 690	Topics in Liberal Studies (Approved Topics in Aging)	0-3 Cr.

Elective	3 Cr.
Any approved courses from the following programs: Business, Counseling, Liberal Studies, or Nursing	3 Cr.

Concentration in Theology and Ministry (includes diaconal track)

The concentration in Theology and Ministry is a special option within the MALS program designed for those seeking to enlarge their theoretical understanding of theology as well as develop skills in ministry. Persons benefiting from this program include professional church workers and lay volunteers. A special track of this program with more specific requirements in theology has been developed for those who wish to become consecrated as deaconesses at the end of their study. Students seeking both the MALS degree and deaconess consecration must be admitted both to the graduate 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	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
Six credits from the following options (cannot repeat):		
LS 610	Seminar in the Humanities	3 Cr.
LS 620	Seminar in the Social Sciences	3 Cr.
LS 630	Seminar in the Natural Sciences	3 Cr.

Theology Concentration		**24 Cr.**
Bible and Christian History		
THEO 511-519/610-619		3 Cr.
THEO 520-529/620		3 Cr.
Ministry		
THEO 551	Theology of Diaconal Ministry	3 Cr.
THEO 530-549/630-649		3 Cr.
THEO 680	Practicum in Theology and Ministry (for 3 credits)	1-4 Cr.
Capstone Course		
One course from the following options:		
THEO 692	Research Project	3 Cr.
THEO 695	Independent Study	1-3 Cr.
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.		

Theology and Ministry–Diaconal Track (40 Cr.)

Core Requirements		**12 Cr.**
LS 608	Professional Writing and Research	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
Six credits from the following options (cannot repeat)		
LS 610	Seminar in the Humanities	3 Cr.
LS 620	Seminar in the Social Sciences	3 Cr.
LS 630	Seminar in the Natural Sciences	3 Cr.

Theology Concentration		**19 Cr.**
THEO 511-519/610-619		6 Cr.
THEO 523	Reformation Theology	3 Cr.
THEO 551	Theology of Diaconal Ministry	3 Cr.

Choose one course from the following options:		
THEO 630	Advanced Topics in Contemporary Theology	3 Cr.
THEO 690	Advanced Topics in Theology (for 3 credits)	1-3 Cr.
THEO 680	Practicum in Theology and Ministry (for 2 credits)	1-4 Cr.
THEO 681	Basic Homily Preparation	2 Cr.
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	3 Cr.
THEO 529	Topics in Christian History	3 Cr.
THEO 567	Topics in South Asian Religions	3 Cr.
THEO 568	Topics in Abrahamic Religions	3 Cr.
THEO 590	Topics in Theology	1-3 Cr.
Up to 6 credits of graduate level courses, including independent study, may be considered in consultation with the LDA and MALS advisor.		

Individualized Program of Study

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

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

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

1. Have completed 9 credits of graduate study at Valparaiso University at the level of B (B=3.000) 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 or LS 695 Independent Study and are intended for the development of a thesis proposal. With satisfactory completion of LS 692 or 695 and approval of thesis candidacy, the student may enroll in LS 795 Master's Thesis in the following semester. LS 795 credits are applied to the 18-credit concentration.

Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the MALS thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty (one from the student's area of concentration) who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 1100 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed LS 692 or 695 with a grade of A or A-.

Thesis prospects must have completed 9 credits of LS seminar coursework and 12 credits in their concentration before enrolling in LS 795. Since enrollment in LS 692 or 695 is currently permitted after 12 credits are completed, the thesis proposal work may be included in the 21 credits of prerequisite coursework.

Thesis Implementation

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

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

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

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

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.).

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 transcripted as a post-master's certificate on the student's record.

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

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

Media and Communication

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

Master of Science in Digital Media

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

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

In accomplishing these goals, the program will:

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

Admission

Applicants must meet the graduate admission requirements (page 94). Some program coursework is available online during the late summer; otherwise, students are strongly encouraged to begin the program in the fall semester.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum

The 37-credit Master of Science in Digital Media may be completed in 15 to 18 months. International students are strongly recommended to take 24 months to complete the degree program. The program requires core competencies in Digital Media, supporting competencies, experiential and elective coursework in the Department of Communication, and other selected coursework areas. Two major projects will include multiple digital media components, and a required presentation to the faculty and students of the Department of Communication upon completion.

Core Competencies		**16 Cr.**
CVA 500	Graduate Digital Media	3 Cr.
CVA 596	Cinema Production	3 Cr.
CVA 597	Audio Production	3 Cr.
CVA 598	Visual Communication	3 Cr.
CVA 599	Web Design	3 Cr.
One or both courses from the following*:		
GRD 683	Career and Professional Development	1 Cr.
GRD 500	Graduate Academic Success	1 Cr.

Note: International students are required to take both GRD 500 for 0 credits and GRD 683 for 1 credit. All Digital Media students are required to take GRD 683 for 1 credit in preparation for securing an internship.

Supporting Competencies		3 Cr.
Social, Ethical, Legal, and Management Dimensions		
One course from the following options:		
CVA 512	Leadership Communication	3 Cr.
CVA 515	Intercultural Communication	3 Cr.
CVA 572	Intellectual Property and Communication Law	3 Cr.
CVA 601	Social Media	3 Cr.
CVA 603	Legal Environment of Digital Media	3 Cr.
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.

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

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

Certificate in Digital Media

This 15-credit certificate is open to graduate students who are interested in acquiring or expanding skills in Digital Media, a field that encompasses video and audio production, graphic design and digital publishing, and multimedia and website communication. The certificate emphasizes both skill proficiency and integration in a multimedia environment. Transfer credits may not be applied to this certificate.

The employment market for this certificate includes:

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

Benefits to students:

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

Required Courses		6 Cr.
CVA 500	Graduate Digital Media	3 Cr.
One course from the following options:		
CVA 596	Cinema Production	3 Cr.
CVA 598	Visual Communication	3 Cr.

Electives		9 Cr.
Three additional courses from the following options:		
CVA 596	Cinema Production	3 Cr.
CVA 597	Audio Production	3 Cr.
CVA 598	Visual Communication	3 Cr.
CVA 599	Web Design	3 Cr.
One course from the following options:		
CVA 687	Internship in Digital Media	1-3 Cr.
CVA 700	Graduate Project in Digital Media I	3 Cr.
Communication elective (as approved by the program director)		

Note: CVA 687 can be taken either as 1 credit in one semester and 2 credits in the following semester, or students can complete the 3 credit hour requirements in one semester. Note that 80 hours of work are required for each credit hour.

Master of Science in Sports Media

The department regularly offers sports media courses associated with video, field, and audio production, which are offered in conjunction with the University's participation in NCAA Division 1 sports competitions (on-air broadcasting and streaming through ESPN3 broadcasts, and the Sports Division of the campus radio station, WVUR). Students have access to high-definition video and audio production studios and field equipment, and post-production labs and software to develop their portfolios and complete course-related assignments.

The program's goal is to develop proficiencies to apply appropriate information technologies and methodologies to help individuals or organizations achieve their goals through the use of sports media by:

1. Anticipating the changing direction of sports media
2. Evaluating and communicating the potential utility of new technologies utilized in sports media
3. Living and working as a contributing, well-rounded member of society through ethical sports media practices

In accomplishing these goals, the program will:

1. Familiarize students with the technology and skills required to be successful in sports media
2. Provide significant hands-on internship experience in a real-world setting
3. Enable students to integrate management skills and ethical perspectives into their study
4. Prepare students for employment in sports media

Admission

Applicants must meet the graduate admission requirements (page 94). In addition, an undergraduate minor in Communication or one of its components is desirable. Some program coursework is available online during the later summer; otherwise, students are strongly encouraged to begin the program in the fall semester.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum

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

Core Competencies		18 Cr.
CVA 500	Graduate Digital Media	3 Cr.
CVA 503	Sports Media Formats	3 Cr.
CVA 505	Sports Beat Reporting	3 Cr.
CVA 507	Sports Production	3 Cr.
CVA 598	Visual Communication	3 Cr.
CVA 686	Internship in Sports Media	1-3 Cr.
Note: Students must complete at least 3 credits of CVA 686 prior to graduation. The credits can be taken either as 1 credit in one semester and 2 credits in the following semester, or students can complete the 3 credit hour requirements in one semester. Please note that 80 hours of work are required for each credit hour (240 total work hours). The internship experience may be carried out in conjunction with Valparaiso University's webcasting requirements of Division 1 sporting events, other media functions associated with league participation, and/or the Valparaiso University Sports Information Office functions, or another relevant internship site.		

Supporting Competencies (one course from each area)		9 Cr.
Social, Ethical and Legal Dimensions		
CVA 603	Legal Environment of Digital Media	3 Cr.
KIN 625	Sports Ethics	3 Cr.
Management		
ICP 620	Cross-Cultural Management	3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
IT 603	Information Management	3 Cr.
Sports Administration		
KIN 610	Psychology of Sport	3 Cr.
KIN 620	Women and Sports	3 Cr.
KIN 630	Sport and Society	3 Cr.

Electives	9-10 Cr.
These credits may be drawn from communication courses or other sports-related courses as approved by the program director.	

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

Certificate in Sports Media

This 15-credit certificate is open to graduate students seeking certification in the broad area of sports media. The employment market for this certificate includes: any sports media outlet, including Internet-based sports outlets where sports content has been growing; sports information offices in any sport: collegiate or professional levels; and sports management positions.

The department regularly offers sport media courses associated with video, field, and audio production, which are offered in conjunction with the University's participation in NCAA Division 1 sports competitions (on-air broadcasting and streaming through EPSN3 broadcasts, and the Sports Division of the campus radio station, WVUR). Students have access to high-definition video and audio production studios and field equipment, and post-production labs and software to develop their portfolios and complete course-related assignments.

The internship experience may be carried out in conjunction with Valparaiso University's webcasting requirements of Division 1 sporting events, and other media functions associated with league participation, and/or the Valparaiso University Sports Information Office functions, or other relevant internship sites in the region. Transfer credits may not be applied to this certificate.

Required Courses		6 Cr.
CVA 500	Graduate Digital Media	3 Cr.
CVA 686	Internship in Sports Media	1-3 Cr.

Note: Students must complete 3 credits of CVA 686 prior to graduation. The credits can be taken either as 1 credit in one semester and 2 credits in the following semester, or students can complete the 3 credit hour requirements in one semester. Please note that 80 hours of work are required for each credit hour (240 total work hours). The internship experience may be carried out in conjunction with

Valparaiso University's webcasting requirements of Division 1 sporting events, other media functions associated with league participation, and/or the Valparaiso University Sports Information Office functions, or another relevant internship site.

Electives		**9 Cr.**
Three courses from the following options:		
CVA 503	Sports Media Formats	3 Cr.
CVA 505	Sports Beat Reporting	3 Cr.
CVA 507	Sports Production	3 Cr.
CVA 598	Visual Communication	3 Cr.

Nursing

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

The mission of Valparaiso University College of Nursing and Health Professions at the undergraduate and graduate levels is to prepare critically inquiring, competent, professional nurses who embrace truth and learning and who respect Christian values while promoting health for persons in dynamic health care environments. Nursing practice incorporates the four metaparadigm concepts: nurse, person, health, and environment. These four components are interconnected in a dynamic, ever-changing milieu.

The master's degree program in nursing and Doctor of Nursing Practice program at Valparaiso University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC. 20001, 202.887.6791.

MSN Program with a Focus in Education

The Master of Science in Nursing degree prepares nurse educators for academic communities and/or health care organizations. At the completion of the 30-credit program, the graduate will be able to:

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

Admission

In addition to completing the graduate admission requirements (page 94), students applying to the MSN program (MSN, RN-MSN, and MSN/MHA dual degree) must submit the following materials:

1. Transcripts from an accredited baccalaureate nursing program, reflecting a 3.000 grade point average
2. Evidence of an unencumbered Registered Nurse license in the state in which clinical coursework hours will be completed
3. Evidence of having completed an undergraduate research course and statistics course
4. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (Valpo alumni need only submit two)
5. A 2-page reflective essay relating graduate study to professional goals

Policy for Readmission for All MSN Programs

MSN students who leave in good academic standing may resume enrollment in the program within three years after taking their first course by enrolling in courses required to complete the degree requirements. If an MSN student is on leave from the program from 3-5 years, the completed coursework will be reviewed and an individualized program for completion will be determined by the assistant dean of graduate nursing based on the courses taken, the current information needed for advanced nursing practice, and student experience. Student remediation may be part of this individualized program. Students who have left the MSN program in good academic standing and wish to re-enroll in the program five years or more after taking their first course in the graduate program will have their transcripts reviewed on an individual basis. Readmission to the program may require retaking courses and/or remediation.

In addition to the College of Nursing and Health Professions policy for readmission, all MSN students must follow the graduate readmission procedures. All academic policies beginning on page 100 apply to the MSN program.

Advising

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

Program Requirements

Program Requirements		
BIO 590	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
NUR 505	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.
NUR 506	Pharmacologic Principles for Nurse Educators	3 Cr.
NUR 512	Organizational and Systems Leadership for Nurse Educators	3 Cr.
NUR 570	Research and Evidence-Based Practice for Nurse Educators	3 Cr.
NUR 651	Foundations of Education in Nursing	3 Cr.
NUR 652	Evaluation in Nursing Education	3 Cr.
NUR 653	Leadership in Clinical Nursing Education	2.5+0.5, 3 Cr.
NUR 662	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
NUR 680	Direct Care Practicum	2+1, 3 Cr.
Total Degree Requirements		**30 Cr.**

Note: A Nursing Lab Fee is associated with NUR 505, NUR 653, and NUR 680.

Prior to beginning clinical courses (NUR 505, 653, and 680), 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.

Nursing Liability Insurance

In connection with the clinical practice component of the nursing program, all students in the MSN program, beginning with their first clinical course (NUR 505), must secure professional liability insurance provided by the University.

Master's Thesis Option

The College of Nursing and Health Professions provides a thesis option for qualifying MSN students, which requires an additional six credits of coursework for a total of 36 credits. Thesis work comprises six credits. Three credits of course work are first completed as NUR 692 Research Project and are intended for the development of a thesis proposal. NUR 670 is required as a pre- or co-requisite to NUR 692. With satisfactory completion of NUR 692 and approval for thesis candidacy, the student may enroll in NUR 699 Master's Thesis. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the MSN thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the approval of Valparaiso University CONHP faculty (one who agrees to serve as thesis chair), the assistant dean of graduate nursing, and the dean of the College of Nursing and Health Professions. Thesis prospects must have completed 21 credits of MSN program prior to enrolling in NUR 699.

Thesis Implementation

A thesis may involve academic or applied research, or creative work. Research projects may be primarily analytical, critical and synthetic in nature, or they may be primarily empirical (data based). Prospects should not assume that any or all faculty can or will agree to serve on their thesis committee. Rather, they will need to demonstrate through the quality of their graduate coursework as well as the alignment of their topic with faculty interest and expertise that faculty mentoring is both deserving and possible. Thesis work is generally carried out in two phases. NUR 692 is intended for the development of the thesis proposal and should result in a preliminary review of the field and a detailed proposal of study or of the project. The course work should be carried out under the supervision of the faculty thesis chair. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/exposition quality. Upon completion, the thesis is reviewed by the faculty and the CONHP dean or assistant dean of graduate nursing. Copies of the final approved thesis should be filed with the thesis chair, and the University library for archival records. The approved thesis should be deposited to ValpoScholar in accordance with Thesis Manual guidelines.

RN-MSN Program

The RN-MSN Option is for registered nurses who have an associate degree or diploma in nursing who wish to obtain both the BSN and MSN degrees. Through this program, students may realize savings in both time and tuition.

Admission Requirements

Application is made through the Office of Admissions and through Graduate Admissions as a non-degree graduate student. When students complete the courses required for the BSN, they are formally reviewed for acceptance into the MSN program, which requires the following:

1. 3.000 grade point average in previous college level work
2. Updated copies of transcripts
3. Evidence of unencumbered Registered Nurse license in the state in which clinical coursework will be completed
4. Letters of recommendation from three clinical peers/supervisors who attest to communication and clinical competence (Valpo alumni need only submit two)

All academic policies beginning on page 100 apply to the RN-MSN program.

Program Requirements

In addition to completing all courses required for the BSN at Valparaiso University, the student must complete the following Nursing Requirements:

Core Requirements		**48 Cr.**
NUR 275	Transition to Professional Nursing	4 Cr.
IPE 318	Global Health Issues	3 Cr.
NUR 460	Public Health Nursing	3+2, 5 Cr.
NUR 470	Management and Leadership Strategies for the Professional Nurse	3 Cr.
BIO 590	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
NUR 505	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.
NUR 506	Pharmacologic Principles for Nurse Educators	3 Cr.
NUR 512	Organizational and Systems Leadership for Nurse Educators	3 Cr.
NUR 570	Research and EBP for Nurse Educators	3 Cr.
NUR 651	Foundations of Nursing Education	3 Cr.
NUR 652	Evaluation in Nursing Education	3 Cr.
NUR 653	Leadership in Clinical Nursing Education	2.5+0.5, 3 Cr.
NUR 662	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
NUR 680	Direct Care Practicum	2+1, 3 Cr.
	Theology Course	3 Cr.

Note: A Nursing Lab Fee is associated with NUR 505, NUR 653, and NUR 680.

Prior to beginning clinical courses (NUR 505, 653, and 680), 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.

Progression and Graduation Requirements

In order to progress to masters level courses, a student must have both a 3.000 cumulative and nursing grade point average. All academic policies beginning on page 100 apply to the MSN program.

Nursing Liability Insurance

In connection with the clinical practice component of the nursing program, all students in the MSN Program, beginning with their first clinical course (NUR 505), must secure professional liability insurance provided by the University.

Dual MSN/MHA Degree

The College of Nursing and Health Professions and the Graduate Office offer a special dual degree program whereby students may earn the MSN degree and the Master of Health Administration (MHA) degree in approximately 18-24 months by applying a limited number of credits towards both degrees simultaneously. The curriculum is designed to prepare nurse leaders with a unique blend of interdisciplinary skills in both nursing education and health care administration. Admission to the program is selective and requires that applicants meet the standard admission criteria of the MSN program. As individual degrees, the MSN is a 30-credit program; the MHA degree is a 39-credit program. The dual degree program allows completion of both degrees with 57 credits.

Course Requirements (MSN)		
BIO 590	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
NUR 505	Advanced Health Assessment for Nurse Educators	2.5+0.5, 3 Cr.
NUR 506	Pharmacologic Principles for Nurse Educators	3 Cr.
NUR 512	Organizational and Systems Leadership for Nurse Educators	3 Cr.
NUR 651	Foundations of Nursing Education	3 Cr.
NUR 652	Evaluation in Nursing Education	3 Cr.
NUR 653	Leadership in Clinical Nursing Education	2.5+0.5, 3 Cr.
NUR 662	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
NUR 680	Direct Care Practicum	2+1, 3 Cr.
Total Degree Requirements		**27 Cr.**

Course Requirements (MHA)		**30 Cr.**
IPE 518	Global Health Issues	3 Cr.
HADM 520	Financial Management	3 Cr.
One of the following options:		
HADM 601	Research and Program Evaluation	3 Cr.
NUR 570	Research and EBP for Nurse Educators	3 Cr.
HADM 602	Managing and Analyzing Health Care Information	3 Cr.
HADM 640	Quality Health Care Management	3 Cr.
HADM 650	Managing People and Human Resources	3 Cr.
HADM 662	Health in the Community	3 Cr.
HADM 670	Legal Issues in Health Care	3 Cr.
HADM 675	Organizational and Government Policy in Health Care	3 Cr.
HADM 686	Internship	3 Cr.

Students having significant administrative responsibilities through their ongoing professional employment may, with the MHA advisor's approval, substitute an MHA elective for HADM 686.

Note: A Nursing Lab Fee is associated with NUR 505, NUR 653, and NUR 680.

Prior to beginning clinical courses (NUR 505, 653, and 680), 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.

Nursing Liability Insurance

In connection with the clinical practice component of the nursing program, all students in the Dual MSN/MHA Program, beginning with their first clinical course (NUR 505), must secure professional liability insurance provided by the University.

Certificate in Nursing Education

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

NUR 651	Foundations of Nursing Education	3 Cr.
NUR 652	Evaluation in Nursing Education	3 Cr.
NUR 653	Leadership in Clinical Nursing Education	2.5+0.5, 3 Cr.

Note: A Nursing Lab Fee is associated with NUR 653.

Prior to beginning NUR 653 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.

Nursing Liability Insurance

In connection with the clinical practice component of the nursing program, all students in the Nursing Education Certificate Program, beginning with their first clinical course (NUR 653), must secure professional liability insurance provided by the University.

Doctor of Nursing Practice Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing practice. The DNP curriculum builds on the baccalaureate program by providing clinical preparation as an advance practice nurse, education in evidence-based practice, quality improvement, and systems thinking among other key areas. DNP graduates will likely seek practice leadership roles such as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty responsible for clinical program delivery and clinical teaching.

At the completion of the 70-credit program, the graduate will be able to:

1. Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science-based theory
2. Demonstrate organizational and system leadership to improve the quality of health care for persons
3. Design, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on health outcomes
4. Engage in the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse

Admission

In addition to completing the graduate admission requirements (page 94), students applying to the DNP program must submit the following materials by the April 15th deadline:

1. A baccalaureate degree in nursing from an accredited university with a grade point average of at least 3.000
2. Unencumbered license or eligibility for RN licensure in the state in which clinical coursework hours will be completed (license will need to be obtained prior to any clinical experiences)
3. 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 770 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 BSN to DNP students, beginning with their first clinical course (NUR 605), must secure professional liability insurance provided by the University.

Course Requirements		70 Cr.
BIO 590	Special Topics in Biology (Advanced Physiology and Pathophysiology)	3 Cr.
IPE 603	Principles of Epidemiology	3 Cr.
NUR 605	Advanced Health Assessment	2.5+0.5, 3 Cr.
NUR 606	Pharmacologic Principles for Advanced Practice Nursing	3 Cr.
NUR 612	Concepts for Advanced Nursing Practice	3 Cr.
NUR 662	Theoretical Foundations for Advanced Nursing Practice	3 Cr.
NUR 670	Research Methods for Evidence-Based Practice	3 Cr.
NUR 701	Role of the Advanced Practice Nurse	3 Cr.
NUR 702	Family Theories	3 Cr.
NUR 711	Ethical Issues in Advanced Practice Nursing	3 Cr.
NUR 712	Organizational and Systems Leadership in Healthcare	3 Cr.
NUR 713	Business and Legal Aspects of Advanced Practice Nursing	3 Cr.

NUR 721	Promoting Health Across the Lifespan	3 Cr.
NUR 722	Application of Advanced Practice Nurse Role I	0+2, 2 Cr.
NUR 731	Managing Common Health Conditions	3 Cr.
NUR 732	Application of the Advanced Practice Nurse Role II	0+3, 3 Cr.
NUR 741	Managing Complex Health Conditions	3 Cr.
NUR 742	Application of the Advanced Practice Nurse Role III	0+3, 3 Cr.
NUR 752	Application of the Advanced Practice Nurse Role IV	0+2, 2 Cr.
NUR 770	Evidence-based Practice for Advanced Practice Nurses	3 Cr.
NUR 799	Doctor of Nursing Practice Project	
	Lab A Project: Development	2+2, 4 Cr.
	Lab B Project: Implementation	2+2, 4 Cr.
	Lab C Project: Evaluation.	2+2, 4 Cr.
	Lab D Project: Continuation (if needed)	(0+3, 3 Cr.)

