

2005

Graduate Catalog, 2005-2006

Valparaiso University

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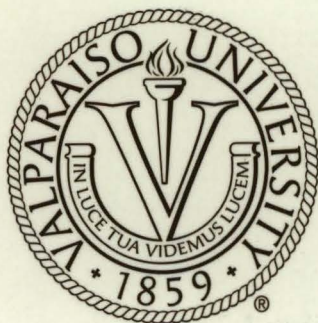
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Valparaiso University

Graduate Catalog
2005-2006



UNIVERSITY CALENDAR FOR

2005-2006

FALL SEMESTER 2005

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

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

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

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

October 3, Monday. Last day to file application of candidacy for the master's degrees to be conferred in May 2006 or August 2006.

October 8, Saturday. Homecoming day.

October 20-21, Thursday-Friday. Fall Break. No classes.

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

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

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

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

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

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

December 10, Saturday. Reading Day.

December 11, Sunday. December Commencement Ceremony.

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

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

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

SPRING SEMESTER 2006

January 9, Monday, 6:00 p.m. Instruction begins for MBA courses.

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

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

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

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

March 3, Friday, 6:30 p.m. Spring recess begins.

March 20, Monday, 8:00 a.m. Spring recess ends.

March 21, Tuesday, 5:00 p.m. Deadline for withdrawing from regular courses with grade of W.

April 3, Monday. Deadline for filing application for graduation in December 2006.

April 14, Good Friday. No classes.

May 9, Tuesday. Deadline to officially withdraw from the University for Spring Semester.

May 9, Tuesday, 10:00 p.m. Instruction ends.

May 10, Wednesday. Reading Day.

May 11, Thursday, 8:00 a.m. Final examinations begin.

May 16, Tuesday, 5:30 p.m. Final examinations end. Semester ends.

May 17, Wednesday, Noon. Deadline for grades for all candidates for all degrees.

May 19, Friday, 5:00 p.m. Deadline for reporting all other grades.

May 21, Sunday. 132nd Annual Commencement.

SUMMER I SESSION 2006

Tuesday, May 23 - Friday, June 30.

SUMMER II SESSION 2006

Monday, July 3 - Friday, August 11.

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ANNOUNCEMENTS FOR 2005-2006 SESSIONS VALPARAISO UNIVERSITY GRADUATE BULLETIN

Valparaiso, IN 46383-9978

219.464.5000

Graduate Division

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fax: 219.464.5381 e-mail: Graduate.Studies@valpo.edu

website: <http://www.valpo.edu/gce/graduate>

VALPARAISO UNIVERSITY

Location	Valparaiso, Indiana—Population 27,500 45 Miles Southeast of Chicago; 15 Miles South of Lake Michigan
Campus Size	310 Acres, 70 Buildings
Control	Independent
Religious Affiliation	Lutheran
Major Academic Divisions	College of Arts and Sciences College of Business Administration College of Engineering College of Nursing Christ College (Honors) Graduate Division School of Law

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

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

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

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

GRADUATE DIVISION



Kretzmann Hall

David L. Rowland, Ph.D., Dean

Introduction

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

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

Graduate programs are under the general supervision of the Provost and the Faculty of the University. The policies of the Graduate Division are determined by the Graduate Council. Graduate programs and regulations are defined by the Graduate Council and are administered by the Dean of the Graduate Division.

A Distinctive Institution

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

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

The Setting of the University

The spacious campus of 310 acres contains more than seventy academic and residential buildings, many of them built within the past three decades. The campus is located in the city of Valparaiso, attractively situated in a semi-rural setting at the edge of the busy industrial district of Northwest Indiana. Fifteen miles to the north, on the shore of Lake Michigan, are the Indiana Dunes. The city of Chicago with its vast cultural resources, an hour's drive from the campus, can be reached by train or car. The University often charts buses so that students and faculty can take advantage of the theatres, museums and other educational benefits of this great city. 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 146-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 3900 students at Valparaiso University, nearly 20 percent are graduate and law students. Although most graduate students are drawn from the Great Lakes region, they are highly diverse in their interests, experiences, and goals.

A rich diversity also characterizes the University faculty (about 250 full-time and 100 part-time professors), but they share important skills and attitudes as well. Educated at leading research universities, they are competent in their fields. They care about students, an attitude made visible by the frequent individual consultations they invite. Above all, they enjoy teaching and believe that their work enriches not only their students' but their own lives. At Valparaiso University there are no teaching assistants; senior faculty members and newcomers alike can be found teaching introductory and advanced courses. The University embodies in its faculty an ideal of the teacher-scholar, one who recognizes that teaching is based on continuing scholarship. Many members of the faculty have achieved significant reputations in their particular fields and are pursuing, with marked success, grants from government and private foundations to promote research and improve instruction. In addition to *The Cresset*, a monthly review of literature, the arts and public affairs, published by the University, faculty edit from the campus several other national learned journals.

University governance, too, reflects campus-wide involvement. Through the Graduate Student Advisory Council, composed of graduate students, administrators, and staff, students share in the development of Graduate Division 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 Academic Policies for information about the administration of the Honor Code, page 61.

Accreditation

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

Accredited-The Higher Learning Commission; Member-North Central

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

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

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

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

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

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

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

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

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

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

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

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

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

Major Affiliations

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

General Facilities

UNIVERSITY LIBRARY FACILITIES

The new Christopher Center for Library and Information Resources has an important place in student academic achievement. It is home to all University Library Services (except Law), the instructional and user support elements of Electronic Information Services, and the campus Writing Center. At 105,000 square feet, it provides a comfortable atmosphere for research, inquiry, discussion, and study. With more than 200 public computers, three fireplace lounges, a gourmet coffee café, dozens of group study spaces, and a beautiful 4th floor outdoor terrace, students will find the Christopher Center to be a modern, state-of-the-art campus facility to meet their every need. It can hold a total of 600,000 library volumes, both on open bookshelves throughout the Center and in its robotic high-density storage and retrieval system.

Being information literate means that students know how to identify, locate, and evaluate information in today's complex environment of electronic, print, video, and audio media. Students can turn to the Christopher Center to reach a level of independence in finding resources and in understanding the mechanics of information, utilizing computers for retrieval, and reading, interpreting, and writing citations. They learn information-seeking skills, including how to articulate their research needs. Most importantly, students learn how to evaluate information, find different viewpoints, and recognize the biases of any author. The library gives customized assistance to enable students to research any question and fulfill their information needs. It also provides course-specific assignment-based information literacy instruction in collaboration with each academic college.

Library services play an important role in scholarly communication by organizing print and electronic information for easy retrieval. An online public catalog of its holdings called Galileo is searchable in a variety of ways. Galileo is accessible throughout the world via the Library Services Home Page <<http://www.valpo.edu/library>>. The holdings in Galileo include books, periodicals,

government publications, videos, audiocassettes, and musical compact discs. The Christopher Center holds the Moellering Collection, which is comprised of 424,000 volumes, adding approximately 9,000 new volumes each year. Students may view their circulation records electronically and renew books borrowed electronically via Galileo. Some periodicals and many government publications are accessible in microformat. The library's collection in microformats includes more than one million units.

The Library Services Home Page offers direct access to a rich menu of electronic databases, many with the full text of articles retrieved through topical searches, to provide ready access to scholarly information across the academic disciplines. Students may send the text of articles retrieved to their e-mail boxes for later printing. When articles retrieved are found in one of the 2,600 periodicals subscribed to by the library, students may make photocopies on one of the photocopy machines located on each floor of the Christopher Center. They may request interlibrary loan service for articles that are not held locally. An electronic interlibrary loan form is accessible from the home page to streamline the process. The average turnaround time for interlibrary loan requests is seven working days. The library is a member of several consortia, including Academic Libraries of Indiana and the Center for Research Libraries, to give scholars access to such materials.

The Law Library at Wesemann Hall holds a collection of 146,000 bound volumes and 749,500 microforms, with 3,258 current periodical subscriptions. LEXIS and WESTLAW subscriptions add to the rich information resources available for use by Valparaiso University students and scholars. The Christopher Center and the Law Library provide the resources and services that connect the University community to the information that each member needs. New services and resources are continuously evaluated for selection, acquisition, and organization to support the mission of the University.

ELECTRONIC INFORMATION SERVICES (EIS)

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

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

Computer Network Access.

Residence hall rooms, faculty and staff offices, all general purpose computer clusters, classrooms and laboratories, and many special-purpose computer clusters are connected to the Valparaiso University Network via wired or limited wireless access. This network provides access to the Internet, electronic mail, USENet News, library resources, and a variety of software. For those living off campus or away from campus on internships or trips, most resources on the University network, including individual and shared storage space, are accessible via other Internet domains, including commercial Internet Service Providers. Limited dial-up facilities are available for emergency access from off campus when a person's commercial Internet Service Provider is unavailable.

Computer Access for Students. The computer site in the Union is available 24 hours per day during the fall and spring semesters for all members of the Valparaiso University community. Many computer facilities in the Christopher Center for Library and Information Resources are available for general use.

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

Adaptive Technology workstations are available in several locations including the Christopher Center and the Union, for the visually- or aurally-impaired members of the University community.

With few exceptions, students may use Valparaiso University computing resources without direct charge.

Features and Functions. General applications supported include electronic mail, web browser, anti-virus, word processing, spreadsheet, database, desktop publishing, a course management system, web page editing, statistics, and presentation graphics. Many departments have discipline-specific applications on the network or in departmental computing clusters.

Assistance with Resources. The EIS Help Desk, located on the first floor of the Christopher Center, is managed by professional staff and student consultants who will answer technology-related questions and route service requests to technical staff.

EIS offers free enrichment courses in specific applications, web resources, electronic mail, and basic computer skills throughout the year.

Students and faculty will find much useful information in the Technology Resources Guide distributed jointly by the Library and EIS each fall; in the EIS newsletter *Bits & Bytes*; and in the weekly electronic mail newsletter, EISNews.

BRAUER MUSEUM OF ART

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

THE BOOK CENTER

The Book Center, located next to the Athletics-Recreation Center, stocks all

required textbooks. In addition, the Book Center sells a variety of supplies, tapes, CDs, posters, gift items, clothing, and all the necessary pencils, pens and paper. 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 website <www.vubook.com>. Students who wish to purchase texts by phone (219.464.5421) and have them sent next day UPS may do so, provided they pay by credit card.

Textbooks are usually available both in new and used condition. Students who do not wish to keep textbooks after a course has been completed may resell books to the Book Center during the last week of the examination period. Specified buyback days and times are posted at that time.

THE VALPARAISO UNION

The Valparaiso University Union is a gathering point and hub for many students and activities on campus. The Union has study spaces, social areas, dining services, and facilities that ensure time on campus is productive and enjoyable. Services include campus mailboxes for graduate students, copy and FAX machines, an ATM, local and national newspapers and lockers. A 24-hour study lounge with computer clusters is also available for graduate students' use.