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

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 four immersion/intensive experiences: 1. to attend new student orientation at the beginning of their program; 2. to attend DNP Project presentations and participate in a simulated patient experience while enrolled in NUR 605; 3. to attend DNP Project presentations and DNP Project orientation activities while enrolled in NUR 770; and 4. to deliver their poster and oral presentation at the completion of their studies.

Prior to beginning clinical courses (NUR 605, 722. 732, 742, 752, and 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.

Post-Master's Doctor of Nursing Practice Program

The practice doctorate is designed for nurses seeking a terminal degree in nursing practice. The Post-Master's DNP curriculum builds on the master's program by providing education in evidence-based practice, quality improvement, and systems thinking among other key areas. DNP graduates will likely seek practice leadership roles such as advanced practice nurses, managers of quality initiatives, executives in healthcare organizations, directors of clinical programs, and faculty responsible for clinical program delivery and clinical teaching.

At the completion of the 27-credit program, the graduate will be able to:

1. Assume the role of the advanced practice nurse to provide independent and collaborative health care based on evidence, scientific knowledge, and science-based theory
2. Demonstrate organizational and system leadership to improve the quality of health care for persons
3. Design, implement, and evaluate strategies to address the environmental influences of culture, economics, ethics, law, policy, politics, society, and technology on health outcomes
4. Engage in the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse

Admission

In addition to completing the graduate admission requirements (page 94), students applying to the DNP program must submit the following materials by the April 15th deadline:

1. A completed Post-MSN DNP application form
2. Official transcripts from an accredited Master of Science in Nursing program indicating a 3.25 grade point average or above
3. Evidence of an unencumbered Registered Nurse license in the state in which clinical coursework will be completed
4. Copy of all registered nurse licenses
5. Copy of current APN certification for advanced practice nursing specialty
6. A 2-page essay relating doctoral study to professional goals
7. Portfolio to include curriculum vita/résumé that includes a description of current and past clinical practice as well as any presentations and/or publications
8. 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 580 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 770 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.

Course Requirements		**27 Cr.**
IPE 603	Principles of Epidemiology	3 Cr.
NUR 711	Ethical Issues in Advanced Practice Nursing	3 Cr.
NUR 712	Organizational and Systems Leadership in Healthcare	3 Cr.
NUR 713	Business and Legal Aspects of Advanced Practice Nursing	3 Cr.
NUR 770	Evidence-based Practice for Advanced Practice Nurses	3 Cr.
NUR 799	Doctor of Nursing Practice Project	
	Lab A Project: Development	2+2, 4 Cr.
	Lab B Project: Implementation	2+2, 4 Cr.
	Lab C Project: Evaluation	2+2, 4 Cr.
	Lab D Project: Continuation (if needed)	0+3, 3 Cr.

Note: A Nursing Lab Fee is associated with NUR 799.

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 three immersion/intensive experiences: 1. to attend new student orientation at the beginning of their program; 2. to attend DNP Project presentations and DNP Project orientation activities while enrolled in NUR 770; and 3. 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 beginning on page 100 apply to the DNP program.

Occupational Therapy

Post-Professional Doctor of Occupational Therapy

The Post-Professional Doctor of Occupational Therapy (DROT) Program prepares occupational therapists for mentorship and scholarship in academic communities and/or health care organizations. The program has two tracks. The first track is for occupational therapists that have already completed a master's program in any field of study. For these students the Post-Professional Doctor of Occupational Therapy consists of 32 credit hours. For students with a Bachelor's in Occupational Therapy who do not possess a master's degree, they will be enrolled in the second track which includes completing the regular Masters in Public Health (MPH) certificate simultaneously, as they complete the Post-Professional Doctor of Occupational Therapy Program. The regular MPH certificate would include taking: IPE 603, PHS 513, PHS 521, and substitute OCTH 755 in place of PHS 660. These students must apply and be admitted into the MPH certificate program at the same time they are working on their Post-Bachelor's OT program. They will have a separate degree audit for the MPH and a separate one for the Post-Bachelor's OT program. Each student will be responsible for submitting a substitution form for the OCTH 755 to replace PHS 660. And they also must submit a graduation application for the MPH certificate, and one for the Post-Bachelor's DROT degree, using the normal process.

This program is offered in an online format that also includes two intensive on-site weekends.

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 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 health care 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. The Graduate Office will provide comprehensive application packets, including a complete list of the admission requirements for both the Graduate Office and the specific graduate program in response to an application request. Online applications may be submitted through the Graduate Office web site. 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
5. Two letters of recommendation. Recommendation forms for each degree are available either online or from the Graduate Office. Persons writing the recommendations should not be related to the applicant.
6. A GRE is not required

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. Have a current state licensure as an Occupational Therapist in good standing
3. Worked at least one year as an occupational therapist

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.

Post-Master's Doctor of Occupational Therapy (DROT)

OCTH 751	Professional Advancement in OT	3 Cr.
OCTH 753	Clinical Inquiry for Occupational Therapy EBP	3 Cr.
OCTH 755	Advocating for the OT Profession	3 Cr.
OCTH 757	Current Trends in Advancing Emerging Practice Areas	3 Cr.
OCTH 761	Ethics in Practice and Research	3 Cr.
OCTH 763	Evidence Methodology – Quantitative Methods	3 Cr.
OCTH 765	Evidence Methodology – Qualitative Methods	3 Cr.
OCTH 771	Educational Principles in OT	3 Cr.
OCTH 773	Leading the Profession Through Effective Management	3 Cr.
OCTH 783A	Scholarly Project: Discovery and Design	3 Cr.
OCTH 783B	Scholarly Project: Implementation and Outcomes	2 Cr.
	Total	**32 Cr.**

Post-Bachelor's Doctor of Occupational Therapy (DROT)

Post-Bachelor's MPH Certificate		**12 Cr.**
IPE 603	Principles of Epidemiology	3 Cr.
PHS 513	Social, Behavioral, and Cultural Factors in Health	3 Cr.
PHS 521	Environmental Health for a Sustainable Future	3 Cr.
OCTH 755*	Advocating for the OT Profession	3 Cr.
DROT Classes (with OCTH 755 Substitution)		**29 Cr.**
OCTH 751	Professional Advancement in OT	3 Cr.
OCTH 753	Clinical Inquiry for Occupational Therapy EBP	3 Cr.
OCTH 757	Current Trends in Advancing Emerging Practice Areas	3 Cr.
OCTH 761	Ethics in Practice and Research	3 Cr.
OCTH 763	Evidence Methodology – Quantitative Methods	3 Cr.
OCTH 765	Evidence Methodology – Qualitative Methods	3 Cr.
OCTH 771	Educational Principles in OT	3 Cr.
OCTH 773	Leading the Profession Through Effective Management	3 Cr.
OCTH 783A	Scholarly Project: Discovery and Design	3 Cr.
OCTH 783B	Scholarly Project: Implementation and Outcomes	2 Cr.
	Total	**41 Cr.**

* Substitute OCTH 755 for PHS 660

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.

Entry-Level Occupational Therapy Doctorate

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 2018 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 health care 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 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 acoteonline.org. The program must have a pre-accreditation 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.

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

In addition to fulfilling the graduate admission requirements, invited applicants will be required to complete an on-site interview process and complete an on-site essay. All applications will be received using OTCAS at otcas.liaisoncas.com, or through 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 Bachelors of Science 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. Applicants will be notified of their admission status upon receipt of all required forms and information
4. OTD program applications must complete the program application process which includes an invitation only writing sample and on-site interview
5. Undergraduate GPA of 3.3 or higher
6. GRE, LSAT, or MCAT scores no older than 2 years as of date of application
7. Letter of intent explaining why the candidate is seeking this degree and goals for using this degree (2-page maximum)
8. Two letters of recommendation
9. 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.

Prerequisite Courses	
BIO 151	Human Anatomy and Physiology I
BIO 152	Human Anatomy and Physiology II
CHEM 121	General Chemistry I
ENGL 205	Writing for Health Sciences
KIN 250	Medical Terminology
PSY 110	General Psychology
PSY 215	Life Span Development
PSY 235	Abnormal Psychology
STAT 140	General Statistics

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.

Degree Completion Requirements

1. Complete all requirements for didactic, fieldwork, and baccalaureate project per the occupational therapy handbook and ACOTE educational standards
2. Maintain a minimum GPA of 3.2
3. Receive no more than two grades below a "B-"
4. Demonstrate professionalism during interactions with faculty, supervisors, and peers in accordance with Valparaiso University policy

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

Entry-Level Occupational Therapy Doctorate (OTD) Program

YEAR 1		**42 Cr.**
Spring		**15 Cr.**
OCTH 701	Occupational Therapy Theory and Framework	3 Cr.
OCTH 703	Occupational Engagement for the Occupational Therapist	3 Cr.
OCTH 705	OT Evaluation and Assessment	3 Cr.
OCTH 709	OT Research Clinical Inquiry for Occupational Therapy Evidence Based Practice	3 Cr.
IPE 518	Global Health Issues	3 Cr.
Summer		**9 Cr.**
OCTH 707	Cognitive Perceptual Assessment and Intervention	3 Cr.
OCTH 715	Occupational Therapy Ethics and Advocacy	3 Cr.
OCTH 741	Fieldwork Level 1a	3 Cr.
Fall		**18 Cr.**
OCTH 711	Mental Health and Cognition for the Occupational Therapist	5 Cr.
OCTH 719	Pediatrics for the Occupational Therapist	5 Cr.
OCTH 723	Professional Leadership/Management in OT	3 Cr.
OCTH 725	Occupational Performance for the Occupational Therapist-Orthopedics	5 Cr.

YEAR 2		**43 Cr.**
Spring		**17 Cr.**
OCTH 713	Occupational Performance for the Occupational Therapist-Cardiopulmonary	5 Cr.
OCTH 717	OT Research Methodology	4 Cr.
OCTH 727	Occupational Performance for the Occupational Therapist-Neurology	5 Cr.
OCTH 733	OT in Education	3 Cr.
Summer		**8 Cr.**
OCTH 729	Capstone Discovery	2 Cr.
OCTH 740	OT Research Implementation	3 Cr.
OCTH 743	Fieldwork Level 1b	3 Cr.
Fall		**18 Cr.**
OCTH 730	Clinical Reasoning for the Occupational Therapist	3 Cr.
OCTH 735	Productive Aging for the Occupational Therapist	5 Cr.
OCTH 737	Assistive Technology for the Occupational Therapist	5 Cr.
OCTH 739	Capstone Design	2 Cr.
OCTH 742	Clinical Competency for the Occupational Therapist	3 Cr.

YEAR 3		**24 Cr.**
Spring		**14 Cr.**
OCTH 745	Fieldwork Level 2a	7 Cr.
OCTH 747	Fieldwork Level 2b	7 Cr.
Summer		**10 Cr.**
OCTH 748	Preparation for Licensure of Occupational Therapy	2 Cr.
OCTH 749	Capstone Implementation and Outcomes	8 Cr.
	OTD Total Credits	**109 Cr.**
Independent Study Courses (offered every semester)		
OCTH 798	Topics in Occupational Therapy	1-6 Cr.
OCTH 799	Independent Study in Occupational Therapy	1-6 Cr.

Physician Assistant Studies

Master of Science in Physician Assistant Studies

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 is an extension of the 3-year Valparaiso University undergraduate Bachelor of Science in Health Science (BSHS) program and will serve as 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 health care. Students admitted to the MSPA degree program have met or exceed the progression and retention criteria for the BSHS degree and 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 health care 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 health care 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 health care 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 health care 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 health care 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 if they have met the BSHS degree program progression criteria and have successfully completed the BSHS degree- pending available seats.

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	3 Cr.
PA 505	Physical Diagnosis and Documentation	3 Cr.
PA 510	Fundamentals of Clinical Medicine	2 Cr.
PA 520	Immunology and Infectious Diseases	2 Cr.
PA 521	Dermatology	2 Cr.
PA 522	Ophthalmology and Otorhinolaryngology	2 Cr.
PA 523	Hematology and Oncology	2 Cr.
PA 524	Pulmonology	2 Cr.
PA 540	Principles of Geriatric Medicine	1 Cr.
Spring		**18 Cr.**
PA 501	Principles of PA Practice II	3 Cr.
PA 525	Nutrition and Gastroenterology	2 Cr.
PA 526	Endocrinology	2 Cr.
PA 527	Nephrology	2 Cr.
PA 528	Cardiology	3 Cr.
PA 529	Orthopedics and Rheumatology	2 Cr.
PA 541	Reproduction	2 Cr.
PA 542	Urology, Genitourinary, & Urogynecology	2 Cr.
Summer		**15 Cr.**
PA 502	Principles of PA Practice III	3 Cr.
PA 530	Neurology	2 Cr.
PA 531	Psychiatry and Behavioral Health	2 Cr.
PA 532	Emergency Medicine and Surgery	2 Cr.
PA 543	Principles of Pediatric and Adolescent Medicine	2 Cr.
PA 560	Foundations of the Health Care System	3 Cr.
PA 570	Transition to Clinical Year	1 Cr.

Clinical Phase		**49 Cr.**
Fall		**21 Cr.**
PA 695A	Graduate Project I	1 Cr.
Take four of the following:		
PA 601	Family Medicine Rotation	5 Cr.
PA 602	Pediatric Medicine Rotation	5 Cr.
PA 603	Women's Health Rotation	5 Cr.
PA 604	Behavioral Health Rotation	5 Cr.
PA 605	Emergency Medicine Rotation	5 Cr.
PA 606	Surgery Rotation	5 Cr.
PA 607	Internal Medicine Rotation	5 Cr.
PA 608	Elective I Rotation	5 Cr.
PA 609	Elective II Rotation	5 Cr.
Spring		**21 Cr.**
PA 695B	Graduate Project II	1 Cr.
Take four of the following (that have not already been taken):		
PA 601	Family Medicine Rotation	5 Cr.
PA 602	Pediatric Medicine Rotation	5 Cr.
PA 603	Women's Health Rotation	5 Cr.
PA 604	Behavioral Health Rotation	5 Cr.
PA 605	Emergency Medicine Rotation	5 Cr.
PA 606	Surgery Rotation	5 Cr.
PA 607	Internal Medicine Rotation	5 Cr.
PA 608	Elective I Rotation	5 Cr.
PA 609	Elective II Rotation	5 Cr.
Summer		**7 Cr.**
PA 670	Transition to Clinical Practice	1 Cr.
PA 695C	Graduate Project III	1 Cr.
Take one of the following (that have not already been taken):		
PA 601	Family Medicine Rotation	5 Cr.
PA 602	Pediatric Medicine Rotation	5 Cr.
PA 603	Women's Health Rotation	5 Cr.
PA 604	Behavioral Health Rotation	5 Cr.
PA 605	Emergency Medicine Rotation	5 Cr.
PA 606	Surgery Rotation	5 Cr.
PA 607	Internal Medicine Rotation	5 Cr.
PA 608	Elective I Rotation	5 Cr.
PA 609	Elective II Rotation	5 Cr.

Public Health

Master of Public Health

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, online 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 in the fields of either global health or epidemiology. 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 innovative, online synchronous and asynchronous coursework 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.

Curriculum

MPH Core Requirements		**21 Cr.**
IPE 603	Principles of Epidemiology	3 Cr.
PHS 503	Biostatistics	3 Cr.
PHS 513	Social, Behavioral, and Cultural Factors in Health	3 Cr.
PHS 520	Biological Basis of Disease	3 Cr.
PHS 521	Environmental Health for a Sustainable Future	3 Cr.
PHS 560	Public Health Policy, Leadership, and Administration	3 Cr.
PHS 662	Public Health Program Planning, Management, and Evaluation	3 Cr.
MPH Concentration (select one concentration)		**12 Cr.**
Epidemiology Concentration		
PHS 613	Applied Epidemiology	3 Cr.
PHS 618	Global Health Epidemiology	3 Cr.
PHS 619	Applied Health Data Analysis	3 Cr.
PHS 673	Epidemiologic Research Methods	3 Cr.
Global Health Concentration		
PHS 612	Global Health Systems	3 Cr.
PHS 618	Global Health Epidemiology	3 Cr.
PHS 624	Reducing Global Health Disparities	3 Cr.
PHS 670	Community-Based Participatory Research	3 Cr.
Internship/Culminating Experience		**6 Cr.**
PHS 680	Public Health Internship	3 Cr.
PHS 681	Public Health Culminating Experience	3 Cr.
Electives		**3 Cr.**
	Total	**42 Cr.**

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

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.

Certificates in Public Health (12-18 Cr.)

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	3 Cr.
PHS 513	Social, Behavioral, and Cultural Factors in Health	3 Cr.
Two to four courses from the following options:		
PHS 503	Biostatistics	3 Cr.
PHS 520	Biological Basis of Disease	3 Cr.
PHS 521	Environmental Health for a Sustainable Future	3 Cr.
PHS 660	Public Health Policy, Leadership, and Administration	3 Cr.

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	3 Cr.
PHS 618	Global Health Epidemiology	3 Cr.
PHS 619	Applied Health Data Analysis	3 Cr.
PHS 673	Epidemiologic Research Methods	3 Cr.

Global Health Certificate		**12 Cr.**
PHS 612	Global Health Systems	3 Cr.
PHS 618	Global Health Epidemiology	3 Cr.
PHS 624	Reducing Global Health Disparities	3 Cr.
PHS 670	Community-Based Participatory Research	3 Cr.

The Applied Public Health Certificate may be taken by students who have successfully completed the Public Health Certificate (18 Cr.) and either the Epidemiology and/or the Global Health Certificate.

Applied Public Health Certificate		**12 Cr.**
PHS 662	Public Health Program Planning, Management, and Evaluation	3 Cr.
PHS 680	Public Health Internship	3 Cr.
PHS 681	Public Health Culminating Experience	3 Cr.
	Elective	3 Cr.

Sports Administration

Master of Science; MS Program

Master of Science in Sports Administration

The Master of Science with a concentration in Sports Administration (MSSA) is a 39-credit program for individuals interested in developing competence and pursuing careers in the management of sports personnel and facilities. Graduates of this program may assume supervisory and administrative positions in a variety of settings, including public recreation systems, voluntary agencies, facility and event management, community based athletic programs, college athletic administration, and professional sports organizations. The program is administered through the Department of Kinesiology.

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 Department of Kinesiology and other graduate programs, including Education, Psychology, Communication, and Liberal Studies.

Admission Requirements

All applicants must meet the graduate admission criteria (page 94). In addition, students must have an undergraduate degree, preferably with the equivalent of 12 credits in KIN, a KIN related area (e.g., Recreation and Leisure), or Business.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Curriculum

Students in the program complete 6 credits of University requirements intended to distinguish the degree as uniquely Valpo. In addition, students fulfill a number of distribution requirements and complete 3 credits of electives.

General Requirements		**6 Cr.**
One course from the following options:		
LS 620	Seminar in the Social Sciences	3 Cr.
LS 650	Seminar in Religion, Culture, and Value	3 Cr.
One course from the following options:		
LS 555	Ethics in Business	2-3 Cr.
LS 655	Ethics and Professional Responsibility I	3 Cr.
LS 656	Ethics and Professional Responsibility II	3 Cr.
KIN 625	Sports Ethics	3 Cr.

Concentration		**30 Cr.**
KIN 615	Research Methods in Sport and Physical Education	3 Cr.
KIN 621	Global Leadership and Team Development	3 Cr.
KIN 633	Management and Development of Facilities	3 Cr.
KIN 643	Sports Marketing, Promotions, and Fund-Raising	3 Cr.
KIN 653	Financial Aspects of Sport	3 Cr.
KIN 670	Sport and the Law	3 Cr.

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

Completion of a thesis requires an additional three credits of coursework, for a total of 43 credits. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

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

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

Substitutions require the approval of the dean of the College of Arts and Sciences.

Note: Completion of a thesis requires an additional three credits of coursework, for a total of 43 credits. Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

Teaching of English to Speakers of Other Languages

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

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

The 36 or 37-credit MA in TESOL prepares individuals from a variety of backgrounds for teaching English to non-native speakers. The program emphasizes competency in the theory and teaching practices involved in second language acquisition and provides supporting coursework in linguistics, methodology, grammar, culture, curriculum, and assessment. All students are expected to acquire hands-on experience during the course of the program through a practicum. 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 (Teaching of English to Speakers of Other Languages: 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.

The student may select up to 12 credits of elective coursework based on individual need and interest. Students may include one elective related to the world region of their interest or anticipated employment.

The program has been approved by the Indiana Department of Education for approval for professional EL (English Learners) certification. To receive an Indiana P-12 TESOL license, prospective students must first either have or obtain a primary license in another licensable area.

Students seeking Indiana state English Learner (EL) licensure must complete designated versions of TESOL courses for P-12 educators in each of the categories listed below. Enrollment in the P-12 focused versions of the TESOL courses is restricted to Education students and students with a P-12 teaching license.

Admission

International applicants who are non-native English speakers must have an undergraduate English major or its equivalent, or a TOEFL score of at least 83, an IELTS of 6.5, with no individual score below 6.0, a Duolingo score of 120 with a Duolingo interview and writing sample reviewed and approved by the TESOL program, or a Gateway English course with a grade of A- or higher.

Students may be eligible for admission to this program as an Early Entry student. See page 95 for more information.

Core Curriculum		24-25 Cr.
Take one of the following:		
ENGL 533	Introduction to Linguistics for P-12 Educators	3 Cr.
ENGL 543	Introduction to Linguistics	3 Cr.
Take one of the following:		
ENGL 534	Sociolinguistics: Language Across Cultures for P-12 Educators	3 Cr.
ENGL 544	Sociolinguistics: Language Across Cultures	3 Cr.
Take one of the following:		
ENGL 558	Teaching of English to Speakers of Other Languages: Theory and Methods for P-12 Educators	3 Cr.
ENGL 568	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
Take one of the following:		
ENGL 559	Teaching of English to Speakers of Other Languages: Methods and Practices for P-12 Educators	3 Cr.
ENGL 569	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.
Take one of the following:		
ED 518	Curriculum Design and Differentiation	2 Cr.
ED 567	English Language Learning Methods	3 Cr.
ENGL 612	ESL Curriculum and Assessment	3 Cr.
Take one of the following:		
ENGL 542	Grammar, Style, and Editing	3 Cr.
ENGL 613	ESL Grammar	3 Cr.

Take one of the following:		
ENGL 594	Topics in Language	3 Cr.
ENGL 602	Computer Assisted Language Learning	3 Cr.
ENGL 614	Seminar in ESL	3 Cr.
CVA 515	Intercultural Communication	3 Cr.

At least three credits from the following options:		
ENGL 674	Observation in P-12 English Learner Education (for US P-12 Ed)	1 Cr.
ENGL 675	Practicum in P-12 English Learner Education (for US P-12 Ed)	1-3 Cr.
ENGL 684	Observation in English (for adult ed)	1 Cr.
ENGL 685	Practicum in English (for adult ed and English as a foreign language)	1-3 Cr.
ENGL 686	Internship	1-3 Cr.

Note: P-12 EL licensure candidates must complete ENGL 674 and ENGL 675 for a total of four credits.

Electives		**12 Cr.**
CVA 515	Intercultural Communication	3 Cr.
ED 520	Educational Psychology	2 Cr.
ED 528	Foundations of Literacy Development	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 511	Introduction to Technical Writing	3 Cr.
ENGL 512	New Literacies, Technologies, and Cultures of Writing	3 Cr.
ENGL 525	Creative Nonfiction	3 Cr.
ENGL 531	Advanced Writing and Rhetoric	3 Cr.
ENGL 541	History of the English Language	3 Cr.
ENGL 542	Grammar, Style, and Editing	3 Cr.
ENGL 580	Topics in Writing	2-3 Cr.
ENGL 588	Internship in the Writing Center	3 Cr.
ENGL 591	Seminar in Professional Writing	3 Cr.
ENGL 594	Topics in Language	3 Cr.
ENGL 602	Computer Assisted Language Learning (CALL)	3 Cr.
ENGL 612	ESL Curriculum and Assessment	3 Cr.
ENGL 613	ESL Grammar	3 Cr.
ENGL 614	Seminar in ESL	3 Cr.
ENGL 686	Internship	1-3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
	Related courses as approved by the department or advisor	3 Cr.

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

Other credit-bearing courses or experiences related to TESOL will be offered periodically, depending on need or interest. Possible options include training in English for Special Purposes, coursework in Managing TESOL Programs, world regions courses, and internships throughout the USA and abroad.

TESOL Thesis Option

The TESOL program provides a thesis option for qualifying students, particularly those interested in pursuing doctoral level study. Specifically, students approved for this option must take three credits beyond the TESOL degree (39-40 credits total). Thesis completion requires adherence to the guidelines outlined in the Thesis Manual, available on the Graduate Office academic forms website.

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

Admission to Thesis Candidacy

Students meeting the following criteria may be accepted as candidates for the TESOL thesis option. Prospects must demonstrate that they have met the qualifications for thesis work through an application for Thesis Candidacy. This form requires the signatures of two or more Valparaiso University faculty, one from the student's area of concentration, who have agreed to serve on the thesis committee. In addition, the prospect must provide evidence of having completed the prerequisite coursework, submit GRE scores of 302 or above (quantitative plus verbal), have achieved a grade point average of 3.70 or higher in all graduate coursework at Valparaiso University, and have successfully completed ENGL 692/695 with a grade of A or A-. Under certain circumstances, if the student otherwise meets academic requirements, he or she may petition the graduate program director and department chair to have the GRE requirement waived. Such a waiver is not likely to be approved for a student who intends to apply for a doctoral program in the U.S.

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

Thesis Implementation

A thesis may involve academic or applied research. Research projects may be primarily analytical, critical, and synthetic in nature, or they may be primarily empirical (data based). To ensure an appropriate methodology, students carrying out a research project, particularly one that is empirical, may be advised to complete a course on Research Methodology in an appropriate discipline prior to undertaking thesis work. An important step in the thesis process is selection of the thesis committee. Rather, through the quality of their graduate coursework, as well as the alignment of their topic with faculty interest and expertise, they will need to demonstrate that faculty mentoring is both deserving and possible. Thesis work is generally carried out in two phases. ENGL 692/695 is intended for the development of the thesis proposal and should result in a preliminary review of the field and a detailed proposal of study or of the project (e.g., 30-40 pages plus an appropriate list of references or citations). This coursework should be carried out under the supervision of at least one of the faculty who will serve on the thesis committee. If the proposal is approved by the thesis committee, the student may enroll in ENGL 795 Master's Thesis. The thesis itself should represent a significant contribution to the field and be of publishable or exhibition/ exposition quality. Upon completion, the thesis is reviewed by the faculty of the thesis committee and defended by the student at a public forum announced by email one week in advance to the students and faculty of the program. 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.

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 (Teaching of English to Speakers of Other Languages: 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.

Program Requirements

Required Courses		15 Cr.
ENGL 543	Introduction to Linguistics	3 Cr.
ENGL 544	Sociolinguistics: Language Across Cultures	3 Cr.
ENGL 568	Teaching of English to Speakers of Other Languages: Theory and Methods	3 Cr.
ENGL 569	Teaching of English to Speakers of Other Languages: Methods and Practices	3 Cr.

At least three credits from the following options:		
ENGL 684	Observation in English (for adult ed)	1 Cr.
ENGL 685	Practicum in English (for adult ed)	1-3 Cr.
ENGL 686	Internship	1-3 Cr.
At least three credits from the following options:		
CVA 515	Intercultural Communication	3 Cr.
ED 520	Educational Psychology	2 Cr.
ED 528	Foundations of Literacy Development	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 511	Introduction to Technical Writing	3 Cr.
ENGL 512	New Literacies, Technologies, and Cultures of Writing	3 Cr.
ENGL 525	Creative Nonfiction	3 Cr.
ENGL 531	Advanced Writing and Rhetoric	3 Cr.
ENGL 541	History of the English Language	3 Cr.
ENGL 542	Grammar, Style, and Editing	3 Cr.
ENGL 580	Topics in Writing	2-3 Cr.
ENGL 588	Internship in the Writing Center	3 Cr.
ENGL 591	Seminar in Professional Writing	3 Cr.
ENGL 594	Topics in Language	3 Cr.
ENGL 602	Computer Assisted Language Learning (CALL)	3 Cr.
ENGL 612	ESL Curriculum and Assessment	3 Cr.
ENGL 613	ESL Grammar	3 Cr.
ENGL 614	Seminar in ESL	3 Cr.
ENGL 686	Internship	1-3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
	Related courses as approved by the department or advisor	

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:

ENGL 533	Introduction to Linguistics for P-12 Educators	3 Cr.
ENGL 534	Sociolinguistics: Language Across Cultures for P-12 Educators	3 Cr.
ENGL 558	Teaching of English to Speakers of Other Languages: Theory and Methods for P-12 Educators	3 Cr.
ENGL 559	Teaching of English to Speakers of Other Languages: Methods and Practices for P-12 Educators	3 Cr.
ENGL 674	Observation in P-12 English Learner Education	1 Cr.
ENGL 675	Practicum in P-12 English Learner Education	3 Cr.
One elective course from the following options (based on student needs and interests):		
CVA 515	Intercultural Communication	3 Cr.
ED 520	Educational Psychology	2 Cr.
ED 528	Foundations of Literacy Development	3 Cr.
ED 567	English Language Learning Methods	3 Cr.
ENGL 502	Introduction to Professional Writing	3 Cr.
ENGL 511	Introduction to Technical Writing	3 Cr.
ENGL 512	New Literacies, Technologies, and Cultures of Writing	3 Cr.
ENGL 525	Creative Nonfiction	3 Cr.
ENGL 531	Advanced Writing and Rhetoric	3 Cr.
ENGL 541	History of the English Language	3 Cr.
ENGL 542	Grammar, Style, and Editing	3 Cr.
ENGL 580	Topics in Writing	2-3 Cr.
ENGL 588	Internship in the Writing Center	3 Cr.
ENGL 591	Seminar in Professional Writing	3 Cr.
ENGL 594	Topics in Language	3 Cr.
ENGL 602	Computer Assisted Language Learning (CALL)	3 Cr.

ENGL 612	ESL Curriculum and Assessment	3 Cr.
ENGL 613	ESL Grammar	3 Cr.
ENGL 614	Seminar in ESL	3 Cr.
ENGL 686	Internship	1-3 Cr.
ICP 621	Global Leadership and Team Development	3 Cr.
	Related courses as approved by the department or advisor	3 Cr.

Currently-licensed Indiana teachers who wish to add a professional certification in EL to their license through a Master's degree program may do so by enrolling in the MA in TESOL (page 87).

Trauma-Informed Care

Certificate in Trauma-Informed Care

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 (page 94) 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	3 Cr.
PSY 510	Trauma Assessment	3 Cr.
PSY 590	Special Topics in Trauma (taken twice)	6 Cr.
PSY 600	Capstone: Trauma-Informed Systems	3 Cr.

Department of Applied Administration

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

- Arts & Entertainment Administration
- Health Administration

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

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

The department is administered by the Graduate Office with the Associate Provost of Graduate and Online Education serving as chair.

Admission

General Requirements

Admission requirements vary depending on the applicant's degree status and the program to which the applicant is seeking admission. All graduate study requires that an applicant:

1. Have graduated from an accredited college or university with an average standing of 3.000 (B) in all undergraduate or graduate work undertaken, whichever degree is the highest held.
2. An applicant whose native language is not English is required to submit a TOEFL score of at least 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 page 103) 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 Arts and Entertainment Administration (maximum of 9 credits)

AE 505 Arts & Entertainment Administration
AE 615 Marketing Planning and Promotions
ICP 670 Law and Legal Principles

MA Clinical Mental Health Counseling (maximum of 12 credits)

COUN 530 Child and Adolescent Development
COUN 532 Adulthood and Aging
COUN 535 Psychology of Personality
COUN 545 Clinical Metal Health Counseling: Contextual Dimensions
COUN 550 Psychological Foundations of Management
COUN 570 Assessment in Counseling: Testing and Appraisal
COUN 575 Human Neuropsychology in Counseling and School Settings
COUN 591 Special Topics in Counseling
PSY 550 Human Cognition
PSY 560 History and Systems of Psychology
PSY 565 Psychology and Law
PSY 590 Special Topics in Psychology

MS Cyber Security (maximum of 12 credits)

CYB 520 Operating Systems
CYB 530 Securing and Administering Systems: Windows
CYB 532 Securing and Administering Systems: Linux
CYB 540 Assembly Language Programming
CYB 552 Reverse Program Engineering
CYB 572 IT Audit, Monitoring, and Testing
CYB 582 Network Infrastructure Security
IT 533 Data Mining and Applications

MEd—Initial Licensure (maximum of 9 credits)

Elementary Education Major (courses)

ED 510 Foundations in Emergent and Early Literacy
ED 523 Methods of Science Education in the Elementary School
ED 524 Methods of Teaching Mathematics in the Elementary School
ED 527 Methods of Teaching Social Studies in the Elementary School

Secondary Education Major (courses)

ED 575 Principles of Middle Level Education
ED 581-589 Methods of Teaching [various subjects] in Middle and Secondary Schools

Additional course options available for Elementary Education and Secondary Education majors

ED 520 Educational Psychology
ED 506 School and Society

MEd/EdS School Psychology (maximum of 9 credits)

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

MA English Studies and Communication (maximum of 9 credits)
ENGL 512 New Literacies, Technologies, and Cultures of Writing
ENGL 531 Advanced Composition
ENGL 541 History of the English Language
ENGL 544 Sociolinguistics
ENGL 568 TESOL: Theory and Methods
ENGL 569 TESOL: Methods and Practices

MHA - Master of Health Administration (maximum of 12 credits)
IPE 518 Global Health Issues
HADM 501 Understanding Health Care Organizations
HADM 601 Research and Program Evaluation
HADM 675 Organizational & Government Policy in Health Care

MPH - Master of Public Health (maximum of 12 credits)
IPE 603 Principles of Epidemiology
PHS 503 Biostatistics
PHS 513 Social, Behavioral, and Cultural Factors in Health
PHS 520 Biological Basis of Disease
PHS 521 Environmental Health for a Sustainable Future
PHS 612 Global Health Systems
PHS 560 Public Health Policy, Leadership, and Administration

MS in Information Technology (maximum of 6 credits)
IT 502 Introduction to Programming
IT 510 Introduction to Information Technology

MS in International Commerce and Policy (maximum of 6 credits)
ICP 670 Law and Legal Principles
ICP 661 International Political Economy

MS in International Economics and Finance (maximum of 9 credits)
ECON 501 Theory and Applications in Microeconomics
ECON 502 Theory and Applications in Macroeconomics
ECON 536 Economics of Developing Nations
ECON 537 Public Economics
ECON 538 Economics of Financial Markets
ECON 539 Money and Banking
ECON 573 Applied Data Science

MS in Digital Media (maximum of 9 credits)
CVA 500 Graduate Digital Media
CVA 596 Cinema Production
CVA 598 Visual Communication

MS in Sports Media (maximum of 9 credits)
CVA 500 Graduate Digital Media
CVA 503 Sports Media Formats
CVA 598 Visual Communication

MS in Sports Administration (maximum of 9 credits)
KIN 615 Research Methods in Sport and Physical Education
KIN 620 Women and Sports
KIN 625 Sports Ethics
KIN 630 Sport and Society

MA in Teaching English to Speakers of Other Languages (TESOL) (maximum of 9 credits)
ENGL 543 Introduction to Linguistics
ENGL 544 Sociolinguistics: Languages Across Cultures
ENGL 568 TESOL: Theory & Methods
ENGL 569 TESOL: Methods & Practices

Early Admission for Undergraduate Seniors

Undergraduate seniors at Valparaiso University who have an average standing of 3.000 in all work and an average standing of at least 3.000 in all the work taken in their major field, and who need only nine or fewer semester hours of credit in their last undergraduate semester to meet the requirements for the baccalaureate degree, may be granted provisional admission to the graduate program. Students who have been granted such admission will be permitted to enroll for a maximum of 12 semester hours of combined graduate and undergraduate credit during their last semester. These credits must include those necessary to meet their undergraduate degree requirements. During each six-week summer session, students with nine or fewer credits needed to meet the requirements for a baccalaureate degree may take a total of six credit hours, of which three may be at the graduate level.

Early Admission may be attractive to graduating seniors who wish to continue advanced study in a particular topic, area, or language, but who have exhausted all of the undergraduate course options in that topic, area, or language. Early Admission may also be attractive to graduating seniors who wish to try graduate coursework and prepare for later application to graduate 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 page 95 in this catalog 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, Digital Media, English Studies and Communication, Health Administration, Information Technology, International Economics and Finance, Public Health, Sports Administration, Sports Media, and TESOL. 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/HADM 690 as their elective and which also satisfies the learning objectives for GRD 500. Many graduate programs are designed especially with international students in mind. Most students can complete these programs within 15–18 months. This is not recommended for some programs. Please check with your program advisor.

If students are required to complete a thesis, additional credits may be required beyond the normal degree completion requirements. Students should 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.

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 Program section of this catalog.

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 Program section on page 78.

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 on the Graduate Office website.

Transfer of Credits

Appropriate graduate coursework (e.g., from an institution meeting accreditation requirements) may be accepted for transfer credit towards a graduate degree with the following stipulations: No course presented with a grade of less than B (3.000) will be accepted for transfer. Transfer credits may not be used to meet 600-level course requirements, except in the Master of Science in Nursing program or the M.Ed./Ed.S. School Psychology program, without the approval of the dean of the 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, Arts and Entertainment Administration, Cyber Security, Digital Media, Education, English Studies and Communication, Health Administration, Information Technology, International Commerce and Policy, International Economics and Finance, Sports Administration, Sports Media, TESOL, and 9 credits for graduate degrees in Clinical Mental Health Counseling, Education (Initial Licensure- General Track), and Nursing programs. Students in the Master of Business Administration Program may transfer up to six credits from another AACSB-accredited MBA program with approval. 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 page 15).

Enrollment and Registration Policies

Students should confer frequently with their advisors. This is especially important at the beginning of their degree program, at the time of filing for candidacy, and when applying for graduation. Students normally need to have the permission of their advisor to complete registration for each term. Unless otherwise noted, at least half of the credits for any degree program must be taken at the 600 level or above.

All work for the master's degree must be completed within a period of five calendar years from the date of admission into the program. A student may petition for a maximum of one extension of up to five years. Students who have not been registered for one year or more are considered inactive. In some instances, the student may have to reapply to the program. To reinstate active status, students must complete a readmission form and 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 changed up to the time of the calendar deadlines published in the **GRADUATE CATALOG**. For purposes of academic grading policies and tuition refund, the date on which the Office of the Registrar receives the request is recorded as the official drop date.

Students may withdraw from a regular course with a grade of W (withdrawal) between the last date to drop-add up to the time of the calendar deadlines published in the **GRADUATE CATALOG** by using the electronic form for course withdrawal. The course withdrawal deadlines for all regular courses and short courses are published in the University Calendar starting on page 2. 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 Graduate Office is approved because of special circumstances, such as serious or prolonged illness. Students who withdraw from courses after the first week should read the regulations in this catalog concerning grades of W and F. **Notifying only the instructor of an intent to add or drop a course does not constitute an official enrollment or withdrawal.** Exact deadlines are listed in the University Calendar.

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 Graduate Office 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 pre-thesis coursework, as well as GPA and GRE score requirements that must be met before registering for thesis coursework.

Students should refer to the **GRADUATE 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, Arts & Entertainment Administration, Cyber Security, Health Administration, Information Technology (both tracks), Sports Administration, Sports Media, and Teaching of English to Speakers of Other Languages. Programs providing optional internship are: Digital Media, English Studies & Communication, International Commerce & Policy, 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: Digital Media and Sports Media (80 hours per 1 credit), and Health Administration (80-100 hours per 1 credit).

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

Degree Completion

Degree Plan and Admission to Candidacy

To become a candidate for a degree, a student must have completed at least nine semester hours at Valparaiso University with a standing of a least 3.000 (B=3.000) and submit a degree plan approved by the advisor(s) to the Graduate Office. The degree plan must be filed before the student has completed one-half of the required graduate work. Submission and approval of this plan constitutes admission to candidacy. Forms for this purpose may be downloaded from the Graduate Office website.

Application for Graduation

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

All graduate degree candidates must be formally approved by the Graduate Educational Policy Committee. Students must have on file a degree plan and application for candidacy (see above) to be eligible to receive a degree.

Commencement

The University holds convocations for the conferring of degrees in May and December. Students completing degree requirements in May or August participate in the May commencement ceremony; students completing degree requirements in December participate in the December commencement ceremony. Students earning a standalone certificate are not eligible to participate in a biannual University commencement ceremony, unless the certificate is earned in conjunction with another graduate degree.

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

Transcripts of Academic Records

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides, in part, that the institution will maintain the confidentiality of student academic records. No one outside the University shall have access to, nor will the University disclose any information from, student academic records without the written consent of students, except to persons, organizations, or agencies which are permitted to receive such information under the act. Please visit the Office of General Counsel online (valpo.edu/generalcounsel/policies/academic-and-student-life-policies) for more information.

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

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

$5.00	Official transcript delivered electronically or by mail. An additional fee applies to transcripts that are mailed. Multiple delivery options are available.
$30.00	Official transcript on paper picked up on campus in the Office of the Registrar

Honor Code

Honor Code Administration

The student-initiated and administered Honor System is a strong distinguishing characteristic of Valparaiso University. In sanctioning the Honor System, the University assumes that students are able and willing to accept the rights and responsibilities of honorable conduct both as a matter of personal integrity and as a commitment to the values to which the University community commits itself.

It is the responsibility of instructors to define what constitutes authorized and unauthorized aid in their courses. It is the responsibility of students to honor such definitions and to inquire for additional clarification if and when questions arise about possible violations of the Honor Code.

Actions that would be considered violations of the Honor Code include:

1. Misrepresentation
2. Using unauthorized materials during examinations
3. Failing to observe examination time limits
4. Plagiarism
5. Willful obstruction of the educational process for others

The Graduate Educational Policy Committee is responsible for administering the Honor Code in the Graduate 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 chair-person (or department chair-person if the faculty member is not available) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and that the student has not received. If the instructor is absent from campus, the departmental chair-person or dean will have access to the appropriate documents. If at this level of information and calculation, the faculty member or student acknowledges an error, misjudgment, or unfair bias has occurred, the faculty member is expected to respond appropriately either by altering subsequent classroom practice, or by changing the student's grade, or both. It is expected that most, if not all, problems will be resolved at this level with the assistance of the department chair, when appropriate. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

Level II. Mediation Within the Graduate 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 SAFP, 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 Very Strong record, are recognized as "graduating with distinction," and graduating students with grade point averages of 3.90 or higher, or MSPA students with an Outstanding record, 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 Outstanding record and Very Strong record.

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 Outstanding record 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.

Financial Policies

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 Health 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

Official transcripts ordered through the online transcript service are $5, with an additional charge applied for any applicable shipping costs. A pickup option is also available for $30. No transcript of a student’s record is released until the student has met in full all obligations, financial or otherwise, to the University.

Vehicle Registration

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

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 in-school deferment. If approved, students may defer repayment until 6 months after they are no longer enrolled at least half time. To apply for this loan, complete the Graduate PLUS Loan Data Sheet. It can be found at 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.

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 page 95. 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.

Actuarial Science

ACRS 525 **Actuarial Modeling** 3 Cr.

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

Analytics and Modeling

AMOD 533 **Data Mining and Applications** 3 Cr.

(Also offered as IT 533) Data mining is a broad area that integrates techniques from several fields, including machine learning, statistics, pattern recognition, artificial intelligence, and database systems for the analysis of large volumes of data. This course gives a wide exposition of these techniques and their software tools. For students in the AMOD program only.

AMOD 550 **Scientific Visualization** 3 Cr.

Students are introduced to a variety of techniques for visualizing scientific data, with an emphasis on representing large datasets in informative ways. Data from a variety of disciplines is studied and taxonomies for viewing this data are developed. The interfaces used to manipulate views of such datasets in a virtual environment are also studied. Prerequisites: CS 525.

AMOD 574 **Computational Linear Algebra** 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 590 **Topics in Analytics and Modeling** 1-3 Cr.

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

AMOD 610 **Business Analytics** 3 Cr.
Application of computational techniques to the business environment, including problems in management, finance, marketing, consumer behavior, forecasting, and related areas. Prerequisites: a course in inferential statistics.

AMOD 620 **Bioinformatics** 3 Cr.
The application of algorithms, statistics, and computational techniques for solving problems that arise from the management and analysis of biological data. Prerequisite: a course in inferential statistics.

AMOD 686 **Internship** 1-3 Cr.
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: 12 credits of AMOD coursework and approval prior to registration.

AMOD 690 **Advanced Topics in Analytics and Modeling** 1-3 Cr.
Study of special advanced topics in computational science. May be repeated more than once when topics differ.

AMOD 695 **Independent Study** 1-3 Cr.
Investigation of a special topic under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. No more than 6 credits of AMOD 695 and AMOD 792 may be applied toward the degree. Prerequisite: 9 credits of graduate coursework and the project must be approved prior to registration.

AMOD 792 **Research Project** 1-3 Cr.
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: 12 credits of AMOD coursework and project approval prior to registration.

AMOD 798 **Thesis Proposal and Preparation** 3 Cr.
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). Prerequisite: approval of the program director. S/U grade only.

AMOD 799 **Thesis** 3 Cr.
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). Prerequisites: approval of the program director and successful completion of AMOD 798 and. S/U grade only.

Art

ART 511 **Topics in the Theory and History of Art** 1-4 Cr.
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** 3 Cr.
A seminar tracing major themes in 19th century European art.

ART 521 **American Art and Architecture** 3 Cr.
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** 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** 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** 1-3 Cr.
Specialized work in the practice, teaching, and history of art, arranged with one or more advanced students. Work in crafts, liturgical design, etc., may be included. S/U grade option. May be repeated when topics vary. Field trip required. Prerequisite: undergraduate art major or approval of instructor.

ART 595 **Independent Study** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Arts and Entertainment Administration

AE 505 **Arts and Entertainment Administration** 3 Cr.
A general survey of the field covering all basic elements of arts and entertainment administration, including a brief overview of investigational methodologies and the functions on management within arts organizations.

AE 603 **Information Management in the Arts** 3 Cr.
Practice and use with software systems that enable organizing, managing, analyzing, and interpreting data with emphasis on the types of data required for reporting to federal, state, and local governments, as well as data that drive the decision-making process.

AE 610 **Managing Facilities** 2 Cr.
The process of preparing, maintaining, using, and assessing venues for events related to the performing and visual arts, entertainment, and other exhibitions.

AE 615 **Marketing, Planning, and Promotion** 2 Cr.
A review of the organizational, administrative, technical, and digital strategies in the development and marketing of events.