THE CHAPEL OF THE RESURRECTION

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

THE ATHLETICS-RECREATION CENTER (ARC)

The Athletics-Recreation Center is open to all VU students. The ARC offers racquetball

and basketball courts, swimming, walk-run 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.

MEAL PLAN AND DINING SERVICES

Dining facilities are located on the lower level of the Valparaiso Union (Jester's) and in Wehrenberg, Brandt, and Lankenau residence halls. Each of these facilities is accessible to students who may either pay cash or use the prepaid meal plan. Students using the pre-paid meal plan present their endorsed ID card to purchase food items at any campus dining halls.

PARKING

All students who drive to campus must purchase a parking permit and have it properly displayed in their car. These permits are \$60 and are valid from Fall through the end of Summer Sessions. A parking permit may be obtained from the University Police Office located on Union Street across from the University Park Apartments. Some spaces are designated for various University clients, i.e., visitors, handicapped persons and faculty. University Police ticket illegally parked vehicles and those without proper parking permits. Parking in fire lanes or areas with red curbs carries a fine and possible towing (at owner's expense).

LIVING ACCOMMODATIONS

The University does not provide facilities for graduate or married students, but private apartments are frequently available near the campus. Information on off-campus housing may be obtained by contacting the Office of Graduate Studies.

Students not residing in University residences may use University dining facilities and the cafeteria in the Valparaiso Union.

OTHER STUDENT SERVICES

Full-time graduate students are eligible to use the University Health Service and medical insurance programs available to undergraduate students upon payment of a special premium, since graduate students do not pay the General Undergraduate Fee. Contact the Graduate Office for additional information.

THE OFFICE OF MULTICULTURAL PROGRAMS

In collaboration with the campus community, the Office of Multicultural Programs (OMP) provides a variety of support programs and services designed to address the specific academic, cultural, and social needs of underrepresented groups (African-American, Asian/Pacific Islander, Hispanic/Latino, and Native American students).

OMP develops and implements programs that build collaborative communities, improve human relations, and promote multicultural education and cultural awareness.

The Martin Luther King, Jr. Cultural Center (MLKCC), located next to the School of Law, provides students from different cultures a place to relax, hold meetings or study. At the MLKCC, students may utilize the computer room, the Neal Multicultural Resource Library, a fully equipped kitchen, and a reception area.

OMP serves as a liaison and provides support to many Valparaiso University organizations and their programs. Student organizations include the Black Law Student Association (BLSA), the Black Student Organization (BSO), Latinos in Valparaiso for Excellence (LIVE), and the Hispanic Law Student Association (HLSA).

Program highlights include the M & M Mentoring Program, Identity & Culture Series, Hearst Scholarship, Book Loan Program, MOSAIC, Sister to Sister, Brother to Brother, and Multicultural Film Series.

SEXUAL ASSAULT AWARENESS AND FACILITATIVE EDUCATION OFFICE

The Sexual Assault Awareness and Facilitative Education (SAAFE) Office provides advocacy services to individuals (male and female) who are survivors of sexual assault. Advocates meet with survivors at their request at a confidential location and provide the survivors with information about their rights, options that exist in dealing with the assault, and support in their decision making process. All of this occurs within the realm of confidentiality. The SAAFE Office also provides support services to the significant others of the victim, and support services for victims of sexual harassment. The Office offers individual and group counseling related to gender, sexual, and relationship issues. The SAAFE Office also provides peer education

as a means to broaden awareness of gender, sexual and relationship issues and to aid in the prevention of sexual assault. The SAAFE Office Resource Center contains videos and written materials available to students. All student organizations and campus groups may request a variety of programs ranging from informational to interactive workshops and related subjects. SAAFE Advocates and Peer Educators provide outreach programs for students through a Web page and e-mail, through various campus sponsored weeks such as the "Week of Challenge" and through various events such as a coffee house forum. The SAAFE Office is located on the second floor of the Health Center Building. To access the office, go to the back of the building and enter through the door to the stairwell. If an appointment is desired, please call 464.6860. Emergency access is available by calling 464.6789.

STUDENTS WITH DISABILITIES

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

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

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

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

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

1. May, but is not required to, apply to his/her local Department of Rehabilitation Services Office before attending

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

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



Academic Programs

Business Administration

- Master of Business Administration
- Master of Business Administration with Accounting Specialization
- Dual JD/MBA Program
- Management Certificate

Education

- Master of Education:
 - Initial Licensure
 - Teaching and Learning
 - Special Education
- Master of Science in Special Education:
 - Learning Disabilities
 - Mild Mentally Handicapped
 - Mild Disabilities
 - Emotionally Handicapped
- Master of Education/Education Specialist:
 - School Psychology
- Non-degree Programs:
 - Initial Certification
 - License Renewal/Enrichment
 - Adding a Minor or Endorsement
- Transition to Teaching

International Commerce and Policy

- Master of Science
- Dual JD/MS Program

Liberal Studies

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

Nursing

- Master of Science in Nursing:
 - Advanced Practice Nursing with focus areas in:
 - Adult Health Nursing
 - Women's Health
 - gerontological Nursing
 - Parish Nurse Option
 - Family Nurse Practitioner (Post-Masters)
 - Management Certificate for Nursing

Psychology

- Master of Arts:
 - Counseling
 - Clinical Mental Health Counseling
- Dual JD/MA Program
- Business Management Certificate (for counseling students)

Sports Administration

- Master of Science
- Dual JD/MS Program

Business Administration Programs

MASTER OF BUSINESS ADMINISTRATION; MASTER OF BUSINESS ADMINISTRATION WITH ACCOUNTING SPECIALIZATION; DUAL JURIS DOCTOR AND MASTER OF BUSINESS ADMINISTRATION PROGRAMS

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

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

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

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

Admission. For admission to graduate degree programs in Business Administration,

students must meet the admission requirements established by the Graduate Division. In addition, the College of Business Administration requires the following:

1. Graduate Management Admissions Test (GMAT).
2. Completed Master of Business Administration application.
3. A letter of application including a statement of professional goals. This letter substitutes for the general essay noted under Admission for Degree-Seeking Students (page 52).
4. A current resumé.