AE 630 **Financial Management** 3 Cr.
(Also offered as HADM 520.) A survey of financial management. Topics include the financial environment, working capital management, the time value of money, financial statement analysis, capital structure, valuation of securities, capital budgeting, assessment of risk, and international finance. Consideration is given to ethical relationships among the firm's contract holders.

AE 635 **Volunteerism and Philanthropy** 3 Cr.
Current trends in developing funding and support strategies for the arts and non-profit endeavors. Includes development of individual, corporate, foundation, and governmental grants and gifts.

AE 650 **International Arts and Entertainment** 2 Cr.
An introduction to the planning and implementing productions and performances across national boundaries, including an understanding of cultural, policy, legal, and logistical issues.

AE 670 **Entertainment Law** 3 Cr.
This course will focus on five major areas of entertainment litigation: protection of ideas through property, tort and contract theories; aspects of defamation directly related to literary and artistic works; right of privacy issues; developing legal theories in protecting publicity values; and First Amendment considerations. Matters that will be considered include: 1) the scope of authors' moral rights in American law; 2) the common law of intellectual property and the protection of ideas; 3) contract rights to compensation for an idea; 4) an examination of the law of libel as applied to works of fiction; 5) constitutional problems with protecting the right of privacy; and 6) property rights in names, likenesses and personal histories. No more than 6 credits may be taken from AE 670-675. Prerequisite: ICP 670.

AE 671 **Art and the Law** 2 Cr.
This course will examine the intersection of art and the law, both historically and in contemporary society. The material is divided into three main topic areas: intellectual property law (copyright, trademark, moral rights, economic rights, and right of publicity issues), First Amendment law (protest art, censorship of obscenity and pornography, and private and indirect censorship), and transnational and international law (international movement of art in peacetime and wartime, and preservation of art and cultural property). Along the way, it will discuss the problems of working artists in dealing with these issues and in their relationships with clients, galleries, and museums. No more than 6 credits may be taken from AE 670-675. Prerequisite: ICP 670.

AE 673 **Sports and the Law** 2 Cr.
This course will survey the major legal issues involved in both amateur and professional sports in the United States. Under the heading of amateur sports, the course will look at the powers of the NCAA, the rights created by athletic scholarships, and gender equity. Under the heading of professional sports, the course will look at league decision-making power, antitrust exemptions, collective bargaining and salary arbitration. Finally, the course will examine the growing area of drug-testing issues. No more than 6 credits may be taken from AE 670-675. Prerequisite: ICP 670.

AE 680 **Comprehensive Project Planning and Implementation** 2 Cr.
An advanced level experience in which students proceed through the planning, implementation, and assessment process of a major production or performance.

AE 686 **Internship** 1-4 Cr.
Hands-on experience with a group or organization active in the management and production of arts or entertainment events. Carried out under the supervision of a faculty member.

AE 690 **Topics in Arts and Entertainment Administration** 1-3 Cr.
Selected topics related to arts and entertainment. May be repeated when topics vary.

AE 692 **Research Project** 1-4 Cr.
Development and implementation of a research or investigation related to arts or entertainment management. Carried out under the supervision of a faculty member.

AE 699 **Continuity and Change in Arts and Entertainment** 2 Cr.
Seminar series dealing with how economic, demographic, social policy, and leisure preferences affect arts and entertainment.

Biology

BIO 590 **Special Topics in Biology** 1-3 Cr.
Special topics, issues, or themes, such as Biostatistics, and Advanced Physiology and Pathophysiology. May be repeated when the topics vary. Prerequisite: Approval of the chair of the department and program advisor.

Chemistry

CHEM 590 **Special Topics in Chemistry** 1-3 Cr.
An accelerated course discussing various topics in modern chemistry, including advanced instrumentation and experiments for use in secondary school settings. Prerequisite: consent of the chair of the department. Not intended for transfer to a graduate degree program in chemistry.

CHEM 592 **Special Problems in Chemistry** 1-3 Cr.
For middle and high school teachers, each student addresses a chemical problem by studying the literature and working in the laboratory. An oral and a written report are required. Prerequisite: approval of the chair of the department. Not intended for transfer to a graduate program in chemistry.

Communication

CVA 500 **Graduate Digital Media** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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 origination's internal communication as well as its external image and reputation.

CVA 515 **Intercultural Communication** 3 Cr.
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** 3 Cr.
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 and Communication Law** 3 Cr.
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 Communication and Visual Arts** 1-3 Cr.
Selected topics on contemporary issues and themes in communication and visual arts. May be repeated when topics vary.

CVA 591 **Applied Topics in Communication and Visual Arts** 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 **Special Topics in Communication and Visual Arts Practice and Theory** 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** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. Requires research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

CVA 596 **Cinema Production** 3 Cr.
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** 3 Cr.
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** 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** 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: CVA 598 or consent of instructor.

CVA 601 **Social Media** 3 Cr.
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** 3 Cr.
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** 1-3 Cr.
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** 1-3 Cr.
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** 3 Cr.
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** 3 Cr.
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.

Counseling

COUN 530 **Child and Adolescent Development** 3 Cr.
Study of the maturational, cognitive, social, and behavioral changes associated with infancy, childhood, and adolescence.

COUN 532 **Adulthood and Aging** 3 Cr.
Examination of adult development from the end of adolescence to old age from a psychological perspective.

COUN 535 **Psychology of Personality** 3 Cr.
Examination of the central concepts in personality theory, including the self-concept, basic motives, emotional conflicts, mechanisms of adjustment, and personality integration.

COUN 545 **Clinical Metal Health Counseling: Contextual Dimensions** 3 Cr.
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** 2 Cr.
(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** 3 Cr.
Principles and methods of psychological measurement and evaluation with application to specific testing situations. Prerequisite: a course in statistics or research methods.

COUN 575 **Human Neuropsychology in Counseling and School Settings** 3 Cr.
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** 1-3 Cr.
Selected topics in counseling based on the interest areas of students and faculty.

COUN 602 **Research Methods** 3 Cr.
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** 0 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 2 Cr.
(Also offered as MGT 651.) Focus is on issues related to being an effective leader, follower, and team member in the modern business world. This course explores interpersonal skills, effective leadership and followership, empowerment and delegations, conflict resolution and negotiation, team problem solving, team development, and entrepreneurship. Emphasis is given to the importance of values-based leadership in creating ethical and humane organizations. Prerequisite: COUN 550 or equivalent.

COUN 652 **Developing People** 3 Cr.
(Also offered as MGT 652.) This course focuses on recruiting, training, and developing human resources, thereby enabling them to be competent performers within organizations. Areas covered include designing/redesigning jobs, coaching/mentoring, conducting performance appraisals, providing feedback, and administering discipline. A major focus relates to developing people and workforce environments that creatively capitalize on today's information technologies. The course addresses ethical concerns related to dealing with people and their development in changing organizations. Prerequisite: COUN 550 or equivalent.

COUN 660 **Helping Relationships: Counseling Theories** 3 Cr.
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 3 Cr.
Teaches research-supported counseling skills from a variety of perspectives and provides a general approach to the process of psychotherapy. Prerequisite: COUN 660.

COUN 664 Career Counseling: Appraisal and Intervention 3 Cr.
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 3 Cr.
An examination of family dynamics and the use of counseling techniques to help families in distress.

COUN 667 Clinical Addiction Theories and Treatment 3 Cr.
(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 3 Cr.
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 3 Cr.
A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. A minimum of 120 is spent working in a mental health setting under the supervision of an on-site supervisor and a campus faculty member. Prerequisite: satisfactory completion of a pre-practicum review. S/U grade only.

COUN 686 Counseling Internship I 3 Cr.
A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an on-site supervisor. Prerequisite: satisfactory completion of COUN 685 and permission of the counselor training coordinator. S/U grade only.

COUN 687 Counseling Internship II 3 Cr.
A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. Includes on-campus group supervision. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. Prerequisite: satisfactory completion of COUN 686 and permission of the counselor training coordinator. S/U grade only.

COUN 688 Advanced Counseling Internship 3 Cr.
A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum/internship experiences of the student. A minimum of 300 hours is spent working in a mental health setting under the supervision of an onsite supervisor. Includes on-campus group supervision. Prerequisite: satisfactory completion of COUN 687 and permission of the Counselor Training Coordinator. S/U grade only.

COUN 689 Counseling Exit Interview 0 Cr.
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 1-3 Cr.
Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.

COUN 692 Research Project 3 Cr.
Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

COUN 693 Foundations of Professional and Ethical Issues in Counseling 3 Cr.
Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.

COUN 694 **Counseling Proseminar** 0 Cr.
Discussion of various topics related to the counseling profession. Course generally meets once per semester (Fall and Spring). Grading is on an S/U basis.

COUN 695 **Independent Study** 1-3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. The department may require literature review or research. Concluding paper is required and must be filed in the department office. Prerequisite: The project must be approved in advance.

COUN 698 **Master's Research Proposal** 3 Cr.
Development of a literature review and research proposal which could form the basis of a master's thesis or research project. Prerequisite: approval of the chair of the department. S/U grade only.

COUN 699 **Master's Research and Thesis** 3 Cr.
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. Prerequisite: COUN 698, and approval of the chair of the department. May be repeated once. S/U grade only.

Computer Science

CS 525 **Simulation and Modeling** 3 Cr.
An introduction to computer simulation of mathematical models of discrete and continuous phenomena. Some standard simulations are examined; others implemented using a simulation language. Prerequisites: a course in calculus, a course in probability and statistics, and a course in programming.

CS 545 **Artificial Intelligence** 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** 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** 3 Cr.
Study of the fundamentals of interactive computer graphics systems and software. Emphasis is placed on graphics primitives, geometric transformation and projection, methods of creating visual realism, and selected graphics algorithms.

CS 572 **Computability and Computational Complexity** 4 Cr.
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** 2 Cr.
(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.

Cyber Security

CYB 520 **Operating Systems** 2 Cr.
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 and Administering Systems in Windows Environment** 2 Cr.
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 540 **Assembly Language Programming** 3 Cr.
Students explore fundamentals of the structure of digital computers and an introduction to assembly language programming. Topics include machine instructions, data representation, addressing techniques, and program segmentation and linkage. Prerequisite: IT 502.

CYB 532 **Securing and Administering Systems in Linux Environment** 3 Cr.
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 542 **Theory and Practice of Cryptography** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 1-3 Cr.
Study of special and timely topics in cyber security. May be repeated more than once when topics differ. Prerequisite might be set by instructor.

CYB 642 **Cyber Forensics** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 1 Cr.
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** 1-3 Cr.
A supervised work experience in a cyber security firm or a cyber security related position. May be repeated. No more than 4 credits of CYB 686 may be applied toward the degree. Prerequisite: Approval by the program director and/or dean of the College of Arts and Sciences. S/U grade only.

CYB 690 **Advanced Topics in Cyber Security** 1-3 Cr.
Study of special advanced topics in cyber security. May be repeated more than once when topics differ. Prerequisite: 9 credits of CYB course work.

CYB 692 **Research Project** 1-3 Cr.
Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. Prerequisite: 9 credits of CYB coursework and the project must be approved prior to registration. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.

CYB 695 **Independent Study** 1-3 Cr.
Investigation of cyber security topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. Prerequisite: 9 credits of CYB coursework and the project must be approved prior to registration. No more than 6 credits of CYB 692 and CYB 695 may be applied toward the degree.

CYB 798 **Thesis Proposal and Preparation** 3 Cr.
Supervised preparation for master's thesis, resulting in a detailed research plan and proposal. The plan and proposal must be approved by the candidate’s thesis advisor and committee member(s). This course counts as a CYB program elective. Prerequisite: approval of the chair of the department. S/U grade only.

CYB 799 **Thesis** 3 Cr.
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). Prerequisites: approval of the chair of the department and successful completion of CYB 798. S/U grade only.

Economics

ECON 501 **Theory and Applications in Microeconomics** 3 Cr.
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 and Applications in Macroeconomics** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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. Prerequisites: ECON 501 and ECON 502.

ECON 539 Money and Banking 3 Cr.
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 3 Cr.
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: ECON 501.

ECON 573 Applied Data Science 3 Cr.
A focus on data management, business analytics, predictive analytics, and econometric modeling. Logistic regression, instrumental variables estimation, and other estimation techniques are discussed. Prerequisite: ECON 525 or STAT 540.

ECON 590 Topics in Economics 1-3 Cr.
Intense study of various topics in economics, with varying topics from year to year.

ECON 621 Managerial Economics 3 Cr.
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 3 Cr.
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 3 Cr.
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. Prerequisites: ECON 501 and ECON 502.

ECON 626 International Trade 3 Cr.
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 3 Cr.
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 3 Cr.
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** 3 Cr.
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** 1-3 Cr.
Direct, supervised experience in a cooperating business, government, or service agency requiring the use of a student's economics and finance knowledge. Prerequisite: consent of the program director. This course does not count towards the fulfillment of the minimum program requirements.

ECON 690 **Topics in Economics** 1-3 Cr.
Specialized topics dealing with current issues and study in fields related to economics. May be repeated for credit when topics vary.

ECON 695 **Independent Study** 1-3 Cr.
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: the project must be approved prior to registration.

Education

ED 506 **School and Society** 3 Cr.
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** 3 Cr.
This course focuses on the emergent and early stages of literacy development. Drawing upon the evidence gleaned through case study research into literacy development in families and schools, the course highlights the professional characteristics, instructional practices, and assessment approaches that foster literacy learning in early childhood environments. A field experience is required.

ED 512 **Technologies & Collaboration** 0.5 Cr.
This is a hands-on course with a focus on technologies and collaboration in the classroom. Fellows explore, experience, and analyze instructional strategies that utilize technology for teaching mathematics and science in secondary schools. The topics and experiences of collaboration (co-teaching) ready fellows for entry into school classrooms for the student teaching practicum experience.

ED 513 **CPR/AED and First Aid** 0 Cr.
This workshop leads to American Red Cross certification in cardio pulmonary resuscitation, automated external defibrillator, and first aid. All students are required to take this course prior to starting field practicum experiences. Fee required.

ED 514 **Suicide Prevention Training** 0 Cr.
This seminar course addresses suicide prevention in the classroom using Question, Persuade, Refer (QPR), leading to a certificate which is required for licensure in the state of Indiana.

ED 515 **Educational Foundations** 0.5 Cr.
This course analyzes the structure, function, and purpose of teaching in an urban or rural setting. The course will also focus on topics in school law specific to public, private, and charter schools using case studies and critical incidents.

ED 516 **Technology in the Classroom** 1 Cr.
This course prepares teacher candidates to integrate technology into K-12 classrooms to advance student learning.

ED 518 **Curriculum Design and Differentiation** 2 Cr.
This course prepares K-12 educators to take an active role in planning instructional experiences in various content areas, determining what products constitute evidence of learning, and providing differentiated instructional activities appropriate for all students being taught. Course includes a field component.

ED 520 **Educational Psychology** 2 Cr.
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 **Communication for Engagement, Instruction, and Classroom Management** 3 Cr.
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 **Methods of Science Education in the Elementary School** 4 Cr.
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. Prerequisites: Admission to Teacher Education, ED 591, and ED 557.

ED 524 **Methods of Teaching Mathematics in the Elementary School** 4 Cr.
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: Admission to Teacher Education and ED ED 557. Corequisites: ED 523 and ED 529.

ED 527 **Methods of Teaching Social Studies in the Elementary School** 2-4 Cr.
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). Prerequisites: Admission to Teacher Education and ED 323, ED 324, and ED 557.

ED 528 **Foundations of Literacy Development** 3 Cr.
This course is a detailed study of developmental literacy processes, including concepts about print, phonemic awareness, phonics, word identification, strategic reading, vocabulary development, and comprehension. A field component is included.

ED 529 **Literacy in the Elementary School** 3 Cr.
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. Prerequisite: Admission to Teacher Education and ED 557. Corequisites: ED 527 and ED 567.

ED 535 **Methods of Teaching Physical Education in the Elementary School** 1 Cr.
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: Admission to Teacher Education. Corequisites: ED 510, ED 527, and ED 532.

ED 545 **Seminar: Efficacy in Professional Practice** 1-3 Cr.
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.

ED 557 **Designing Curriculum, Assessment, and Learning Plans** 3 Cr.
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: Admission to Teacher Education, and C+ or higher in ED 506, ED 521, ED 516, and ED 504.

ED 560 **Literacies Across the Content Areas** 3 Cr.
This course provides teacher candidates with the sociocultural and cognitive theoretical frameworks and practical strategies to support the developing disciplinary literacies of their students. Pre/corequisite ED 557.

ED 565 **Literacy in Socio-Cultural Contexts** 3 Cr.
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: ED 570 and SPED 540.

ED 567 **English Language Learning Methods** 3 Cr.
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: ED 557.

ED 570 **Diversity, Equity, and Education** 2-3 Cr.
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. Prerequisite: ED 557.

ED 572 **Data-driven School Improvement** 3 Cr.
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 and Math Methods** 4 Cr.
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. Prerequisite: Admission to Teacher Education.

ED 575 **Principles of Middle Level Education** 2 Cr.
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** 3 Cr.
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** 2 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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 **Methods of Teaching English in Middle and Secondary Schools** 3 Cr.
Study and practice of instructional methods of teaching English in secondary schools. Field work required. Prerequisite: ED 557.

ED 582 **Methods of Teaching Mathematics in Middle and Secondary Schools** 3 Cr.
Study and practice of instructional methods of teaching mathematics in middle and secondary schools. Field work required. Pre/corequisite: ED 557.

ED 583 **Methods of Teaching Social Studies in Middle and Secondary Schools** 3 Cr.
Study and practice of instructional methods of teaching social studies in middle and secondary schools. Field work required. Pre/corequisite: ED 557.

ED 584 **Methods of Teaching Science in Middle and Secondary Schools** 3 Cr.
Study and practice of instructional methods of teaching science in middle and secondary schools. Field work required. Pre/corequisite: ED 557.

ED 585 **Teaching Chinese Literature** 2 Cr.
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: Methods and Materials Workshop** 3 Cr.
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. Pre/corequisite: ED 557.

ED 587 **Methods of Teaching Foreign Language in Middle and Secondary Schools** 3 Cr.
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. Pre/corequisite: ED 557.

ED 588 **Methods of Teaching Art in Middle and Secondary Schools** 3 Cr.
Study and practice of instructional methods of teaching art in middle and secondary schools. Field work required. Pre/corequisite: ED 557.

ED 589 **Methods of Teaching Chinese in Elementary Schools** 3 Cr.
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 590 **Topics in Education** 1-3 Cr.
An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.

ED 591 **Investigation of Contemporary Topics in Science** 3 Cr.
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. Prerequisites: Admission to Elementary or Secondary Education program.

ED 592 **Life Science II** 3 Cr.
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** 3 Cr.
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** 1 Cr.
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** 2 Cr.
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** 3 Cr.
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** 3 Cr.
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** 2 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 1 Cr.
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** 1 Cr.
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** 0.5 Cr.
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** 1 Cr.
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** 0.5 Cr.
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** 2.5 Cr.
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** 2.5 Cr.
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** 2.5 Cr.
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** 2.5 Cr.
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** 3-10 Cr.
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** 0-1 Cr.
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** 3-6 Cr.
Graduate STEM Teacher Education Program students co-teach with a licensed classroom teacher in an urban school setting for a minimum of 14 weeks during the semester. Note that this course is repeated for credit: 3 credits in the fall term and 6 credits in the spring term and is for GSTEP students only.

ED 665 **Diagnosis of Reading Difficulties** 3 Cr.
Theory and techniques of testing and evaluation in reading; analysis and interpretation in several areas including physical capacity, mental ability, emotional adjustment, and academic achievement. Prerequisite: ED 561 or equivalent.

ED 666 **Clinical Practicum in Reading** 3 Cr.
Guided experience in clinical practice in reading instruction with emphasis on specific remedial theory and techniques. Prerequisite: ED 665 or the equivalent.

ED 667 **Research in Reading** 3 Cr.
A review of basic research in reading as applied to principles of learning, instructional processes, and curricular organizations. Prerequisites: ED 561 or equivalent and a course in statistics or measurement.

ED 671 **Cultural Leadership in a Multicultural Society** 3 Cr.
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** 2 Cr.
(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** 1-3 Cr.
An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit if topics vary.

ED 692 **Research Project** 2-3 Cr.
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: The project must be approved prior to registration.

ED 693 **Capstone Project** 2 Cr.
This is a continuation of the research capstone project initiated in ED 692.

ED 695 **Independent Study** 1-3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: All projects must be approved by the department chair prior to registration. One and two credit studies must also be approved by the graduate education coordinator prior to registration.

ED 699 **Thesis** 3 Cr.
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

Courses designated with an asterisk (*) may vary in content depending on the instructor and the year given. Such courses may be taken twice for credit, provided that the topics are different and there is no significant overlap in the reading lists.

ENGL 502 **Introduction to Professional Writing** 3 Cr.
This course offers a detailed study of writing and speaking practices for effective communication in business, industry, and not-for-profit organizations. It combines analysis and praxis in composing and executing various messages in formats including letters, memoranda, reports, proposals, and oral presentations. It also emphasizes audience analysis, organizational strategies and motivational appeals, style and language choice, format and appearance. Current issues include communication ethics, intercultural communication, and electronic communication technologies in the workplace.

ENGL 509 **Literature of the Medieval Period** 3 Cr.
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** 3 Cr.
Close readings of representative plays: histories, comedies, and tragedies.

ENGL 511 **Introduction to Technical Writing** 3 Cr.
This course teaches engineering and science students to write and talk about design and research problems in terms that satisfy a specialist and also enable a non-specialist to understand what the problem is and how it was (or can be) solved.

ENGL 512 **New Literacies, Technologies, and Cultures of Writing** 3 Cr.
A course in theory and practice that examines how media of expression shape texts and their interpretations. Course readings include literature and theories of textual studies in print and electronic formats. Readings emphasize the history of the book and evolving electronic new media. The course requires written papers and projects in electronic format.

ENGL 520 **Literature of the Sixteenth and Seventeenth Centuries** 3 Cr.
An intensive survey of the poetry, prose, and drama of the English Renaissance, excluding Shakespeare, with attention to the historical and cultural backgrounds of the period. Representative writers may include More, Sidney, Spenser, Jonson, Donne, and Milton.

ENGL 523 **Short Story Writing** 3 Cr.
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** 3 Cr.
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** 3 Cr.
A workshop in various techniques of writing creative nonfiction, a genre that explores how the essay generates new forms when it borrows the techniques of fiction, poetry, and/or drama. 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** 3 Cr.
An intensive survey of English poetry, fiction, nonfiction prose, and drama from 1660- 1785, with attention to the historical and cultural background of the period. Representative writers may include Dryden, Swift, Pope, Fielding, Johnson, and Sheridan.

ENGL 531 Advanced Writing and Rhetoric 3 Cr.
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 Introduction to Linguistics for P-12 Educators 3 Cr.
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: Instructor approval.

ENGL 534 Sociolinguistics: Language Across Cultures for P-12 Educators 3 Cr.
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: Instructor approval.

ENGL 541 History of the English Language 3 Cr.
An introduction to the development of modern English from Indo-European with emphasis upon structure and vocabulary.

ENGL 542 Grammar, Style, and Editing 3 Cr.
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 3 Cr.
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 1-3 Cr.
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 3 Cr.
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 3 Cr.
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 Educators 3 Cr.
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: Instructor approval.

ENGL 559 TESOL: Methods and Practices for P-12 Educators 3 Cr.
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: Instructor approval.

ENGL 565 Studies in American Literature* 3 Cr.
A study of a significant movement in American literature, such as Transcendentalism, Romanticism, Naturalism and Realism, or a group of writers related regionally, ethnically, or in some other way.