Students planning to enroll in graduate Business Administration programs should consult with the Director of the Master of Business Administration Program.

Master of Business Administration Program

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

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

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

Business Administration Programs

The 12-credit **Enhancement** module (700-level courses) is used to customize the program in order to fit individual interest and career aspirations. Some of these electives are offered every year while others are offered biannually. In addition, special topics courses are offered on timely business subjects.

FOUNDATION COURSES (14 Credits)

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

REQUIRED CORE COURSES (26 Credits)

Values-Based Leadership Courses

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

Analytical Decision Making Courses

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

Strategic Leadership Courses

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

ENHANCEMENT COURSES (12 Credits)

MBA 710 Taxes and Decision Making	2 Cr.
MBA 714 Current Events and Business Reporting Issues	2 Cr.
MBA 720 Investment Management	2 Cr.
MBA 721 Advanced Financial Management	2 Cr.
MBA 730 Brand Management	2 Cr.
MBA 731 e-Commerce and e-Marketing	2 Cr.
MBA 740 Management Science for Improved Decision Making	2 Cr.
MBA 741 Global Supply Chain Management	2 Cr.
MBA 750 Entrepreneurship	2 Cr.
MBA 751 Career Development, Survival and Success	2 Cr.
MBA 780 Global Experience	2 Cr.
MBA 790 Special Topics	2 Cr.
MBA 795 Independent Study	1-4 Cr.

Master of Business Administration with Accounting Specialization

The Master of Business Administration with accounting specialization is designed for those students who have an undergraduate degree in accounting and who plan to pursue a career in public accounting. The combination of an undergraduate accounting degree and the Valparaiso University MBA with this specialization satisfies the 150-hour educational requirement for taking the Certified Public Accounting (CPA) examination in most states. The CPA certificate and license is awarded by licensing agencies in each state and the specific requirements for becoming a CPA vary slightly by state. Students are expected to become familiar with the requirements of the state in which they hope to become a CPA. Students pursuing the Accounting Specialization should have completed the following coursework prior to beginning the MBA: Intermediate Accounting I and II, Cost Accounting, Accounting Information Systems, and a first course in Tax Accounting.

REQUIRED COURSES

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

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

Dual Law (JD) and Business Administration (MBA) Program

The dual Juris Doctor/Master of Business Administration program offers students the opportunity to pursue both degrees simultaneously. Credit sharing between the two programs allows most students with an undergraduate major or minor in business to complete the program within four years, saving approximately one semester of work. Students who do not have an undergraduate major or minor in business can expect to complete both programs in four and a half to five years.

MBA courses counted as electives for the JD degree are:

- MBA 610 Accounting Information for
Decision Analysis
- MBA 620 Financial Analysis
- MBA 710 Taxes and Decision Making

MBA courses waived for dual degree students are:

- MBA 504 Business Law
- MBA 604 Contemporary Legal Issues
Challenging Today's Managers

JD courses that will count as electives for the MBA are:

- LAW 403 Business Associations
- LAW 448 Environmental Law

ADMISSION

Admission to the dual degree program requires admission to both the Valparaiso University School of Law and the Valparaiso University Master of Business Administration

Program. Students interested in applying to the JD/MBA Program must complete the School of Law application, the Supplemental Dual Degree Application Form, take the Law School Admission Test (LSAT), take the Graduate Management Admission Test (GMAT), and submit the application fee.

Management Certificate

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

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

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

Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Business Administration and the Graduate Division. Current degree-seeking students at VU will be considered for admission following review of a Management Certificate application and their VU graduate transcript. Students who are not currently graduate level degree-seeking students at VU should submit the Management Certificate application, remit the \$30.00 application fee, and arrange to have undergraduate an/or graduate transcripts and one letter of reference submitted on their behalf.

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

Education Programs

MASTER OF EDUCATION; MASTER OF SCIENCE IN SPECIAL EDUCATION; MASTER OF EDUCATION/EDUCATION SPECIALIST IN SCHOOL PSYCHOLOGY; NON-DEGREE PROGRAMS, INCLUDING TRANSITION TO TEACHING

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.

Master of Education degrees are offered with concentrations in Initial Licensure, Teaching and Learning, and Special Education (Mild Intervention Needs). Mild Intervention Needs addresses all three of these categories: learning disabilities, mild/moderate mental disabilities, and emotional disorders. The Special Education concentrations are specified at three developmental levels: early/middle childhood–elementary; early adolescence–middle school; and adolescent/young adult–secondary. Master of Science degrees in Special Education with the same concentrations are also offered. Sequential Master of Education/Education Specialist degrees in School Psychology, which includes courses in education and psychology, are also offered.

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

1. Graduate Record Exam (GRE)—General Examination (Verbal and Quantitative) only.
2. Completed Supplemental Education Application.
3. A reflective essay relating graduate study to professional goals. This essay substitutes for the general essay noted under Admission for Degree-Seeking Students (page 52).

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

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

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

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

LEAPs is a two-year program that prepares persons holding baccalaureate degrees in areas other than education (e.g., math, biology) to teach in elementary and secondary parochial schools.

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

The program includes:

1. Intensive graduate course work during the two-year period leading to qualification for initial Indiana certification as a teacher and a Master of Education degree from Valparaiso University
2. Full-time teaching experience for two years with living stipend and on-site mentoring by experienced parochial school educators
3. Community living experiences with other LEAPs teachers.

4. Opportunity for spiritual growth through shared prayer and involvement in local church communities
5. Benefits that include educational costs and summer housing at Valparaiso University during the two-year program

Students in the program integrate graduate level course work with actual full-time teaching experiences. For each of the two summers, candidates live and study together at Valparaiso University. At the completion of each summer training component, students serve as full-time teachers within a parochial school setting under the guidance of a local mentor. Teacher interns receive internship credits each fall and spring semester of their two-year teaching placement. In addition, they take one 3 credit online course during each of these semesters via web access from their residence. During the school year, teacher interns live together in community, sharing the challenges and rewards of their beginning teaching experiences. Safe, low-cost community housing is provided in the vicinity of the teaching sites in Northern Indiana and Illinois.

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

Because a significant component of this academic program involves two years of service as an apprentice teacher, costs are minimal to the student. Students earn a stipend during their two years of teaching, and from this they assume their living and transportation costs. Because student teachers share housing, living expenses are generally modest. In addition, Valparaiso University provides educational benefits as well as housing during summer study on campus. Students assume incidental costs, including such things as textbook purchases, travel to and from campus, entrance and licensing examination fees, graduate activity fee (\$60.00/semester), and applicable graduation fees.

This program encourages talented seniors and college graduates from any field to apply for admission. Such graduates, however, should be interested in exploring teaching as a lifelong vocation and should be motivated

by the desire to serve the teaching needs of church and society. Students with background in the sciences, mathematics, and foreign languages are often in particular demand.

Requirements. The program consists of a 33- to 36-credit (approximate for early/middle childhood elementary - concentration) sequence of required courses plus 14 credits of supervised field and intern teaching experiences.

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

1. Minimum 3.0 grade point average in completed undergraduate degree/program of study.
2. Submission of Graduate Record Exam (GRE) General Exam or Miller Analogies Test (MAT) score.
3. Personal essay that articulates reasons for wanting to enter the LEAPs program including how goals are consistent with living in community and continued spiritual development.
4. Three letters of reference addressing academic ability, spirituality, and ability to live in community.
5. Passing scores on the Pre-Professional Skills Test (PPST) in basic reading, writing, and mathematics. Minimum passing scores are 176, 172, and 175 respectively. Evidence of passing scores must be submitted at the time of application. If the applicant has not met the minimum passing score by the application deadline, consideration of the application is carried out at the discretion of the Dean of Graduate Studies and the Director of the LEAPs program.
6. Completion of Graduate Division and LEAPs application forms and payment of application fees.
7. Completion of an interview with LEAPs Admissions Committee.

Although students professing any Christian faith are invited to apply, those having familiarity with Lutheran or Catholic values are likely to realize the greatest benefits as most teaching placements will be in the Lutheran and Catholic school systems. By accepting a position in the program, students are committing themselves to two years of teaching in a parochial school system as well as to the overall goals of the program. Upon completion of the program with the master's degree, no further professional/teaching

Education Programs

activities are formally required, although graduates are strongly encouraged to continue their vocation as teachers and leaders within the parochial school systems.

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

REQUIRED CORE COURSES

Professional Studies (17 credits)

ED 505 Computers in Education	2 Cr.
ED 613 Advanced Educational Psychology	3 Cr.
ED 614 Historical, Philosophical, and Sociological Foundations of Education	3 Cr.
ED 617 Assessment and Management of the Learning Environment	3 Cr.
ED 619 Cultural and Legal Foundations of Education	3 Cr.
SPED 540 Learning Exceptionalities . .	3 Cr.

Integrative Studies (8 credits)

ED 622 Living and Learning in Community Systems	2 Cr.
ED 623 Educational Support Systems	3 Cr.
ED 624 Education Outside the Classroom	3 Cr.

Capstone Experience (1 credit)

ED 625 Summative Portfolio Development and Presentation	1 Cr.
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Field Experience (14 credits)

ED 620 Introductory Field Experience in Education	2 Cr.
ED 626-629 Internship in Education . .	12 Cr.

CONCENTRATION

Students complete additional course work in one of the following concentrations, depending on the grade level at which they will teach.

Early/Middle Childhood (Elementary) Teaching (11 credits)

ED 510 Models of Teaching and Learning for Early/Middle Childhood (Grades 2-6)	3 Cr.
ED 564 The Teaching of Reading in Early/Middle Childhood Grades . .	3 Cr.
ED 566 Literacy-Diagnostic Assessment and Instruction	4 Cr.
ED 621 The Teaching of Religion	1 Cr.

Early Adolescence (Middle School) Teaching (10 credits)

ED 511 Models of Teaching and Learning for Early Adolescence . .	3 Cr.
ED 560 Reading in the Content Areas . .	3 Cr.
ED 589 Content Area Methods and Curriculum	3 Cr.
ED 621 Teaching of Religion	1 Cr.