ENGL 568 Teaching of English to Speakers of Other Languages: Theory and Methods 3 Cr.
A study of the theoretical and historical background of second language teaching as well as theories of second language acquisition, with special attention to different cultural backgrounds. Topics include practical applications of theories through methods of teaching speaking, listening, writing, and grammar. The course will employ readings, activities, and class discussions among students from various linguistic and cultural traditions. Students will observe an ESL class as well as develop and teach an English language lesson.

ENGL 569 Teaching of English to Speakers of Other Languages: Methods and Practices 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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* 2-3 Cr.
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 3 Cr.
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. Chair's approval required.

ENGL 590 Topics in Literature* 2-3 Cr.
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* 3 Cr.
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 3 Cr.
Various forms of creative writing (drama, fiction, nonfiction, poetry), but focus on a single genre. Requirements include a series of progress papers and a substantial portfolio of creative work. Prerequisite: undergraduate creative writing course and approval of the chair of the department.

ENGL 594 Topics in Language 3 Cr.
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) 3 Cr.
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 3 Cr.
A study of the great children's literature of the past and the present, of the value that literature holds for children, and of the criticism of that literature with the aim of developing a set of critical standards for the evaluation of books for children and their selection for school use. Includes a scrutiny of representative scholarship as well as the handling of many bibliographical tools.

ENGL 609 Topics in Writing 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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 P-12 English Learner Education 1 Cr.
Observation of teaching English Learners in a US public school. Students spend approximately 50 clock hours for each academic credit. Can be taken concurrently with 3 credits of ENGL 675. Prerequisite: Instructor approval.

ENGL 675 Practicum in P-12 English Learner Education 3 Cr.
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: Instructor approval.

ENGL 684 Observation in English 1 Cr.
Exposure to and guidance in the teaching of English to non-native adult speakers. Students spend approximately 50 clock hours for each academic credit. Can be taken concurrently with 2 credits of ENGL 685. Prerequisite: satisfactory completion of 12 graduate credits.

ENGL 685 Practicum in English 1-3 Cr.
Exposure to and guidance in practical work and/or work settings related to the student's field of concentration. May include daily writing, teaching of English to non-native speakers, professional translation, editing, or other activities with specific learning objectives. Students spend approximately 50 clock hours for each academic credit. Prerequisite: satisfactory completion of 12 graduate credits.

ENGL 686 Internship 1-3 Cr.
Placement in an appropriate professional or work-related setting under the supervision of faculty and/or onsite personnel, requiring a minimum of 100 contact hours for each credit. Prerequisite: 12 credits of graduate coursework related to the internship placement and approval of the academic advisor and dean of the College of Arts and Sciences.

ENGL 690 **Studies in Literary Periods*** 1-3 Cr.
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*** 1-3 Cr.
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** 3 Cr.
Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

ENGL 695 **Independent Study** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

ENGL 795 **Master's Thesis** 3 Cr.
Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate Office. Prerequisite: ENGL 692 or 695 with a grade of A or A-, or dean's approval.

Geography

GEO 501 **Regional Geographies of the World** 3 Cr.
A geographic interpretation of the environmental, cultural, political, and economic patterns of one of the world's major regions, such as the United States and Canada, Latin America, Europe, Asia, or Africa. May be repeated for credit when the regional offering is different.

GEO 515 **Advanced Geographic Information Systems (GIS)** 3 Cr.
A course in research design and execution using GIS. Students enhance their knowledge of GIS packages and advanced operations while researching a topic or problem. Individual and/ or class projects also focus on designing research for GIS. Prerequisite: previous courses in GIS or consent of instructor.

GEO 560 **Data Analysis** 3 Cr.
(Also offered as MET 560.) This course will examine the analysis methods used in the geosciences, with a focus on environmentally collected data sets. The course emphasizes visualization of data, as well as applications ranging from basic model building to regression and introductory time series analysis. The primary tool for analysis is R, an open source software package that runs on virtually any platform. Prerequisite: consent of instructor.

GEO 570 **Political Geography** 3 Cr.
An investigation of the relations among political activities and organizations and the geographic conditions within which they develop. Political power is discussed in terms of spatial, human, cultural, and ethnic geography.

GEO 574 **Historical Geography of the United States** 3 Cr.
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** 3 Cr.
An advanced course in cultural geography exploring the integration of culture and nature in both material landscapes and their representation in art, literature, or other media. The examination of culture includes consideration of race, ethnicity, gender, and nationality. Field trip.

GEO 585 **Field Study** 0+4, 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: consent of the chair of the department.

GEO 590 **Selected Topics in Geography** 1-3 Cr.
Advanced studies in geography. Such topics as landform analysis, human environmental impact, biogeography, environmental management, and international business are considered. May be repeated when topics vary. Prerequisite: consent of the instructor.

GEO 692 **Research Project** 3 Cr.
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: the project must be approved prior to registration.

GEO 695 **Independent Study** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. May require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: the project must be approved prior to registration.

The Office of Graduate and Continuing Education

GRD 500 **Graduate Academic Success** 0-1 Cr.
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.

GRD 683 **Career and Professional Development** 0-1 Cr.
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.

History

European History

HIST 504 **European Imperialism and the Colonial Experience** 3 Cr.
Study of European theories of imperialism investigated as they were implemented in specific colonies throughout the Americas, Africa, Eurasia, and Asia. Attention is given to the historical and psychological experience of being colonial master or servant by drawing on film, novels, and post-colonialist literature.

HIST 510 **Greek Civilization** 3 Cr.
A study of Greek civilization from the late Bronze Age through the Hellenistic period, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

HIST 511 **Roman Civilization** 3 Cr.
A study of Roman civilization from the 8th century B.C. to the Council of Nicea in A.D. 325, with emphasis on political, social, and cultural developments. No knowledge of Greek or Latin required.

HIST 512 **Europe in the Age of Reformation** 3 Cr.
Study of the political, socio-economic, and religious conditions in Europe during the Reformation movements of the sixteenth century, with emphasis on popular piety, gender relations, and missionary activity.

HIST 513 **History of Modern Britain** 3 Cr.
Overview of British history from the Glorious Revolution to the present. Particular attention is given to industrialization, sex and gender in the Victorian era, social reform, imperialism, Anglo-Irish relations, and World Wars I and II.

HIST 515 **Contemporary Europe: Century of Violence** 3 Cr.
Study of twentieth-century Europe, with emphasis on relations between Nazi Germany and Europe, including the USSR and the United States where applicable. The course explores the rise of ideologies such as nationalism, communism, and fascism, the major wars, and the dominant issues associated with the post-World War II world.

HIST 516 **Blood and Iron: Imperial Germany, 1871-1918** 3 Cr.
A study of the political, social, and cultural development of Imperial Germany from its founding until its destruction during the First World War. The course considers the respective roles that personality (e.g., Bismarck and Kaiser Wilhelm II), class, and religion had in forging a path for the German nation-state.

HIST 517 **Hitler and the Third Reich** 3 Cr.
A study of the rise and reign of Adolf Hitler and National Socialism. The course analyzes the man and the movement within the larger social, economic, and political trends of nineteenth and twentieth-century Germany. The course is structured around a variety of historical debates (i.e., historical continuity versus discontinuity, Hitler as "weak" dictator or "strong" dictator, etc.). This course examines the racial, political, and geopolitical aspects of National Socialism and provides extensive coverage of the Holocaust.

HIST 560 **The Old Regime and the French Revolution** 3 Cr.
Detailed study of the causes and effects of the French Revolution. Topics include the Enlightenment, social conditions, the monarchy, human rights, and the Napoleonic Era. Seminar discussions are based on both primary and secondary source readings.

History of the Americas

HIST 520 **Colonial America** 3 Cr.
Detailed study through readings and discussion of the major issues in colonial life. Topics will range from contact with Native Americans, to the Salem witch trials, to the origins of slavery. Students examine European settlement patterns in the four regions of British North America, including family, religious, and political life. The course concludes by studying the social, military, and political strain placed on colonial institutions by the Seven Years' War.

HIST 521 **The American Revolution, 1763-1789** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
An examination of the post-war American response to the prospect of living in an uncertain world.

HIST 527 **History of Chicago** 3 Cr.
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** 3 Cr.
Why is "social change" such a common notion, yet revolutions are so rare? This course draws upon interdisciplinary theories of revolution and examines conditions and social forces that may lead to-or inhibit-revolution. Case studies include both "successful" revolutions and "failed" efforts, from Mexico to Cuba, Nicaragua to Argentina and beyond.

HIST 533 **Latin America in the Cold War Era** 3 Cr.
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** 3 Cr.
The primary focus of the course will be on consolidation of the nation state, including the nineteenth-century clash of liberal and conservative visions of modernity, the Revolution of 1910 and its aftermath, the emergence of civil society and the uprising in Chiapas in the 1990s. Students explore competing definitions of Mexican identity and their role in hindering or facilitating national unity. Emphasis is placed on the role of regionalism and popular activism.

HIST 594 **Beats and Hippies** 3 Cr.
The nature of post-World War II American culture through the examination of a cross section of its critics. Course includes writings of poets, novelists, essayists, and journalists as well as collections of photos, documentaries, and commercial films.

Non-Western History

HIST 541 **Revolution and Its Roots: The Making of Modern China** 3 Cr.
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** 3 Cr.
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** 3 Cr.
A retrospective look through documents, films, and literature at the history of the region beginning with the rise of Islam and the legacy of early splinter movements that profoundly impact twentieth century history. Particular attention is given to the breakup of the Ottoman Empire and the rise of Zionism in order to contextualize the Arab-Israeli conflict. Lastly, individual countries are studied to enhance understanding of the Middle East's influence on international affairs.

Specialized Offerings in History

HIST 590 **Topics in History** 1-3 Cr.
A study that covers a particular, large subject in history (e.g., a period or a field), selected according to student interest and instructor choice. May be repeated for credit if topics vary.

HIST 592 **Reading and Discussion Seminars** 2-3 Cr.
Full- or half-semester courses covering a variety of subject areas with subtitles and content dependent on student interest and instructor choice. These have included Slavery in the Americas, History of the American South, Revolutionary Russia, Pearl Harbor, American Immigration History, and Cuban Revolution. May be repeated for credit if topics vary.

HIST 593 **History through Film** 3 Cr.
A study of the relationship among history, film, and theory in a specific geographical and chronological context. This course may be repeated for credit if the selected subjects are different.

HIST 635 **Problems in European History** 3 Cr.
An intensive study of a significant period of movement in European history. Subtitles and content will depend on instructor's choice and student interest. This course requires a major paper.

HIST 636 **Problems in United States History** 3 Cr.
An intensive study of a significant period or movement in American history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.

HIST 656 **Latin America in the 20th Century** 3 Cr.
A study of the Latin America peoples since 1900, their internal problems, policies, and foreign relations. Attention is centered on Mexico and the Caribbean.

HIST 690 **Advanced Topics in History** 1-3 Cr.
Selected topics on contemporary issues and themes in history. May be repeated for credit when topics vary.

HIST 695 **Independent Study** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. May also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Information Technology

IT 502 **Introduction to Programming** 3 Cr.
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 in included.

IT 510 **Introduction to Information Technology** 3 Cr.
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 530 **Operating Systems** 2 Cr.
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.

IT 533 **Data Mining and Applications** 3 Cr.
(Also offered as AMOD 533.) Data mining is a broad area that integrates techniques from several fields, including machine learning, statistics, pattern recognition, artificial intelligence, and database systems, for the analysis of large volumes of data. This course gives a wide exposition of these techniques and their software tools. Prerequisite: IT 502.

IT 535 **Networking** 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: IT 502.

IT 540 **Web Programming** 3 Cr.
An introduction to web technology covering a number of specific systems such as html, php, SQL, javaScript, and XML. A laboratory component provides hands-on experience. Prerequisite: IT 502.

IT 558 **Software Development and Programming** 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** 3 Cr.
This class provides experience creating applications in a mobile device environment such as Android, IOS, or Windows Mobile. Topics include the model, view, controller paradigm, user interaction, hardware device interaction, and common patterns of application behavior. Prerequisite: IT 502.

IT 590 **Topics in Information Technology** 1-3 Cr.
Study of special and timely topics in information technology. May be repeated more than once when topics differ. Prerequisite: instructor approval.

IT 600 **Ethics in Information Technology** 3 Cr.
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** 3 Cr.
Builds a deeper understanding of how databases work, including the topics of database theory and architecture, data modeling, normalization, query languages, security, and web applications. May be repeated more than once when topics differ. Prerequisite: IT 502.

IT 604 **Project Management** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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 and Administration** 3 Cr.
Development of skills and concepts essential to the administration of operating systems, networks, software, file systems, file servers, web systems, database systems, and system documentation, policies, and procedures, including education and support of the users of these systems. Also involves skills to gather requirements, source, evaluate, and integrate components into a single system, and validate the system. May be repeated more than once when topics differ. Prerequisite: IT 502 and IT 510.

IT 642 **Information Assurance and Security** 3 Cr.
This course presents an introduction to information assurance and data security. Critical thinking skills regarding systems are developed in the context of both low level attributes and large scale contexts. Vulnerabilities, encryption, and forensics tools are examined in relation to these areas. Prerequisites: IT 502 and IT 510.

IT 644 **Technology, Law, and Policy** 3 Cr.
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 Counter-Measures** 3 Cr.
The study of several ethical hacking techniques and principles needed for a security expert in today's world. Students will acquire in-depth knowledge of network security. Prerequisite: IT 502.

IT 648 **Risk Management** 3 Cr.
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 and Technologies** 3 Cr.
Integration of applications and systems, and examination of the various types of programming languages and their appropriate use. This course also addresses the use of scripting languages, architectures, application programming interfaces, and programming practices to facilitate the management, integration, and security of the systems that support an organization. May be repeated more than once when topics differ. Prerequisite: IT 502.

IT 654 **Internet and Web Technologies** 3 Cr.
Introduction to web technologies and systems, including hypertext, self-descriptive text, web page design, web navigational systems, and digital media. Includes a laboratory component providing hands-on experience related to Internet and web technologies. One or more projects required. Prerequisite: IT 502.

IT 664 **Natural Language Technologies** 2 Cr.
This course looks at a variety of IT applications that process language with an overview of how each can be applied in ordinary IT, how the technology is obtained, and the mathematical and algorithmic principles behind each. Topics vary each time, but may include spelling correction, text summarization, information retrieval, speech recognition, interactive voice response, fonts and character sets, internationalization of software and web sites, machine translation, chatterbots, IP telephony, and opinion mining. Prerequisite: IT 502.

IT 670 **Professional Development** 3 Cr.
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. Prerequisite: IT 502, IT 510, and GRD 683. S/U grade only.

IT 686 **Internship** 1-3 Cr.
A supervised work experience in an IT organization or IT-related position. No more than 3 credits of IT 686 and 787 may be applied to the degree. Prerequisite: GRD 683 and approval by the program director or dean of the College of Arts and Sciences. S/U grade only.

IT 787 **Advanced Internship** 1-3 Cr.
A second supervised work experience in an IT organization or IT-related position. Responsibilities and experience must differ from IT 686. No more than 3 credits of IT 686 and 787 may be applied to the degree. Prerequisite: IT 686 and approval by the program director or dean of the College of Arts and Sciences. S/U grade only.

IT 790 **Advanced Topics in Information Technology** 1-3 Cr.
Study of special advanced topics in information technology. May be repeated more than once when topics differ. Prerequisite: 9 credits of IT coursework.

IT 792 **Research Project** 1-3 Cr.
Research on a topic of special interest to the student under the supervision of a faculty advisor. Major paper or evidence of project completion is required. Prerequisite: 9 credits of IT coursework and the project must be approved prior to registration. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

IT 795 **Independent Study** 1-3 Cr.
Investigation of IT topics under a faculty supervisor. Requires a research or concluding paper, or evidence of project completion. Prerequisite: 9 credits of IT coursework and the project must be approved prior to registration. No more than 6 credits of IT 792 and IT 795 may be applied toward the degree.

IT 798 **Thesis Proposal and Preparation** 3 Cr.
Supervised preparation for master's thesis, resulting in a detailed research plan and proposal. The plan and proposal must be approved by the candidate's thesis advisor and committee member(s). This course counts as an IT program elective. Prerequisite: approval of the program director. S/U grade only.

IT 799 **Thesis** 3 Cr.
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). Prerequisites: approval of the program director and successful completion of IT 798. S/U grade only.

International Commerce and Policy

ICP 540 **International Finance** 3 Cr.
An introduction to the functioning and management of the firm in international markets. An emphasis is on the multinational firm but increasing globalization makes international finance of concern to virtually every business operation. Coverage includes the international financial environment and the measurement and management of risk exposure, particularly foreign exchange exposure, arising during international operations and trade. In addition, financing and investing decisions are considered in the international context.

ICP 560 **Public Policy: Role of Government and Non- Governmental Organizations** 3 Cr.
Effects of public policy in public, nonprofit, and NGO administration. Emphasis on global and international issues, approaches, and organizations.

ICP 590 **Topics in International Commerce and Policy** 1-3 Cr.
Topics in business, law, politics, history, administration, and other fields that may be of interest to ICP students.

ICP 610 **International Commerce and Policy: Case Studies** 3 Cr.
Introduction to commerce and policy concepts and terminology using analysis of case studies to build business and policy vocabulary, develop negotiation and cultural skills, and integrate business concepts for use in the ICP program. Requires individual and team projects involving written and oral presentation using current software technology.

ICP 612 **International Business Relationships** 3 Cr.
Role of business ethics and values in forging and maintaining effective business relationships between individuals and organizations of different cultural and social traditions. Topics include corporate codes of conduct, outsourcing, transactions under Sharia legal and economic systems, natural resource extraction, free trade agreements, and fair trade agricultural and commodity concept.

ICP 613 **Future of Business in a Global Economy** 3 Cr.
Covers a variety of topics, including important business principles and leading edge best practices adopted by world-class companies. Students gain an understanding of the future of business by discussing the business environment, ownership, management, technology, and financial challenges of business.

ICP 614 **International Marketing** 3 Cr.
Strategies involved in developing and establishing successful businesses in an international arena, along with marketing and distribution opportunities and challenges. Use the case study method, including the role of technology, to examine and analyze issues and to guide decision strategies in specific global environments.

ICP 615 **New Venture Creation** 3 Cr.
Hands-on experience in the creation and development of a growth-oriented venture. Focus on developing skills conducive to venture success, including organizing, planning, integrating, persuading, and team building. Students analyze award winning plans, receive advice and insight from experts, and generate plans that are judged by professionals.

ICP 616 **Import and Export: Planning and Procedure** 3 Cr.
This course will focus primarily on the knowledge, skills, and insight needed to manage imports and exports in order to achieve an organization's strategic objectives. Companies acknowledge the need to export and compete internationally as a means of locating new customers and expanding beyond a domestic market. To do so, companies that intend to, or currently, trade in the world market must hire staff that is knowledgeable and qualified in this area.

ICP 620 **Cross-Cultural Management** 3 Cr.
A study of the emerging field of international management as the practice of applying management concepts and processes in a uniquely multinational environment. Emphasis will be placed on culture-based behaviors and cross-cultural comparisons along with the theories which underpin international management principles.

ICP 621 **Global Leadership and Team Development** 3 Cr.
(Also offered as LS 621, and KIN 621.) Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

ICP 622 **Developing Nations and Sustainability** 3 Cr.
This course is designed to serve as a foundation policy analysis course for graduate studies. "Developing Nations and Sustainability" will introduce to students the core concepts, principles, and practices of sustainable development while considering the evolving models of the economic evaluation of Sustainable Development initiatives and programs. It examines National Policies of Developing Countries focusing on the environmental, economic, health, and social dimensions of development by focusing on changing patterns of consumption, production, and distribution of resources. This course includes a comparative analysis of US Public Policy covering certain features of the American political system that affect the making of public policy, and the role of ideology in structuring policy debates. The course concludes with an examination of the impact of globalization, the role of the private sector, and NGOs.

ICP 623 **International Economics** 3 Cr.
(Also offered as ECON 623.) The gains from international trade including the effects of growth and development on a nation’s welfare are examined. Also explored are tariffs and other trade restrictions, the international mobility of capital and labor, and the historical development of multilateral trade agreements. Balance of payments, accounting, foreign exchange markets, and international monetary institutions are also covered.

ICP 650 **World Bank Global Issues** 3 Cr.
Curriculum designed to promote a better understanding of economic development, global competition, international trade, and public policy among students of the social sciences, international development, public policy, and business. Seminars are led by world-known experts and researchers at the World Bank having first-hand knowledge and experience in global issues. Seminar speakers lead part of the discussion on policy relating to these issues, which gives them an interesting point of view for students participating in the series. Fall only.

ICP 661 **International Political Economy** 3 Cr.
(Also offered as POLS 661.) An exploration of the interplay of political and economic factors behind issues from world trade, flow of capital and jobs, to bilateral economic relations. Review of classic and modern literature in the field of international political economy followed by application of major theories to contemporary international problems.

ICP 662 **International Competitiveness, Politics, and Policies** 3 Cr.
Inquiry into governance problems of public managers and political leaders as they cope with global competitiveness in areas such as technology innovation and transfer, national security, trade policies, capital flow and regulations, human resources, immigration policies, education, and regional development policies and strategies. Focus is on the U.S. role and policies.

ICP 663 **Comparative Public Policy** 3 Cr.
An overview of similarities and differences across countries and cultures in policies related to law, health, education, government, commerce, religion, and other dimensions that impact international engagement.

ICP 670 **Law and Legal Principles** 3 Cr.
(Also offered as KIN 671, LS 670, and PSY 670.) An Introduction of American Law and the American Legal System through analysis of history, structure, tools, rules, and composition of the courts in the United States all of which provides a basis for comparison to the laws and legal systems of other nations. Students will begin to learn how to read, study, and brief legal cases.

ICP 671 **International Business Transactions** 3 Cr.
Explores the practical aspects of conducting international business transactions as well as the workings of international systems such as the General Agreement of Tariff and Trade. Areas covered include unfair foreign competition; anti-dumping duties; subsidies and countervailing duties; regulating international investment; technology transfer; and regulating the multinational corporation.

ICP 677 **Public International Law** 3 Cr.
Study of the World Trade Organization as the institution that sets rules for trades of goods and services worldwide and settles disputes among sovereign nations. WTO-related agreements, procedures, relevant policy issues, and prominent cases, in the context of the growing role of international regime in global economy are discussed.

ICP 678 **International Commerce and Trade Law** 3 Cr.
Regulations imposed by governments and international institutions on transnational commerce. Reviews principal regulatory bodies in the U.S. and overseas, and powers and authorities. Covers tariffs and customs regulations; product safety and environmental restrictions; intellectual property, copyright, trademark, and patent regulations; and licensing rules. Topics may also include regulations involving taxation, pricing, and foreign exchange, alliances, and acquisitions.

ICP 686 **Internship in International Commerce and Policy** 1-3 Cr.
Placement in work setting related to international commerce and policy, requiring a minimum of 100 contact hours. Prerequisite: 9 credits of course work in the ICP program and approval of the dean of the College of Arts and Sciences. S/U grade only.

ICP 690 **Advanced Topics in International Commerce and Policy** 0.5-1 Cr.
Specialized topics dealing with current and relevant areas of study related to international commerce, law, politics, business, and cultural issues.

ICP 692 **Research in International Commerce and Policy** 3 Cr.
Guided research under faculty supervision on a topic related to international commerce, business, relations, policy, or law. May be empirical or literature based. Final paper required. Prerequisite: 12 credits of ICP course work and approval of the dean of the College of Arts and Sciences.