Adolescence/Young Adult (Secondary) Teaching (10 credits)

ED 512 Models of Teaching and Learning for Adolescence/Young Adult Years	3 Cr.
ED 560 Reading in the Content Areas . .	3 Cr.
ED 589 Content Area Methods and Curriculum	3 Cr.
ED 621 Teaching of Religion	1 Cr.

Master of Education Initial Teaching Licensure Program - General Track

This program is designed for any individual who has an undergraduate degree in a field/area of study other than teacher education and who wants to pursue a course of graduate studies to become licensed early or middle childhood or secondary school teachers. Upon successful completion of the program, teacher candidates are eligible for a Master of Education degree from Valparaiso University and, after passing required assessments of knowledge and skills, an Indiana intern teaching license. This teaching license qualifies an individual to teach in public and some parochial school settings in Indiana. Indiana teaching licenses are reciprocal with teaching licenses in more than 40 other states and territories in the United States.

Persons interested in this program should be aware that additional content area courses may be required, depending on the type of teaching license one wants to obtain. 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.

Requirements. The program consists of 33-34 credits of required coursework and 10-12 credits of supervised field work, including a 10-credit internship semester similar to

student teaching under the supervision of a cooperating teacher and University field instructor. ED 620, Introductory Field Experience in Education (2 cr.) is required of those with no previous experience in public or private elementary, middle, or secondary schools. Previous experience is considered to be substitute teaching or serving as a teacher aide for a minimum of one full school year prior to enrollment in the M.Ed. program. Documentation of prior education experience will be required through a reflective essay and a recommendation from a school principal if the candidate has substitute teaching experience; or from the classroom teacher if the applicant has served as a classroom aide.

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

1. Graduate Record Exam (GRE) General Exam only or Miller Analogies Test.
2. Passing scores on the Pre-Professional Skills Test (PPST) in reading, writing, and mathematics. Minimum passing scores are 176, 172, and 175 respectively, and are necessary for obtaining Indiana teaching licensure. Evidence of passing scores must be submitted at the time of application. If the applicant has not obtained passing scores on all three subtests by the application deadline, the applicant may be allowed to enroll in one semester of coursework. If passing scores are not obtained by the end of the first semester, the student will not be allowed to undertake further coursework until passing scores in all three areas are provided to the Graduate Office.
3. 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.
4. Completed Supplemental Education Application.

Admission is competitive and usually offered only to students planning to begin the program during the summer session, with priority given to applications submitted by March 1.

REQUIRED CORE COURSES

Professional Studies (17 credits)

ED 505 Computers in Education	2 Cr.
ED 613 Advanced Educational Psychology	3 Cr.
ED 614 Historical, Philosophical, and Sociological foundations of Education	3 Cr.
ED 617 Assessment and Management of the Learning Environment	3 Cr.
ED 619 Cultural and Legal Foundations of Education	3 Cr.
SPED 540 Learning Exceptionalities	3 Cr.

Integrative Studies (6 credits)

Select any two of the following:

SPED 550 Models of Collaboration and Consultation in Special Education	3 Cr.
ED 610 Research in Education	3 Cr.
ED 611 Teacher Research	3 Cr.
ED 615 School and Society	3 Cr.
ED 616 Current Educational Thought	3 Cr.
ED 623 Educational Support Systems	3 Cr.
ED 624 Education Outside the Classroom	3 Cr.

Capstone Experience (1 credit)

ED 625 Summative Portfolio Development and Presentation	1 Cr.
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Field Experience (10-12 credits)

ED 620 Introductory Field Experience in Education (may be waived)	2 Cr.
ED 630 Internship in Education	10 Cr.

Note: Students in the M.Ed.-Initial Licensure General Track must also register for ED 625, Summative Portfolio Development and Presentation, during the internship semester. ED 625 is the only course that can be taken with the internship experience. All required coursework must be taken prior to enrollment in ED 625 and ED 630, unless special permission is obtained from the Department of Education Graduate Admissions Committee.

CONCENTRATION

Students complete additional course work in one of the following concentrations, depending on the grade level at which they wish to be licensed.

Education Programs

Early/Middle Childhood (Elementary) Teaching (10 Credits)

- ED 510 Models of Teaching and Learning
for Early/Middle Childhood
(Grades 2-6) 3 Cr.
ED 564 The Teaching of Reading in
Early/Middle Childhood Grades . . 3 Cr.
ED 566 Literacy-Diagnostic
Assessment and Instruction 4 Cr.

Early Adolescence (Middle School) Teaching (9 credits)

- ED 560 Reading in the Content Areas . 3 Cr.
ED 512 Models of Teaching and
Learning for Adolescence/
Young Adult Years 3 Cr.
ED 589 Content Area Methods and
Curriculum 3 Cr.

Adolescence/Young Adult (Secondary) Teaching (9 credits)

- ED 512 Models of Teaching and
Learning for Adolescence/
Young Adult Years 3 Cr.
ED 560 Reading in the Content Areas . 3 Cr.
ED 589 Content Area Methods and
Curriculum 3 Cr.

Note: All teacher candidates should be aware of the fact that additional content area course work may be required on an individual basis in order to successfully qualify for teaching licensure in the state of Indiana.

Master of Education Degree Programs

TEACHING AND LEARNING CONCENTRATION

This minimum 36-credit hour program is designed to offer elementary and secondary teachers advanced coursework in the study of teaching and learning and of educational research and inquiry processes. It also offers the opportunity to construct individual specializations which enhance their effectiveness as teachers.