ICP 695 **Independent Study** 1-3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. May also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

ICP 795 **Master's Thesis** 3 Cr.
Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate Office. Prerequisite: ICP 692 or 695 with a grade of A/A- or dean's approval.

Kinesiology

KIN 590 **Special Topics in Physical Education** 1-3 Cr.
An open topics course which examines a variety of concerns pertaining to the needs of the physical educator, e.g., curriculum development, pedagogy, sports administration, exercise physiology, and current issues in physical education. May be repeated when topics vary. Prerequisite: consent of the instructor and chair of the department.

KIN 610 **Psychology of Sport** 3 Cr.
A study of the competitive sports experience, with emphasis on the multi-dimensional factors involved in the psychology of sport.

KIN 615 **Research Methods in Sport and Physical Education** 3 Cr.
An analysis of evaluation techniques for activities and an investigation of the measure of central tendency, statistical designs, computer use and empirical research for physical education. Prerequisite: a course in statistics.

KIN 620 **Women and Sports** 3 Cr.
Historical perspectives as well as psychological, sociological, and physiological implications of women's participation in sport.

KIN 621 **Global Leadership and Team Development** 3 Cr.
(Also offered as ICP 621, and LS 621.) Defines qualities of a true leader, with the goal of helping individuals find their style of leadership. Deals with the difference between managing and leading, as well as the roles of coaching and mentoring in leadership. Motivation, communication, visioning, team development, and situational-based leadership are covered.

KIN 625 **Sports Ethics** 3 Cr.
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.

KIN 630 **Sport and Society** 3 Cr.
A study of the role of sports in society and the effects of culture and society on sports.

KIN 633 **Management and Development of Facilities** 3 Cr.
The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities.

KIN 643 **Sports Marketing, Promotions, and Fund- Raising** 3 Cr.
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.

KIN 653 **Financial Aspects of Sport** 3 Cr.
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.

KIN 670 **Sport and the Law** 3 Cr.
Focus on developing an understanding of the role the legal system plays in recreation, interscholastic, collegiate, and professional sports.

KIN 671 **Law and Legal Principles** 2 Cr.
(Also offered as ICP 670, LS 670, and PSY 670.) An Introduction of American law and the American legal system through analysis of history, structure, tools, rules, and composition of the courts in the United States all of which provides a basis for comparison to the laws and legal systems of other nations. Students will begin to learn how to read, study, and brief legal cases.

KIN 686 **Internship in Sports Administration** 1-6 Cr.
An opportunity to gain practical experience in activities related to sports administration under supervision by working in University programs or offices, public agencies and businesses, sports clubs, etc. Prerequisite: 9 credits in Sports Administration or approval of the department chair.

KIN 690 **Special Topics in Physical Education** 3 Cr.
Examines a variety of current topics in Physical Education and Sports Administration. May be repeated for credit when topics vary.

KIN 692 **Research Project** 3 Cr.
Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: the project must be approved prior to registration.

KIN 695 **Independent Study** 0-3 Cr.
An investigation of a research-oriented concern or focused independent reading pertaining to physical education under supervision of a faculty advisor. Upon completion of the study, a copy of the culminating project will be filed in the department. Prerequisite: consent of the instructor and chair of the department.

KIN 795 **Master's Thesis** 3 Cr.
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.

Liberal Studies

Note: Liberal Studies (LS) courses are administered through the Graduate Office with the assistance of a Master of Arts in Liberal Studies Advisory Council.

LS 501 **Academic and Research Strategies** 1 Cr.
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** 2-3 Cr.
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** 1-3 Cr.
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** 1-3 Cr.
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** 3 Cr.
Intensive English language instruction for non-native English speaking international students. Focus may be on communication skills or reading and writing. Prerequisite: TOEFL score of 550 or higher, or instructor's approval. May not be counted toward degree work if LS 606 has been completed.

LS 605 **English for Business** 4 Cr.
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** 3 Cr.
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** 3 Cr.
Development and preparation toward writing a major graduate level paper, literature review, research study, or thesis. With focus on a particular theme or topic related to their area of concentration or program, students develop a thesis, design a study, and collect and analyze information or data as appropriate. Students may choose the S/U grading option.

LS 610 **Seminar in the Humanities** 3 Cr.
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** 3 Cr.
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** 3 Cr.
(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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 1 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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 Masterworks** 1.5 Cr.
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** 2 Cr.
(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** 3 Cr.
Exposure to and guidance within practical or work settings related to the student's field of concentration. Students spend approximately 100 contact hours under the guidance of a faculty member and onsite supervisor. Prerequisite: satisfactory completion of 6 credits of MALS core and 9 credits in the concentration, submission of a written proposal, and approval of the sponsoring faculty and dean of the College of Arts and Sciences.

LS 686 **Internship** 1-3 Cr.
Supervised hands-on experience related to professional and liberal learning. Students spend approximately 100 hours for each academic credit. Requires satisfactory completion of 12 credits of MALS course work, a written proposal that includes an expected product or outcome, evidence of the outcome, and approval of the sponsoring faculty and dean of the College of Arts and Sciences.

LS 690 **Advanced Topics in Liberal Studies** 0-3 Cr.
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** 1-3 Cr.
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** 3 Cr.
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** 1-3 Cr.
Seminars are designed for students who are capable of significant independent work and making major contributions to the course.

LS 694 **Learning through Service** 1-6 Cr.
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** 1-3 Cr.
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 Sciencesprior to registration.

LS 696 **Independent Study in Ethics** 3 Cr.
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** 3 or 6 Cr.
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** 3 Cr.
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** 3 Cr.
Supervised research or project for master's thesis. Written report must adhere to appropriate style of the discipline (e.g., APA, MLA, etc.) and should be of publishable quality. Final copy must be approved by all members of the thesis committee and filed with the Graduate Office. Prerequisite: LS 692 or 695 with a grade of A or A- or dean's approval.

Licensed Clinical Addictions Counselor

LCAC 630 **Psychopharmacology** 3 Cr.
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 and Treatment** 3 Cr.
(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** 3 Cr.
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** 1-3 Cr.
An exposure to the application of counseling principles and practices, typically though shadowing and observation, in a setting related to counseling addiction services. Includes on-campus group supervision. For LCAC licensure, a minimum of 360 contact hours is required between LCAC 685 and 686, with each credit hour requiring at 120 hours. S/U grade only.

LCAC 686 **Internship in Addiction Counseling** 1-3 Cr.
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.

Mathematics and Computer Science

MATH 520 **Dynamical Systems** 3 Cr.
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 Disease** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 1-3 Cr.
An advanced course for mathematics majors. Topics vary, but may include: number theory, advanced abstract algebra, differential geometry, partial differential equations, measure and integration, or functional analysis. Prerequisite: consent of the chair of the department. Specific course requirements depend on the content. Offered upon sufficient demand.

MATH 592 **Research in Mathematics** 3 Cr.
A research problem studied in mathematics under the direction of a faculty member. Written and oral reports are required. Prerequisite: consent of the chair of the department.

MATH 595 **Independent Study in Mathematics** 1-3 Cr.
Advanced topics in mathematics under the supervision of a faculty member. Written work is required. Prerequisite: consent of the chair of the department.

Meteorology

MET 530 **Numerical Weather Prediction** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
(Also offered as GEO 560.) This course will examine the analysis methods used in the geosciences, with a focus on environmentally collected data sets. The course emphasizes visualization of data, as well as applications ranging from basic model building to regression and introductory time series analysis. The primary tool for analysis is R, an open source software package that runs on virtually any platform. Prerequisite: consent of instructor.

MET 569 **Atmospheric Thermodynamics** 3 Cr.
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** 2 Cr.
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** 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 573 **Atmospheric Dynamics II** 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: MET 572.

MET 580 **Synoptic Scale Forecasting and Analysis** 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. Prerequisites: MET 573 and consent of instructor.

MET 581 **Mesoscale Analysis and Forecasting** 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 convention, MCCs, and analysis and forecast methods are examined. Prerequisite: MET 580.

MET 585 **Field Study in Meteorology** 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: consent of the instructor.

MET 586 **Internship in Meteorology** 1-6 Cr.
Experience by working in National Weather Service offices, governmental laboratories, private consulting firms, or media and broadcasting stations. Prerequisite: consent of internship coordinator. S/U grade only.

MET 590 **Selected Topics in Meteorology** 1-3 Cr.
Advanced studies in applied and theoretical meteorology. Topics such as weather systems analysis, micrometeorology, and atmospheric observing may be considered. May be repeated when topic is different. Prerequisite: consent of instructor.

Music

MUS 590 **Topics in Music** 1-3 Cr.
Specific topics offered occasionally and linked to other departmental programming and projects. May be repeated for credit if topics are different. Prerequisite: graduate standing and permission of the instructor.

Performance

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

Ensemble Music Instruction

All ensemble courses are available for graduate credit at the 500 level. Enrollment is limited to students who have specialized training and background to participate in the ensemble in some capacity (such as assistant conductor, section leader or project director) to be determined by the instructor of the ensemble and with the approval of the chair of the department.

MUEN 550 **Choir** 0.5-1 Cr.
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 552 **Band** 0.5-1 Cr.
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 554 **Orchestra** 0.5-1 Cr.
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 557 **Small Ensemble with Improvisation** 0.5 Cr.
Small specialized ensembles, which incorporate aspects of improvisation in rehearsal and performance. Prerequisite: consent of the chair.

MUEN 558 **Small Ensemble** 0.5 Cr.
Small specialized ensembles (vocal, like-instrument, or mixed ensemble) consisting of 2 or more members. Prerequisite: consent of the chair.

Political Science

POLS 520 **Politics of Urban and Metropolitan Areas** 3 Cr.
This course will examine the politics and policy making of urban and metropolitan governments, and will include special emphasis on issues such as the nature of local decision making, racial and ethnic politics, education, housing, law enforcement, economic development, and the prospects for regional government.

POLS 526 **The Presidency** 3 Cr.
An examination of the American presidency with specific emphasis on the president's constitutional position, the process of nominating and electing a president, presidential power and behavior, and the president's relations with the public and coordinate branches of government.

POLS 527 **Congress** 3 Cr.
A study of the legislative processes in which emphasis is placed on the Congress of the United States and its policy-determining and directing roles. This course often includes a field trip.

POLS 530 **Politics of Industrialized States** 3 Cr.
A study of political systems in the Western industrialized world. Attention is directed primarily at Western and Eastern Europe, alternately.

POLS 532 **Politics of China and East Asia** 3 Cr.
This course examines the politics of contemporary China and East Asia. It traces the cultural and historical legacies offered affecting political life and the political process through which nation-state, citizen-subjects, and the organizations and institutions of governance are constructed and interact. It also examines the major political challenges facing the region.

POLS 533 **Politics of Africa** 3 Cr.
This course explores the economic, social, and political challenges facing Africa today, and places them in historical and global contexts. Key themes include democratization, the origins of conflict, and political and economic development.

POLS 534 **Politics of the Middle East** 3 Cr.
This course explores the contemporary politics of the Arab world. It focuses on the political development and dynamics of these countries, and their relationships with each other and the rest of the world.

POLS 536 **Politics of Latin America** 3 Cr.
This course examines the politics of Latin America, with a focus on democracy and economic development. The course includes a brief historical overview, an examination of the fight for democracy, an exploration of citizens' political views, and debate regarding major issues facing the region.

POLS 538 **Gender and Public Policy in Global Perspective** 3 Cr.
The purpose of this course is to introduce students to the role of gender and politics in different countries throughout the world. The course examines the role of women as political actors and their activities in formal and grassroots politics, and analyzes gender as a variable in public policy in different countries.

POLS 542 Political Ideologies 3 Cr.
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 3 Cr.
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 American Foreign Policy 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
An introduction to the basic principles of administrative organization and management in government.

POLS 561 Public Policy 3 Cr.
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 3 Cr.
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 3 Cr.
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 3 Cr.
An intensive study of topics in the process, policies, and functions of political science (e.g., political parties, political psychology, etc.). May be repeated for credit if topics differ.

POLS 591 Advanced Topics in International Relations I 3 Cr.
An intensive study of topics in the process, policies, and functions of international relations or comparative political science (e.g., comparative political parties, political institutions, etc.). May be used to fulfill either an International Relations requirement or a Comparative requirement, when topics are appropriate (as determined by the department chair). May be repeated for credit if topics are different.

POLS 661 **International Political Economy** 3 Cr.
(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** 1-3 Cr.
Specialized topics dealing with current issues and study in fields related to politics, policy, and political science. May be repeated for credit when topics differ.

Psychology

PSY 500 **Understanding Trauma** 3 Cr.
An introduction to the individual and systemic causes, types, and impacts of trauma across various populations and settings.

PSY 510 **Trauma Assessment** 3 Cr.
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** 3 Cr.
Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.

PSY 560 **History and Systems of Psychology** 3 Cr.
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** 3 Cr.
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** 1-3 Cr.
Selected topics based on the special interest areas of students and faculty.

PSY 590 **Special Topics in Trauma** 1-3 Cr.
Selected topics in trauma based on the special interest areas of students and faculty.

PSY 600 **Capstone: Trauma-Informed Systems** 3 Cr.
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** 3 Cr.
(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** 1-3 Cr.
A supervised experience involving the practical application of psychological theory, research, and practices in a work or community setting. A minimum of 100 hours placement time is required for each credit hour. The experience does not fulfill experiential training requirements for the Clinical Mental Health Counseling program, but may fulfill requirements for other psychology or counseling programs with the approval of the program director and the counselor training director. May be repeated for up to a total of 6 credits. S/U grade only. Prerequisite: permission of the counseling training director.

PSY 690 **Special Topics in Psychology** 1-3 Cr.
The analysis, assessment, and discussion of current topics in psychology. This course may be repeated for credit if the topics vary. Prerequisite: six credit hours of graduate psychology or consent of the chair of the department.

PSY 700 **Law and Psychology: Integrative Project** 3 Cr.
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. Prerequisite: 12 credits of psychology course work in the MA/JD program. S/U grade only.

School Psychology

SPSY 540 **Differentiated Instructional Practices** 3 Cr.
(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** 1-3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 3 Cr.
Comprehensive overview of formal and informal assessment measures used to measure behavioral, affective, adaptive, and social skills, and direct and indirect services applicable to the development of these processes. Collaborative case study activities will require the development of appropriate behavioral, affective, adaptive, and social skill goals, and will necessitate an evaluation of intervention effectiveness. Student diversity in development and learning will be emphasized with special attention to individual differences (e.g., biological, social, cultural, linguistic, socioeconomic), abilities, and disabilities. Prerequisite: COUN 620.

SPSY 660 **Consultation in School and Community Settings** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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** 6 Cr.
First of a full-time two-semester placement in a school or educational agency for a total of 1200 hours, with 600 hours in a school setting. Prerequisites: completion of all required courses and practicum field training experiences in M.Ed. and Ed.S. components of the program, completion of a pre-internship review, and approval of the chair of the department or the school psychology coordinator. S/U grade only.

SPSY 684 **Internship in School Psychology** 0 Cr.
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** 2 Cr.
(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** 1-3 Cr.
Advanced study in the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

Sociology and Criminology

SOC 510 **Development of Sociological Theory** 3 Cr.
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** 3 Cr.
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** 3 Cr.
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: Quantitative Survey Analysis** 3 Cr.
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** 3 Cr.
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** 3 Cr.
An examination of the city as a social system. Emphasis placed upon the historical, demographic, and ecological development of urban areas, along with an exploration of major problems confronting American cities. Development of urban life style is also examined.

SOC 526 **Drugs in Society** 3 Cr.
This course is an introduction to the study of the use and abuse of commonly known drugs from sociological, psychological, and pharmacological perspectives. Included are timely drug topics and issues such as drug testing, decriminalization and legalization, drugs and crime, drug prevention, and the latest data regarding the use and abuse of drugs. Normally offered each spring semester of even numbered years.

SOC 540 **Gender** 3 Cr.
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** 3 Cr.
An examination of policing at the local, state, and federal levels, from historical and contemporary points of analysis, with emphasis on the relationship between law enforcement and other criminal justice agencies. Prerequisite: consent of the chair of the department. Normally offered spring of even years.

SOC 560 **Penology** 3 Cr.
A critical examination of prisons, jails, and community correctional services, including the work of probation and parole officers, with emphasis on both historical development and current trends and issues. Prerequisite: consent of the chair of the department. Normally offered fall of even years.

SOC 570 **Sociology of Law** 3 Cr.
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** 1-3 Cr.
Focus on particular social issues from a problem or dilemma standpoint, such as substance abuse, sexism, racism, ageism, and occupational discrimination. May be repeated for credit if topics vary.

SOC 591 **Issues in Criminology and Criminal Justice** 1-3 Cr.
Addresses specific criminal justice issues such as the expanded use of probation and parole; the growth of white collar and street crime; police violence; the use of capital punishment; recidivism; and cross-cultural comparative crime. May be repeated for credit if topics vary.

SOC 620 **Seminar in Criminal Justice and Criminology** 1-3 Cr.
Critical review of current theory, practice, and research in criminology and penology, or criminal justice. Prerequisite: approval of the chair of the department.

SOC 690 **Seminar in Sociology** 1-3 Cr.
An investigation of selected topics and problems in sociology from the standpoint of sociology theory and current research. May be repeated for credit if the topics vary. Prerequisite: approval of the chair of the department.

SOC 692 **Research Project** 3 Cr.
Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

SOC 695 **Independent Study** 3 Cr.
Investigation of a sociological/ criminological topic under supervision of a faculty advisor. Work may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Special Education

SPED 540 **Differentiated Instructional Practices** 2-3 Cr.
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. Prerequisite: admission to the Teacher Education Program and ED 557.

SPED 541 **Assistive Technology** 1 Cr.
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 **Teaching Reading to Students With Disabilities: Secondary** 3 Cr.
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: ED 510 or ED 560.

SPED 547 **Characteristics of Individuals with Mild Disabilities** 3 Cr.
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** 1-3 Cr.
Initial field experience for prospective special education teachers of students with mild intervention needs and prospective school psychologists. Emphasis on direct observation of diagnostic, teaching, and classroom management techniques. According to each teacher candidate's developmental level concentration, a field experience of 120 clock hours minimum is arranged with a special education teacher. Students seeking more than one developmental level of licensure may repeat this course for each developmental level up to 9 credits total. This practicum is waived if the student has at least one year of teaching experience in a school setting. Prerequisite or corequisite: SPED 547 or consent of graduate advisor.

SPED 550 **Models of Collaboration and Consultation in Special Education** 3 Cr.
The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration. Prerequisite or corequisite: SPED 547 or consent of the instructor.

SPED 551 **Applied Behavior Analysis** 3 Cr.
Many students with mild disabilities exhibit social, learning, and/or behavioral problems that must be addressed to provide them with appropriate educational programming. This course provides education professionals with knowledge and experiences assessing behavior through various techniques including functional assessment, planning behavioral interventions, and implementing behavior and classroom management procedures using best practice techniques. Information on legal mandates related to behavior management is also included. Prerequisite or corequisite: SPED 547 or consent of the instructor.

SPED 566 **Teaching Reading to Students with Disabilities: Elementary** 3 Cr.
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. Pre/corequisite: 3 credits of reading.

SPED 590 **Topics in Special Education** 1-3 Cr.
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** 3 Cr.
Provides information on the legal and technical aspects of standardized tests; practice in skills related to test selection and administration, and practice in interpretation of standardized test scores. Standardized tests of intelligence, academic achievement, behavior, psychological processes, adaptive behavior, learning aptitude, and career interests are examined. Knowledge and skills in observational assessment, portfolio and performance assessment, and curriculum-based assessment are also addressed with case study and/or IEP contexts. Prerequisites: SPED 547 or consent of instructor.

SPED 645 **Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-12)** 3 Cr.
Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-12. Curriculum, instructional methods, and instructional materials for various content areas and for general and special education settings are addressed in the context of individual education planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Field work required. Prerequisite: SPED 547; prerequisite or corequisite: SPED 544.

SPED 646 **Advanced Practicum in Special Education** 1-3 Cr.
Special education teacher candidates participate in an advanced supervised practice teaching experience with students having mild disabilities at a particular developmental level. Emphasis is placed on the identification, diagnosis, selection, implementation, and evaluation of effective, research-based instructional strategies for students with mild intervention needs. Minimum of 40 clock hours per credit hour at a developmental level. Candidates seeking licensure at more than one developmental level may repeat this course for additional developmental levels up to 3 credits total. Prerequisites: SPED 544, SPED 547; and SPED 645.

SPED 690 **Seminar in Education** 1-3 Cr.
An intensive study of a significant topic in special education. May be repeated for credit if the topics vary.

SPED 692 **Research Project in Special Education** 3 Cr.
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: SPED 695.

SPED 695 **Independent Study** 3 Cr.
A focused investigation of a relevant research topic in a specific disability area. This course provides an opportunity to apply and further develop research skills and to explore the research literature pertinent to the candidate's future master's research project or thesis.

SPED 699 **Master's Thesis** 3 Cr.
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: approval of the chair of the department and a research or statistics course.

Statistics

STAT 540 **Statistics for Decision Making** 3 Cr.
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** 4 Cr.
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** 3 Cr.
This course in mathematical statistics is based on the background of STAT 541. Topics include Central Limit Theorem, covariance, moments, estimation, tests of hypotheses, and sampling theory. Prerequisite: STAT 541 or an equivalent course.

STAT 543 **Time Series Analysis** 3 Cr.
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. Usually offered every fall semester. Prerequisite: ECON 525 or STAT 540.

STAT 544 **Stochastic Processes** 3 Cr.
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** 1 Cr.
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. Pre/corequisite: ECON 525 or STAT 540.

STAT 563 **Introduction to SAS** 3 Cr.
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. Usually offered in the spring semester of even numbered years. Pre/corequisite: ECON 525 or STAT 540.

STAT 590 **Advanced Topics in Statistics** 1-3 Cr.
An intensive study of selected topics, methods, techniques, and problems in applied statistics. Only offered when there is sufficient demand. Prerequisites will depend on the content. May be repeated for credit when topics differ.

Theatre

THTR 537 **American Theatre** 3 Cr.
A study of American theatre and drama, with particular emphasis given to the development of musical theatre and to the drama of the modern period, including the work of playwrights such as O'Neill, Miller, Williams, Wilson, Baraka, Norman, Albee, and Kushner.

THTR 556 **Design for the Theatre** 2+2, 3 Cr.
The translation of written and verbal concepts into scenic elements of line, form, space, texture, and color. The actor/audience relationship is examined with regard to design for the various forms of theatre and dance production. Offered spring semesters, odd-numbered years.

THTR 590 **Special Topics in Theatre** 1-3 Cr.
Selected topics and themes of current interest. Topics may vary. May be repeated for credit when topics are different.

THTR 595 **Independent Study** 3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Theology

Biblical Studies Courses

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

THEO 512 **Understanding the New Testament** 3 Cr.
A study of the history and theology of the New Testament with attention to its rootage in the Old Testament.

THEO 514 **The Pentateuch** 3 Cr.
A study of the Pentateuch with emphasis on Israel’s understanding of the beginning, the history of the patriarchs, the exodus, the wilderness wanderings, and the preparation for entering the promised land.

THEO 515 **The Prophets** 3 Cr.
A study of the role of the prophets in Israelite religion. Special attention is given to the historical origins of the prophetic movement, its impact on Israel’s political, social and religious life, and the continuing significance of the prophetic message in Jewish and Christian thought.

THEO 517 **The World of the New Testament** 3 Cr.
A study of the societies and culture in which Christian communities arose with a view to understanding the New Testament better and determining its contemporary significance more accurately.

THEO 518 **Jesus and the Gospels** 3 Cr.
A comparative study of the New Testament gospels with a focus on the uniqueness of each in its presentation of the story of Jesus.

THEO 519 **Topics in Biblical Studies** 3 Cr.
A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

THEO 610 **Advanced Topics in Biblical Study** 3 Cr.
A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

THEO 615 **Pentateuch and Wisdom Literature** 3 Cr.
Study of the relationship between the biblical message and the history, culture, and problems of the era in which the Bible was composed. Students learn the content of the Pentateuch and the Wisdom Literature of the Old Testament, become acquainted with exegetical reference works and discover major issues in the history of the Old Testament interpretation.

Foundations of Christianity Courses

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

THEO 524 **Christianity in America** 3 Cr.
An investigation of the history of Christianity in America, with emphasis on the interaction between religion and cultural developments.

THEO 528 **Topics in Lutheran History and Theology** 3 Cr.
An examination of selected issues, movements, thinkers, or institutions within the Lutheran tradition. May be repeated for credit if topics are different.

THEO 529 **Topics in Christian History** 3 Cr.
An examination of a selected topic or thinker in the history of Christian thought and institutions. May be repeated for credit if topics are different.

THEO 620 **Advanced Topics in Christian History** 3 Cr.
A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated if topics vary.

Theology and Ethics Courses

THEO 530 **Christian Theology in the Eighteenth and Nineteenth Centuries** 3 Cr.
A study of themes and problems (e.g., the relation of faith and history, the relation of faith to emerging modern science, the nature of religious authority) in the period from Kant and Reimarus to Ritschl.

THEO 533 **Black Theology and Black Church** 3 Cr.
A study of Black theological discourse in the United States and Africa. The course focuses on the composite causes of racial oppression and explores the relationship between black theology and "third world'' peoples, women's struggles, black families, and, most importantly, the praxis of black church ministry.

THEO 545 **The Church in the World** 3 Cr.
A study of the life and mission of the church with emphasis on movements for renewal, reform, and reunion. Special attention is given to developments in Latin America and/or Africa.

THEO 546 **Studies in Theology, Health, and Healing** 3 Cr.
An examination of a selected topic such as death and dying, spiritual needs and health care, etc. May be repeated for credit if topics vary.

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

THEO 640 **Advanced Topics in Religious Ethics** 3 Cr.
An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics vary.

THEO 643 **Marriage and Sexuality** 3 Cr.
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** 3 Cr.
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.

Religions of the World Courses

THEO 561 **Indian Religions and Culture** 3 Cr.
A study of religious traditions of India, viewed through both popular devotional practices and religious texts and rituals.

THEO 562 **Islamic Religion and Culture** 3 Cr.
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** 3 Cr.
A study of the religious traditions (Confucianism, Taoism, Buddhism, and Shinto) of China and Japan.

THEO 567 **Topics in South Asian Religions** 3 Cr.
A study of a selected topic in the religions of South Asia. May be repeated for credit if topics are different.

THEO 568 **Topics in Abrahamic Religions** 3 Cr.
A study of a selected topic in those religious traditions (Judaism, Christianity, Islam) that trace their history from Abraham. May be repeated for credit if topics are different.

THEO 660 **Advanced Topics in the History of Religions** 3 Cr.
A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, religions of China and Japan, and Latin American religions. May be repeated for credit if topics vary.

THEO 665 **Toward Understanding Islam** 3 Cr.
An introduction to the origins of Islam, the Quran, Muslim worship, and characteristics of Muslim life in the modern world, as well as the challenges and prospects of interfaith dialogue. Usually offered online in collaboration with the Lutheran School of Theology in Chicago. Prerequisite: approval of the MALS Theology advisor.

Pre-Professional Courses

THEO 550 **Studies in Practical Theology** 3 Cr.
An examination of a selected topic such as Christian response to social victims, Christian faith and politics, ethics of cultural encounter, and Christian education. May be repeated for credit if topics vary.

THEO 551 **Theology of Diaconal Ministry** 3 Cr.
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** 3 Cr.
A carefully supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior Deaconess and Pre-Seminary students, this course in practical theology engages students in disciplined reflection on their ministry. Usually S/U basis.

THEO 556 **Church Music and Liturgical Theology** 3 Cr.
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 653 **Clinical Deaconess Education** 3 Cr.
A supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior and graduate Deaconess students, this course in practical theology engages students in disciplined reflection on their diaconal ministry. Graded on S/U basis.

THEO 680 **Practicum in Theology and Ministry** 1-4 Cr.
A supervised, applied learning experience within religious institutions in which students engage reflectively in meaningful activities. May include worship activities. Written summary and reflective paper required. May be repeated for credit provided experiences are different. Only 3 credits of Practicum may be applied to meeting degree requirements. Graded S/U. Approval of the chair of the Department of Theology required.

THEO 681 **Basic Homily Preparation** 1 Cr.
A basic introduction to methods of preparing and delivering biblical, liturgical homilies in a variety of worship settings. This course may be repeated for a maximum of two credits, and is offered on an S/U basis.

Advanced Study Courses

THEO 590 **Topics in Theology** 1-3 Cr.
Selected topics based on special interests of students and faculty. This course may be repeated for credit if the selected topics vary.

THEO 690 **Advanced Topics in Theology** 1-3 Cr.
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** 3 Cr.
Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: approval of instructor and department chair prior to registration.

THEO 695 **Independent Study** 1-3 Cr.
Investigation of a special topic of interest to the student and having relevance to the student's program of study. The study is supervised by a faculty advisor and normally results in substantial written summary and analysis, which is filed in the department office.

College of Business

Core Courses

The core courses form the common base of the MBA and are taken by everyone in the program. This core includes more advanced courses that are categorized into three broad areas: values-based leadership, analytical decision making, and strategic leadership.

BI 640 **Quantitative Methods in Management** 3 Cr.
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.

BUS 601 **Managerial Economics** 3 Cr.
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.

ACC 610 **Accounting Information for Decision Analysis** 3 Cr.
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.

FIN 620 **Financial Analysis** 3 Cr.
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.

MKT 630 **Marketing Management and Consumer Experience** 3 Cr.
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.

MGT 650 **Leadership in a Global Environment** 3 Cr.
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.

BLAW 660 **Global Trade: Governance, Digitization, and Sustainability** 3 Cr.
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.

MGT 670 **Strategic Thinking and Action** 3 Cr.
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.

Enhancement Courses

Enhancement courses are used to customize the MBA in order to fit individual interest and career aspirations. In addition to a broad selection of courses offered on a rotating basis (not every year), topic courses are offered on timely business subjects.

BI 740 **Database Fundamentals** 3 Cr.
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.

BI 741 **Descriptive Analytics** 3 Cr.
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.

BI 742 **Predictive Analytics** 3 Cr.
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.

BI 743 **Time Series Analysis** 3 Cr.
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.

FIN 720 **Global Investment Management** 3 Cr.
This course discusses practical and conceptual factors influencing the value of the investment opportunities and the success of investment approaches, within increasingly global financial markets. The objective is to equip students with the necessary tools to evaluate investment opportunities, and to apply these tools. Prerequisite: FIN 620 or the equivalent.

FIN 721 **Derivatives & Hedge Fund Strategies** 3 Cr.
This course provides the manager with the skills necessary to understand how the wide ranges of derivative securities are used for risk management, speculation, and investment. Also covered is an introductory overview of hedge funds and their investment strategies. Prerequisite: FIN 620 or the equivalent.

FIN 722 **Global Capital Markets** 3 Cr.
The course covers essential elements of investing and trading securities in international financial markets. The main perspective is that of the investment manager. The objective of the course is to equip students with strong practical knowledge about financial markets in foreign countries. Prerequisite: FIN 620 or the equivalent.

FIN 723 **Financial Modeling & Capital Creation** 3 Cr.
This course utilizes spreadsheet software to create an interactive financial model for the purpose of estimating the financial implications of alternative business strategies. The student will learn how valuation and return on investment modeling is used to attract investors and test sensitivities the exogenous business variables. Prerequisite: FIN 620 or the equivalent.

MGT 750 **High Performance Organizations** 3 Cr.
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.

MGT 752 **Managing Emerging Technologies** 3 Cr.
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.

MGT 753 **Project Management** 3 Cr.
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.

MGT 754 **Managing Technical Teams** 3 Cr.
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.

MGT 755 **Creativity and Innovation** 3 Cr.
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.

MGT 756 **Global Supply Chain Management** 3 Cr.
This course investigates the strategies for effective and efficient management of global supply chains. To stay competitive, organizations make decisions across multiple functional areas, coordinate with their supply chain partners who might have conflicting goals, and utilize advanced analytics to facilitate data-driven and fact-based decisions. Topics may include supply chain coordination; risk sharing and inventory pooling; strategic sourcing and procurement; contracts and supply chain coordination; and global logistics and risk management. Prerequisite: BI 640 or the equivalent.

MGT 757 **Developing People** 3 Cr.
This course focuses on recruiting, training, and developing human resources, thereby enabling them to be competent performers within organizations. Areas covered include designing/ redesigning jobs, coaching/ mentoring, conducting performance appraisals, providing feedback, and administering discipline. A major focus relates to developing people and workforce environments that creatively capitalize on today's information technologies. The course addresses ethical concerns related to dealing with people and their development in changing organizations.

MGT 758 **Intellectual Property Management** 3 Cr.
This course prepares the student on the management and control of issues surrounding copyrights, trademarks, and patents. Special emphasis will be placed on patent law, patent applications, and working with patent attorneys.

MGT 781 **Study Abroad Experience** 3 Cr.
Full-time daytime cohort students will have the opportunity to study abroad with selective universities around the world. The study abroad program is added to the MBA full-time daytime cohort with a vision to promote cultural exchange of ideas. The study abroad is designed to provide a greater understanding of cross-cultural business practices. This helps students to understand cultural nuances and become actively engaged with global organizations. Their exchange experience is intended to build on our VU MBA goals and to provide them with a network of students, faculty, and professionals from around the world. We truly believe that in today's global business environment, international experience is a key component for a successful career.

MGT 790 **Special Topics** 3 Cr.
The study of special or timely topics. Students are not limited in the number of special topics courses taken. Prerequisites vary based upon the topic.

MGT 791 **Field Project** 3 Cr.
The field project offers students an opportunity for action learning while focusing on a specific project in a company or other organization. This course is team-based and offered on an ad hoc basis.

MGT 795 **Independent Study** 3 Cr.
A student may undertake independent study on a topic of special interest and relevance to the student's program. The student must have a supervising faculty member and a project defined and approved by the MBA director and the dean of the College of Business prior to registration. Students may take no more than four credits of independent study work as part of their program.

MKT 680 **Services Marketing** 3 Cr.
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. Prerequisite: MKT 630
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.

MKT 730 **Global Marketing** 3 Cr.
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.

Enterprise Resource Planning

ERP 710 **Enterprise Resource Planning with SAP** 3 Cr.
Students will be exposed to concepts in enterprise resource planning (ERP), including business processes across the functional areas of an organization. The main focus of this course is to show how ERP systems integrate business processes across functional areas and support business management and performance analysis.

ERP 711 **SAP Navigation and Configuration** 3 Cr.
This course provides an in depth understanding of Enterprise Resource Planning (ERP) systems, and addresses how integrated information systems improve business operations. Students will be exposed to concepts and receive hands on configuration of business processes using SAP ERP software. Prerequisite: ERP 710.

ERP 712 **SAP Business Intelligence** 3 Cr.
This course provides an in depth understanding of SAP's Business Warehouse and Business Intelligence solutions. Exposes students to the processes and tools within SAP to deliver analytical and reporting foundation needed to drive mission critical business decisions. Prerequisite: ERP 711.

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

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

College of Engineering

GE 590 **Special Topics in Engineering** 1-3 Cr.
An accelerated course discussing various topics in the application of mathematics and science to solve technological problems. Offerings will vary. Typical topics include an introduction to various engineering disciplines and the use of engineering problems and experiments in secondary school settings. Prerequisite: consent of the dean of College of Engineering. Not intended for credit transfer to any graduate engineering degree program.

College of Nursing and Health Professions

Health Administration

HADM 501 **Understanding Health Care Organizations** 3 Cr.
An introduction to the field to establish professional identity and understand health care systems. This course also exposes students to the many issues and challenges, including those dealing with ethics, surrounding the health care field. Topics may include organizational structures, legal and ethical issues, government policies, community health, managing information, managing people, and managing resources.

HADM 520 **Financial Management** 3 Cr.
(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 530 **Marketing and Promotion** 3 Cr.
Emphasis on the ethical application of marketing concepts, theories, and principles as they relate to product policy, promotional mix decisions, distribution and logistical planning, and pricing. The international business environment, including social, cultural, economic, political-legal, competitive, and technological variables, is studied and compared with American markets. The areas of buyer analysis, and the utilization of market planning and analysis are also stressed.

HADM 590 **Advanced Topics in Health Administration** 1-3 Cr.
Specialized topics dealing with current and relevant issues related to health administration, including but not limited to policy, law, management, community and public health, data and information management, analytics, and socio-cultural factors.

HADM 601 **Research and Program Evaluation** 3 Cr.
Understanding research protocols, designs, and strategies used to garner and verify knowledge in the field of health care, with special attention to procedures designed for program evaluation.

HADM 602 **Managing and Analyzing Health Care Information** 3 Cr.
Practice and use with software systems that enable organizing, managing, analyzing, and interpreting data, with emphasis on the types of data required for reporting to federal, state, and local governments, as well as data that drive the decision-making process.

HADM 640 Quality Health Care Management 3 Cr.
The 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 3 Cr.
Focus on recruiting, training, and developing human resources thereby enabling employees to be competent performers within organizations. In addition, strategies for developing as an effective leader and team member in the field of health care are covered.

HADM 660 Managerial Epidemiology 3 Cr.
Focus on the application of the principles of epidemiology to the planning, implementing, and evaluating of population-based health care services across the life-span. Emphasis is placed on the use of epidemiological and biostatistical methods of reasoning to draw inferences about strategies at all levels of prevention.

HADM 662 Health in the Community 3 Cr.
Understanding the role of health education and health resources in the community, including securing community support and investment. Topics include prevention and control of chronic health conditions, efficient use of community health services and resources, volunteer agencies, disease and injury prevention, women's health, substance use, and other relevant issues.

HADM 664 International Health and Health Care Organizations 3 Cr.
Understanding health care organizations that function at the international level, including structure of organizations, regional and local health care challenges, geopolitical issues, world health organizations, and funding sources and opportunities.

HADM 670 Legal Issues in Health Care 3 Cr.
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.

HADM 671 Ethical Issues in Health Care 3 Cr.
Broad coverage of the challenges and dilemmas facing the health care enterprise using the case study method to arrive at ethical and moral decision-making. Includes examination of personal beliefs and prejudices that often influence actions. Topics vary, but generally include access, cost, and quality of care; organizational ethics and risk; professional codes of conduct; principles of patient autonomy and rights; and issues within the community.

HADM 675 Organizational and Government Policy in Health Care 3 Cr.
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 1-6 Cr.
Placement in a work setting related to health administration, in which the student assumes professional responsibilities under the direction and supervision of a qualified onsite staff member, requiring 80-100 clock hours for each credit. Prerequisites: 9 credit hours of coursework in the HADM program and approval of the dean of the College of Nursing and Health Professions. S/U grade only.

HADM 690 Advanced Topics in Health Administration 1-3 Cr.
Specialized topics dealing with current and relevant issues related to health administration, including but not limited to policy, law, management, community and public health, data and information management, analytics, and socio-cultural factors.

HADM 692 Research in Health Administration 1-3 Cr.
Guided research under faculty supervision on a topic or project related to health administration, including but not limited to such areas as law, policy, management, community and public health, medicine, health care delivery, data and information processing, history, and socio-cultural factors. May be empirical or literature based. Final paper required. Prerequisite: 12 credits of HADM course work and approval of the dean of the College of Nursing and Health Professions.

HADM 695 Independent Study 1-3 Cr.
Investigation of special topics through readings under supervision of a faculty advisor. A paper or final project is required. Prerequisite: 12 credits of HADM course work and approval of the dean of the College of Nursing and Health Professions.

Interprofessional Education

IPE 518 **Global Health Issues** 3 Cr.
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 health care delivery systems from around the world. Fulfills the Cultural Diversity General Education requirement.

IPE 603 **Principles of Epidemiology** 3 Cr.
This course focuses on the application of the principles of epidemiology to the planning, implementing, and evaluating of population-based health services across the life-span. Emphasis is placed on the use of epidemiological and biostatistical methods of reasoning to draw inferences about strategies at all levels of prevention.

Nursing

NUR 505 **Advanced Health Assessment for Nurse Educators** 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 for Nurse Educators** 3 Cr.
The study of pharmacologic principles for the management of common health problems.

NUR 512 **Organizational and Systems Leadership for Nurse Educators** 3 Cr.
This course explores critical topics in organizational and systems leadership. Students will examine professional relationships within health care and academic systems. The role of the nurse educator as a leader will be examined.

NUR 518 **Global Health Issues** 3 Cr.
Opportunity to explore cultural, economic, ethical, legal, political, social, and technological issues in health care from a global perspective. Includes a comparative analysis of selected health care delivery systems from around the world. Open to all graduate students.

NUR 551 **Gerontological Nursing** 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 **Interprofessional Service Learning in Health in Central America** 3 Cr.
This course focuses on the application of principles from international health, public health, and community-based participatory action to population-based health care services in rural Central America. Emphasis is placed on assessing, diagnosing, planning, and evaluating health and implementing strategies at all levels of prevention during this service learning experience. As a member of an interprofessional health care team, students will explore the roles of public health professionals in collaboration with local health care providers in the provision of services to disparate populations. Students must attend the Central America service learning trip.

NUR 570 **Research and EBP for Nurse Educators** 3 Cr.
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** 1-3 Cr.
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** 2.5+0.5, 3 Cr.
(35 clinical hours) A clinical course with emphasis on the advanced holistic assessment of individuals across the life span in order to identify health needs and risks. Advanced assessment techniques are developed, modified, and applied in the clinical setting. Prerequisite: BIO 590.

NUR 606 **Pharmacologic Principles for Advanced Practice Nursing** 3 Cr.
The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems. Corequisite or prerequisite: BIO 590 and NUR 605.

NUR 612 **Concepts for Advanced Nursing Practice** 3 Cr.
Seminar concentrating on select concepts and middle range theories relevant to advanced practice nursing. Focus is on how concepts are developed, refined, and used to build theories, conduct research, and direct practice.

NUR 651 **Foundations of Nursing Education** 3 Cr.
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** 3 Cr.
This course focuses on methods for evaluating learners. The development and evaluation of nursing curricula are also examined.

NUR 653 **Leadership in Clinical Nursing Education** 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 Nursing Practice** 3 Cr.
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 **Research Methods for Evidence-Based Practice** 3 Cr.
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 680 **Direct Care Practicum** 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). Only offered on an S/U basis.

NUR 692 **Research Project** 3 Cr.
The study of a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportion is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

NUR 695 **Independent Study** 1-3 Cr.
Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

NUR 699 **Master's Thesis** 3 Cr.
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: NUR 692. Approval of the dean of the College of Nursing and Health Professions required.

NUR 701 **Role of the Advanced Practice Nurse** 3 Cr.
Seminar focusing on leadership concepts and professional values as they apply to the advanced practice nurse in a variety of settings at all levels of prevention. This course provides an integration of science-based theory and concepts with an emphasis on role transition and synthesis. Professional issues, collaboration, scope of practice, and advocacy are emphasized.

NUR 702 **Family Theories** 3 Cr.
This course explores family theory and complex intergenerational systems. The principles governing behavior and the dynamic roles that family plays in the health of its members are discussed. Emphasis is placed on the synthesis of theory and therapeutic interventions within families. Prerequisite or corequisite: NUR 612 and NUR 662.

NUR 711 **Ethical Issues in Advanced Practice Nursing** 3 Cr.
This course examines ethical issues in advanced practice nursing. Theoretical underpinnings of ethical decision-making are discussed. The responsibilities of the advanced practice nurse as a patient advocate are analyzed.

NUR 712 **Organizational and Systems Leadership in Healthcare** 3 Cr.
This course explores critical topics in organizational and systems leadership that emphasize collaboration and communication strategies to move interdisciplinary groups toward common goals and objectives. Students will examine professional relationships within health care systems and identify strategies to positively influence health care quality and ensure patient safety.

NUR 713 **Business and Legal Aspects of Advanced Practice Nursing** 3 Cr.
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 **Promoting Health Across the Lifespan** 3 Cr.
This course examines strategies for promoting health and maximizing wellness. Health promotion activities that integrate concepts of growth and development are discussed. Evidence-based practice standards and national initiatives for intergenerational health promotion and disease prevention are used. Management strategies to maximize wellness are introduced. Prerequisite: NUR 606; corequisite: NUR 722.

NUR 722 **Application of Advanced Practice Nurse Role I** 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: NUR 605 and NUR 606. Corequisite: NUR 721.

NUR 731 **Managing Common Health Conditions** 3 Cr.
This course concentrates on the role of the advanced practice nurse in the coordination and management of common health conditions for persons across the life span. Focus is on the assessment, diagnosis, clinical management, and education of persons within primary care settings. Prerequisite: NUR 721 and NUR 722; corequisite: NUR 732.

NUR 732 **Application of the Advanced Practice Nurse Role II** 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: NUR 721 and NUR 722; corequisite: NUR 731.

NUR 741 **Managing Complex Health Conditions** 3 Cr.
Focuses on the role of the advanced practice nurse in the coordination and management of complex health conditions and restoration of health for persons across the lifespan. Emphasis is on the assessment, diagnosis, management, and education of persons within primary care settings. Prerequisite: NUR 731 and NUR 732. Corequisite: NUR 742.

NUR 742 **Application of the Advanced Practice Nurse Role III** 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. Corequisite: NUR 741. Prerequisite: NUR 731 and NUR 732.

NUR 752 **Application of the Advanced Practice Nurse Role IV** 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 health care services to include health promotion and disease management, including palliative and end-of-life care, within primary care settings. S/U grade only. Prerequisite NUR 742.

NUR 770 **Evidence-based Practice for Advanced Practice Nurses** 3 Cr.
This course emphasizes theories, concepts, and research methods relevant to the collection, analysis, synthesis, and application of evidence to nursing practice. The student will use information technology while critically appraising current research. Prerequisite: NUR 670.

NUR 799 **Doctor of Nursing Practice Project** 3-4 Cr.
(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: NUR 770.

Occupational Therapy

OCTH 701 Occupational Therapy Theory and Framework 3 Cr.
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 Occupational Therapist 3 Cr.
In this course, students are introduced to the meaning of occupation and use in current practice areas based on health care 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 and Assessment 3 Cr.
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. Ability to analyze assessment data and write a cogent evaluation report will be covered.

OCTH 707 Cognitive Perceptual Assessment and Intervention 3 Cr.
In this course, students develop the skills to assess cognition and visual perception disorders using standardized and non-standardized assessment. Students will also explore intervention strategies to facilitate occupational engagement considering client factors, context and environment, and performance skills. Prerequisites: OCTH 701, OCTH 703, OCTH 705, OCTH 709, OCTH 741, IPE 518.