Teachers may use this degree to professionalize a teaching major or minor or to add a minor (e.g., reading or learning disabilities) or a junior high/middle school endorsement to their licenses.

This program is open to licensed teachers or persons with a planned program for achieving licensure prior to awarding of their degrees. In some cases, this degree can be used to add content areas to currently held teaching licenses. However, not all content area departments offer sufficient graduate

coursework to earn content area additions in areas offered at the undergraduate level. This degree is not designed to earn initial teaching licensure. For teaching licensure, see the sections on M.Ed.-Initial Licensure or Transition to Teaching non-degree programs.

Core Foundation Requirements (15 credits)

Education Foundations 6 Cr.
Choose two courses from:

- ED 613 Advanced Educational
Psychology 3 Cr.
ED 614 Historical, Philosophical
and Sociological Foundations of
Education 3 Cr.
ED 615 School and Society 3 Cr.
ED 616 Current Educational
Thought 3 Cr.
ED 619 Cultural and Legal
Foundations of Education . . 3 Cr.
ED 623 Educational Support
Systems 3 Cr.
Scholarly Tools 9 Cr.
ED 610 Research in Education . . 3 Cr.
ED 611 Teacher Research 3 Cr.
ED 617 Assessment and Management
of the Learning Environment . 3 Cr.

Individualized Specialization (15 credits)

In consultation with their advisors, students may construct a specialization with graduate courses chosen from the Education Department or other departments. The specialization must focus on a single topic (12 Cr.). In addition, choose one from the following:

- ED 692 Research Project 3 Cr.
ED 699 Thesis 3 Cr.

Education Electives (6 credits)

Students typically take additional foundation courses and/or additional coursework in their area of specialization. At least 19 credits in this degree program must be taken at the 600 level, so no more than 17 credits can be taken at the 500 level. Only 500 level and higher numbered courses may be applied toward graduate education degree programs.

SPECIAL EDUCATION CONCENTRATIONS

Special Education degree programs seek to expand the qualifications of persons who serve children, youth, and young adults with exceptional needs. The Department of Education offers Master of Education

degrees in Mild Intervention Needs at the following development levels: Early/Middle Childhood (elementary), Early Adolescence (middle school), and Adolescence/Young Adulthood (secondary). Mild Intervention Needs includes students with learning disabilities, mild/moderate mental disabilities, and emotional disorders. The program also offers the Master of Science in Special Education degree in the same developmental concentrations. Required credits vary with each developmental concentration and according to prior education course work and teaching licensure areas.

This program is open to individuals who currently possess active or expired teaching licenses or individuals with planned programs for achieving initial teaching licensure prior to completion of special education Master's degree requirements. Individuals entering Master degree programs in Special Education must have one full year of teaching or related experience at the relevant developmental level. Persons not meeting this requirement must complete SPED 548, Initial Practicum in Special Education, during the first year of their program of study. If an individual enters a Master's degree program without any prior teaching licensure or without prior teaching licensure at the desired developmental level, additional course work at the graduate and/or undergraduate level will be required.

REQUIRED CORE FOR ALL CONCENTRATIONS (30-32 credits)

ED 566 Literacy-Diagnostic Assessment and Instruction	4 Cr.
ED 610 Research in Education (or ED 611)	3 Cr.
SPED 540 Learning Exceptionalities . .	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 644 Psycho-Educational Assessment of Special Education .	3 Cr.
SPED 646 Advanced Practicum in Special Education	3 Cr.
or SPED 647 Advanced Practicum in Special Education	1 Cr.
Note: SPED 646 or SPED 647 depends on prior teaching experience with students with disabilities.	
SPED 692 Master Research Project in Special Education	3 Cr.
SPED 695 Independent Study	3 Cr.

Foundations in Education and Special Education (6 credits)

Choose two from the following: ED 613, 614, 615, 616, 617, 619, 623, SPED 590.

CONCENTRATION (4-7 credits)

Students complete additional course work in one of the following concentrations depending on the age and grade level in which they plan to teach.

Early/Middle Childhood and Mild Exceptional Needs

SPED 548 Practicum (may be waived)	0-3 Cr.
SPED 645 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6)	3 Cr.
ED 625 Summative Portfolio Development and Presentation	1 Cr.
Total	40-45 Cr.

Note: Additional course work will be necessary if an applicant needs to add early/middle childhood developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

Early Adolescence and Mild Exceptional Needs

SPED 548 Practicum (may be waived)	0-3 Cr.
SPED 689 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12)	3 Cr.
ED 625 Summative Portfolio Development and Presentation . .	1 Cr.
Total	40-45 Cr.

Note: Additional course work will be necessary if an applicant needs to add early adolescence developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

Adolescent/Young Adult and Mild Exceptional Needs

SPED 548 Practicum (may be waived)	0-3 Cr.
SPED 689 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12)	3 Cr.
ED 625 Summative Portfolio Development and Presentation . .	1 Cr.
Total	40-45 Cr.

Note: Additional course work will be necessary if an applicant needs to add the adolescent/young adult developmental level to a teaching license. Consult the Graduate Coordinator in the Department of Education for further information.

Over half the credits presented for the Master's degree must be 600 level. Students are encouraged to present their research project orally to the Education Department Faculty.

Master of Science in Special Education Degree Program

A Master of Science in Special Education degree is offered with concentrations in early/middle childhood and mild exceptional needs, early adolescence and mild intervention needs, and adolescent/young adult and mild intervention needs.