OCTH 709 OT Research Clinical Inquiry for Occupational Therapy Evidence Based Practice 3 Cr.
This course introduces a basic understanding of research, defining practice-based questions and understanding the evidence as it relates to practice. Students will develop skills in identifying research questions, use of search engine databases, and other resources to critically analyze literature. The course will focus on creating a deeper understanding of evidence and its impact on occupational therapy practice.

OCTH 711 Mental Health and Cognition for the Occupational Therapist 3+2, 5 Cr.
This course discusses common mental health conditions, assessments, and interventions related to psychosocial deficits. Group dynamics will be explored across the lifespan. The application of various social and psychological theories and frameworks will be explored. Students will learn to provide client-centered occupational therapy services across a wide variety of settings. Prerequisites: OCTH 707, OCTH 715, OCTH 743.

OCTH 713 Occupational Performance for the Occupational Therapist- Cardiopulmonary 3+2, 5 Cr.
In this course, the assessment and intervention of various cardiopulmonary-based conditions that impact occupational engagement will be emphasized using various frames of reference. The course focuses on methods for improving functional performance of clients with these diagnoses through the use of restoration, compensation, and adaptive techniques. Prerequisites: OCTH 711, OCTH 719, OCTH 725.

OCTH 715 Occupational Therapy Ethics and Advocacy 3 Cr.
This course focuses on understanding the AOTA Code of Ethics and the importance of advocacy skills to promote the profession. Students develop 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 overview of the ethical considerations and implications of conducting research and practice. Students will identify and problem-solve ethical dilemmas in a variety of practice settings and assess legal implications to practice based on the ethical dilemmas. Prerequisites: OCTH 701, OCTH 703, OCTH 705, OCTH 709, OCTH 741, IPE 518.

OCTH 717 OT Research Methodology 4 Cr.
In this course, common quantitative, qualitative, and mixed methods research methodologies seen in occupational therapy practice will be presented. Students learn to develop Institutional Review Board (IRB) proposals and study designs. Students develop skills in participant selection, data collection tools, application, and interpretation of necessary statistics through the study design. Students also learn reporting study outcomes and findings. Prerequisites: OCTH 711, OCTH 719, OCTH 725.

OCTH 719 Pediatrics for the Occupational Therapist 3+2, 5 Cr.
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. Prerequisites: OCTH 707, OCTH 715, OCTH 743.

OCTH 723 Professional Leadership/Management in OT 3 Cr.
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. Prerequisites: OCTH 711, OCTH 719, OCTH 725.

OCTH 725 Occupational Performance for the Occupational Therapist- Orthopedics 3+2, 5 Cr.
In this course, common orthopedic conditions will be explored. The focus will be on assessment and intervention of various conditions that impact occupational engagement, using various frames of reference. Course content will include an introduction to biophysical agent modalities, fabrication and application of orthotics and prosthetics. Prerequisites: OCTH 707, OCTH 715, OCTH 743.

OCTH 727 Occupational Performance for the Occupational Therapist- Neurology 3+2, 5 Cr.
In this course, assessment and intervention of various neurologic-based conditions that impact occupational engagement will be presented using various frames of reference. Students develop skills necessary to treat motor skills, sensory-perceptual, emotional regulation, cognitive, communication, and social skills. This course focuses on methods for improving functional performance of clients with neurologic diagnoses through the use of restoration, compensation, and adaptive techniques. Prerequisite: OCTH 725.

OCTH 729 Capstone Discovery 2 Cr.
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. Only offered on an S/U basis. Prerequisites: OCTH 713, OCTH 723, OCTH 727, OCTH 731, OCTH 733.

OCTH 730 Clinical Reasoning for the Occupational Therapist 3 Cr.
In this course, students are required to integrate knowledge gained from practice and research courses in order to design, plan, and implement reflective intervention strategies for complex cases. Students develop and understand the nature of clinical and professional reasoning, the various types of reasoning, and how they may be used in practice. Theories behind assessment and intervention will be revisited to challenge students' thought processes and prepare them for the complex practice environment, including the reality of billing and reimbursement systems. Case studies and other real-life experiences will be used to promote the reflective processes involved in clinical and professional reasoning. Prerequisites: OCTH 729, OCTH 740.

OCTH 733 OT in Education 3 Cr.
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. Prerequisites: OCTH 711, OCTH 719, OCTH 725.

OCTH 735 Productive Aging for the Occupational Therapist 3+2, 5 Cr.
In this course, the focus is on exploring the aging process through assessment and development of intervention strategies. Evidence-based practice and theoretical frameworks will be used. Students will learn to maximize occupational performance of the aging client through the use of remediation, compensatory or technological support. Students will also acquire skills necessary to create and implement wellness service delivery plans of care to maximize prevention using a client-centered approach. Comorbidities, cognitive declines, degenerative processes and end-of-life issues are evaluated. Prerequisites: OCTH 729, OCTH 740.

OCTH 737 Assistive Technology for the Occupational Therapist 3+2, 5 Cr.
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. Prerequisites: OCTH 729, OCTH 740.

OCTH 739 Capstone Design 2 Cr.
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. Only offered on an S/U basis. Prerequisites: OCTH 729, OCTH 740.

OCTH 740 OT Research Implementation 3 Cr.
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. Prerequisites: OCTH 713, OCTH 723, OCTH 727, OCTH 731, OCTH 733.

OCTH 741 Fieldwork Level 1a 2+1, 3 Cr.
Fieldwork seminar consists of guided learning experiences in various health care and/or community settings. Students directly observe and interact with clients engaging in purposeful activities related to therapeutic use of self and group interactions. Specific assignments are designed to enhance the learning experience and understanding of beginning psychosocial practice. Students must complete required hours in the designated setting. Seminar portion of the class allows students to discuss their experiences and begin to understand professional reasoning.

OCTH 742 Clinical Competency for the Occupational Therapist 3 Cr.
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. Prerequisites: OCTH 729, OCTH 740.

OCTH 743 Fieldwork Level 1b 2+1, 3 Cr.
Fieldwork seminar is focused on experiences consisting of guided learning experiences in various health care and/or community settings. Students directly observe and interact with clients regarding assessment, intervention, engaging in occupations, and discharge planning. Observations will be discussed during seminars. Students must complete required hours in the designated setting. Prerequisites: OCTH 701, OCTH 703, OCTH 705, OCTH 709, OCTH 741, IPE 518.

OCTH 745 Fieldwork Level 2a 7 Cr.
A 12-week, full-time clinical placement in a hospital, clinic, or community-based setting providing the student with experience in designated areas of occupational therapy under the direct supervision of a licensed occupational therapist. Students will participate in discussion board on the University LMS at various points during the experience. Only offered on an S/U basis. Prerequisites: OCTH 730, OCTH 735, OCTH 739, OCTH 742.

OCTH 747 Fieldwork Level 2b 7 Cr.
A 12-week, full-time clinical placement in a hospital, clinic, or community-based setting providing the student experience in designated areas of occupational therapy under the direct supervision of a licensed occupational therapist. Students will participate in discussion board on the University LMS at various points during the experience. Only offered on an S/U basis. Prerequisites: OCTH 730, OCTH 735, OCTH 737, OCTH 739, OCTH 742.

OCTH 748 Preparation for Licensure of Occupational Therapy 2 Cr.
This course prepares students for practice through an understanding of licensure and certification requirements in a variety of states and in the U.S. Only offered on an S/U basis. Prerequisites: OCTH 745, OCTH 747.

OCTH 749 Capstone Implementation and Outcomes 8 Cr.
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. Only offered on an S/U basis. Prerequisites: OCTH 745, OCTH 747.

OCTH 751 Professional Advancement in OT 3 Cr.
The focus of this course is to assist occupational therapists in identifying and defining their personal career goals and leveraging various resources for advancement. The student will explore nontraditional and emerging practice areas to meet the occupational needs of persons, populations, and society.

OCTH 753 Clinical Inquiry for Occupational Therapy EBP 3 Cr.
This course introduces evidence-based practice methods with skill development in asking practice-based questions, use of 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.

OCTH 755 Advocating for the OT Profession 3 Cr.
This course focuses on developing cultural competency and advocacy skills in order to facilitate occupational therapy services for underserved populations. Students develop 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 757 Current Trends in Advancing Emerging Practice Areas 3 Cr.
In this course, students develop the skills to identify new practice areas based on current healthcare trends identified by American Occupational Therapy Association (ACTA) 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 761 Ethics in Practice and Research 3 Cr.
Course content includes overview of the ethical considerations and implications of conducting research and practice. Students will identify and problem-solve ethical dilemmas in a variety of practice settings and assess legal implications to practice based on the ethical dilemmas.

OCTH 763 Evidence Methodology – Quantitative Methods 3 Cr.
This course overviews common quantitative research methodologies seen in occupational therapy practice. Students learn to develop IRB proposals and study designs for quantitative studies. Students develop skills in selection, application, and interpretation of basic correlational and inferential statistics through the design quantitative studies and data collection tools.

OCTH 765 Evidence Methodology – Qualitative Methods 3 Cr.
This course overviews the most common qualitative and mixed method research methodologies seen in occupational therapy practice. Students learn to develop IRB proposals and study designs for qualitative and mixed method research. Students will design qualitative studies and data collection tools while learning to analyze and report study outcomes and findings.

OCTH 771 Education Principles in OT 3 Cr.
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 773 Leading the Profession Through Effective Management 3 Cr.
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 783A Scholarly Project: Discovery and Design 3 Cr.
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. Only offered on an S/U basis.

OCTH 783B Scholarly Project: Implementation and Outcomes 2 Cr.
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. Only offered on an S/U basis.

OCTH 798 **Topics in Occupational Therapy** 1-6 Cr.
An open topic course which may cover specialized areas of occupational therapy, current concepts, and concerns of delivery of health services. The course may be taken more than once for a maximum of six credit hours provided there is not duplication of topics. Only offered on an S/U basis. Prerequisites: determined by the instructor.

OCTH 799 **Independent Study in Occupational Therapy** 1-6 Cr.
Independent study of a selected topic. Only offered on an S/U basis. Prerequisite: Determined by the instructor. May be repeated for additional credit.

Physician Assistant Studies

PA 500 **Principles of PA Practice I** 3 Cr.
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 health care. Ethical and legal issues in health care will also be addressed. Only offered on a satisfactory/ unsatisfactory basis.

PA 501 **Principles of PA Practice II** 3 Cr.
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 health care. Ethical and legal issues in health care will also be addressed. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 502 **Principles of PA Practice III** 3 Cr.
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 health care. Ethical and legal issues in health care will also be addressed. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 505 **Physical Diagnosis and Documentation** 3 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis.

PA 510 **Fundamentals of Clinical Medicine** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis.

PA 520 **Immunology and Infectious Diseases** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis.

PA 521 **Dermatology** 2 Cr.
Introduces the clinical medicine topic of dermatology and focuses on the evaluation, diagnosis, and management of common disorders of the skin, hair, and nails. Only offered on a satisfactory/ unsatisfactory basis.

PA 522 **Ophthalmology and Otorhinolaryngology** 2 Cr.
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). Only offered on a satisfactory/ unsatisfactory basis.

PA 523 **Hematology and Oncology** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis.

PA 524 **Pulmonology** 2 Cr.
Introduces the clinical medicine topic of pulmonology and focuses on the evaluation, diagnosis, and management of common disorders of the lungs. Only offered on a satisfactory/ unsatisfactory basis.

PA 525 **Nutrition and Gastroenterology** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 526 **Endocrinology** 2 Cr.
Introduces the clinical medicine topic of endocrinology and focuses on the evaluation, diagnosis, and management of common disorders of hormonal dysregulation. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 527 **Nephrology** 2 Cr.
Introduces the clinical medicine topic of nephrology and focuses on the evaluation, diagnosis, and management of common disorders of the kidneys. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 528 **Cardiology** 3 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 529 **Orthopedics and Rheumatology** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 500.

PA 530 **Neurology** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 531 **Psychiatry and Behavioral Health** 2 Cr.
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 health care. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 532 **Emergency Medicine and Surgery** 2 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 540 **Principles of Geriatric Medicine** 1 Cr.
Introduces the principles of population-based health care for older adults and focuses primarily on the psycho-social aspects of geriatric care. Only offered on a satisfactory/ unsatisfactory basis.

PA 541 **Reproduction** 2 Cr.
Introduces the clinical medicine topics of reproduction and focuses on the evaluation, diagnosis, and management of the basics of reproductive medicine. Only offered on a satisfactory/unsatisfactory basis. Prerequisite: PA 500.

PA 542 **Urology, Genitourinary, & Urogynecology** 2 Cr.
Introduces the clinical medicine topics of urology, genitourinary, and urogynecology and focuses on the evaluation, diagnosis, and management of common gynecologic disorders and disorders of the genitourinary (GU) tract. Only offered on a satisfactory/unsatisfactory basis. Prerequisite: PA 500.

PA 543 **Principles of Pediatric and Adolescent Medicine** 2 Cr.
Introduces the principles of population-based health care for children and adolescents and focuses on the evaluation, diagnosis, and management of common disorders in children and adolescents. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 560 **Foundations of the Health Care System** 3 Cr.
Examines the infrastructure of the current U.S. health care system and contrasts it with other models. The focus is on administrative topics related to health care including infrastructure, financing, third party payers, the role of the federal and state governments in health care, as well as the role of politics in the regulation and distribution of health care. Global health care topics will also be introduced. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 570 **Transition to Clinical Year** 1 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 601 **Family Medicine Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 602 **Pediatric Medicine Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 603 **Women's Health Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 604 **Behavioral Health Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 605 **Emergency Medicine Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 606 **Surgery Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). The emphasis is on pre-operative, intra-operative, and post-operative care. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 607 **Internal Medicine Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 608 **Elective I Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 609 **Elective II Rotation** 5 Cr.
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 health care provider (200 clinical clock hours minimum). Only offered on a satisfactory/ unsatisfactory basis. Prerequisites: PA 501 and PA 608.

PA 670 **Transition to Clinical Practice** 1 Cr.
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. Only offered on a satisfactory/unsatisfactory basis. Prerequisite: PA 695B.

PA 695A **Graduate Project I** 1 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 501.

PA 695B **Graduate Project II** 1 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 695A.

PA 695C **Graduate Project III** 1 Cr.
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. Only offered on a satisfactory/ unsatisfactory basis. Prerequisite: PA 695B.

Public Health

PHS 503 **Biostatistics** 3 Cr.
Application of descriptive statistics, basic probability concepts, one- and two- sample statistical inference tests, analysis of variance, and simple linear regression to public health research. Perform selection, basic calculations, and interpretation of statistical methods for detection of significant associations and difference. Introduction to statistical data analysis software.

PHS 513 **Social, Behavioral, and Cultural Factors in Health** 3 Cr.
Examines the complex relationships among the social context, behavior, and health at the intrapersonal, interpersonal, and community levels. Identifies key social and behavioral determinants of health in the United States and throughout the world. Presents theories to facilitate health education and programs aimed at promoting health and preventing disease.

PHS 520 **Biological Basis of Disease** 3 Cr.
Provides an overview of current knowledge about the biologic mechanisms of disease that are the major causes of death and disability in developed, developing, and underdeveloped countries. Understand and interpret the reciprocal relationships among genetics, social, behavioral, and environmental determinants of health within an ecologic context. Analyze biologic principles of disease related to public health.

PHS 521 **Environmental Health for a Sustainable Future** 3 Cr.
Examines the connection between public health and environmental exposures to biological, chemical, and physical agents. Through the use of problem-solving frameworks, students become familiar with data and information sources, methodologies, and policy approaches to address environmental impacts on public health. This course will integrate concepts of environmental health with principles of sustainability to examine how policy and practice on the local, state, national, and global levels affect population health.

PHS 560 **Public Health Policy, Leadership, and Administration** 3 Cr.
This course focuses on the application of knowledge, attitudes, and skills about health policy, leadership, and administration in public health services in the United States and around the world. Emphasis is placed on leadership in organizing, planning, implementing, and evaluating health advocacy, policy, and administration for social change on local, state, national, and global levels.

PHS 612 **Global Health Systems** 3 Cr.
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 health care organization, health workforce development, health care financing, and health policy development. Students will apply primary health care theory to environmental factors in global health and integrate comparative health system and health care reform analyses to draw inferences on health system improvement.

PHS 613 **Applied Epidemiology** 3 Cr.
This course focuses on the application of foundational principles and methods of epidemiology. Quantitative issues that arise in the planning, analysis, and interpretation of epidemiologic studies are discussed. Emphasis is placed on causality, theoretical consideration, and interpretation of findings.

PHS 618 **Global Health Epidemiology** 3 Cr.
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** 3 Cr.
This course focuses on empirical 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. SPSS or SAS is used to manipulate data, fit statistic models, and perform model diagnostics.

PHS 624 **Reducing Global Health Disparities** 3 Cr.
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 **Public Health Program Planning, Management, and Evaluation** 3 Cr.
This course focuses on developing expertise to effectively plan, design, implement, and evaluate public health programs for target populations. 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 in public health programs.

PHS 670 **Community-Based Participatory Research** 3 Cr.
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** 3 Cr.
This course focuses on the fundamentals of research study design and methodology as well as data collection. Emphasis is placed on finding and analyzing existing research to develop a research proposal in public health.

PHS 680 **Public Health Internship** 3 Cr.
Provides the opportunity for students to apply the knowledge, attitudes, and skills acquired through their public health program of study. 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. Prerequisite: PHS 503.

PHS 681 **Public Health Culminating Experience** 3 Cr.
Synthesize and apply theory and principles of public health acquired in coursework and other learning experiences to situations that approximate aspects of professional public health practice. Students are evaluated on the mastery of public health program competencies through customized culminating experiences. Prerequisite: PHS 680.

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Course Abbreviations

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

ACC	Accounting
ACRS	Actuarial Science
AE	Arts and Entertainment Administration (graduate only)
AMOD	Analytics and Modeling
ART	Art
BIO	Biology
BLAW	Business Law
BUS	Business
CHEM	Chemistry
CHST	Chinese Studies (graduate only)
COUN	Counseling (graduate only)
CS	Computer Science
CVA	Communication and Visual Arts
CYB	Cyber Security
ECON	Economics
ED	Education
ENGL	English
ERP	Enterprise Resource Planning
FIN	Finance
CHIN	Chinese
GE	General Engineering
GEO	Geography
GRD	Graduate Office Course (graduate only)
HADM	Health Administration (graduate only)
HIST	History
HUED	Humane Education (graduate only)
ICP	International Commerce and Policy (graduate only)
IDS	Information and Decision Sciences
IT	Information Technology (graduate only)
KIN	Kinesiology
LS	Liberal Studies
MATH	Mathematics
MET	Meteorology
MGT	Management
MKT	Marketing
MUAP	Music Lessons
MUEN	Music Ensemble
MUS	Music
NUR	Nursing
OCTH	Occupational Therapy (graduate only)
PA	Physician Assistant Studies (graduate only)
PHS	Public Health
POLS	Political Science
PSY	Psychology
SOC	Sociology
SPED	Special Education
SPSY	School Psychology (graduate only)
STAT	Statistics
THEO	Theology
THTR	Theatre

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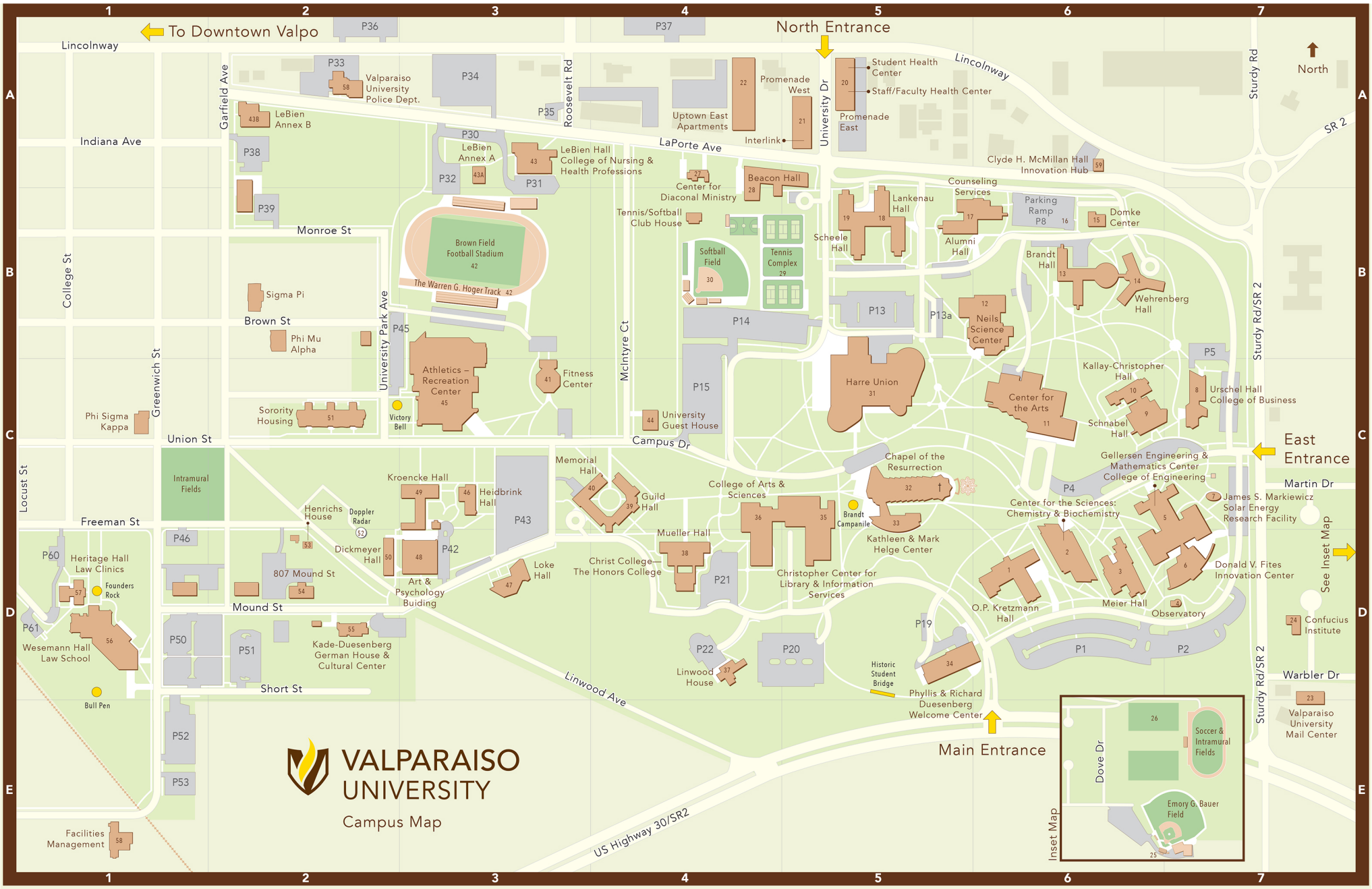
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Brandt Campanile
Kathleen & Mark Helge Center
College of Arts & Sciences
Christopher Center for Library & Information Services
O.P. Kretzmann Hall
Mueller Hall
Christ College—The Honors College
Memorial Hall
Guild Hall
Kroencke Hall
Heidbrink Hall
Loke Hall
Art & Psychology Buiding
Dickmeyer Hall
Henrichs House
Doppler Radar
807 Mound St
Kade-Duesenberg German House & Cultural Center
Linwood House
Historic Student Bridge
Phyllis & Richard Duesenberg Welcome Center
Intramural Fields
Heritage Hall Law Clinics
Founders Rock
Wesemann Hall Law School
Bull Pen
Facilities Management
Soccer & Intramural Fields
Emory G. Bauer Field
VALPARAISO UNIVERSITY
Campus Map