The degree requirements are identical to those of the Master of Education degree with the exception that Master of Science candidates must complete a thesis (SPED 699) instead of a research project (SPED 692). One research course (ED 610 or 611) is required as a prerequisite for completion of a thesis. Over half the credits presented for the degree must be 600 level. Students are encouraged to present their theses orally to the Education Department Faculty.

Program Exit Criteria

Successful completion of M.Ed. or MSSE degree programs leading to teaching licensure (initial licensure or adding content areas to current licenses) requires:

1. A 3.0 grade point average in all required and elective coursework and not more than one grade of C or C+.
2. Satisfactory performance on practicum and/or internship requirements.
3. Passing scores on any Indiana-required licensing exams (e.g., PRAXIS II).
4. Performance assessment designed to demonstrate the knowledge, skills, and dispositions required of education professionals by the Indiana Professional Standards Board (IPSB).
5. Submission of all Indiana-required licensure paperwork including a criminal background check.
6. Submission of all Valparaiso University materials required for graduation according to published guidelines.

Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

Master of Education/ Education Specialist Program in School Psychology

This 68 credit-hour program combines coursework from both the Departments of Education and Psychology. Students completing this program will acquire knowledge, dispositions, and performances to function in school settings as licensed School Psychologists, and will be trained within the Reflective Practitioner Model. Students' skills in each of these areas are regularly assessed at various checkpoints throughout training, which includes coursework, practicum field training experiences, and a culminating one-year internship experience. At the conclusion of this integrated sequence of study, students earn 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.

This program is designed for completion in 3-4 years. All coursework and practicum experiences must be completed prior to the initiation of the internship year. Students are encouraged to complete the program through 2 years of full-time coursework, which includes summer months, plus the yearlong internship. Courses are typically held during evening hours, but field training requirements must usually be met during hours in which elementary and secondary schools are in session.

Individuals who have already completed graduate work within the past five years may transfer up to 24 credit hours of applicable coursework toward meeting the degree requirements. No more than nine of the 24 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 Valparaiso University degree requirements.

Candidates are required to successfully complete a Pre-Practicum review conducted by the Coordinator of School Psychology prior to registration for SPED 681, Practicum in School Psychology. The review covers the knowledge base and practical skills required of individuals who will work as school psychologists. Prior to enrolling in SPED 683, Internship in School Psychology, students must also meet with the Coordinator to review progress in SPED 681, as well as to review a disposition form completed by the University Practicum Supervisor. Before completion of the internship year, students must submit a cumulative portfolio that includes evidence that the Indiana Professional Standards Board (IPSB) School Services Personnel standards and the National Association of School Psychologists (NASP) standards have been met. Included in this portfolio should be evidence that the student has passed a comprehensive school psychology examination.

Requirements. The program consists of 35 credit hours to fulfill the M.Ed. requirement, and 33 credit hours to fulfill the Ed.S. requirement. Within the Ed.S. requirement, 6 credit hours are assigned to the internship year, and 6 credit hours to electives in education and psychology courses.

Admission. In addition to meeting the requirements for admission to the Graduate Division, applicants should note the following requirements for both the M.Ed. and Ed.S. components of the program:

1. The Graduate Record Exam (GRE) General Examination or Miller Analogies Test (MAT) should be taken by the time the student enters the program and must be taken by the end of the first semester of study.
2. 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 on basic statistics. Applicants who do not meet these requirements may be admitted to the program with the understanding that they will complete these courses along with other requirements.

3. Essay relating graduate study to professional goals. The essay should include a self-assessment of experience and education that would qualify one for undertaking work in school psychology. This essay substitutes for the general essay required for admission to the Graduate Division (see page 52).

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

M.Ed.-Education and Psychological Foundations (35 credits)

ED 610 Research in Education	3 Cr.
COUN 525 Social and Cultural Bases of Behavior	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 630 Child Psychopathology	3 Cr.
COUN 660 Counseling Theories and Practices	3 Cr.
SPSY 540 Learning Exceptionalities**	3 Cr.
SPSY 547 Characteristics of Individuals with Mild Disabilities	3 Cr.
SPSY 548 Initial Practicum in Special Education (or elective)**	3 Cr.
SPSY 551 Applied Behavior Analysis	3 Cr.
SPSY 644 Psycho-Educational Assessment in Special Education	3 Cr.
SPSY 645 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6)	3 Cr.
SPSY 646 Advanced Practicum in Special Education	2 Cr.

**SPSY 540 and SPSPY 548 are required of students with no previous special education background. Candidates who have special education background may replace these courses with electives drawn from the list below. Electives taken in the M.Ed. part of the program must be different from those taken in the Ed.S. component of the program.

Ed.S.-Education Specialist Component (33 credits)

ED 505 Computers in Education	2 Cr.
SPSY 550 Models of Collaboration and Consultation in Special Education	3 Cr.
SPSY 671 Intellectual Assessment	3 Cr.
SPSY 674 Assessment of Social and Emotional Functioning	3 Cr.

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SPSY 681 Practicum in School Psychology	3 Cr.
SPSY 680 Introduction to School Psychology	2 Cr.
SPSY 683 Internship in School Psychology	12 Cr.
SPSY 688 Statistical Interpretation for School Program Evaluation	2 Cr.
SPSY 693 Professional Issues and Ethics for School Psychologists ..	3 Cr.
Elective credit	6 Cr.

Electives for M.Ed. and Ed.S. Components of School Psychology Program

ED 560 Reading in the Content Areas	3 Cr.
ED 561 Literacy–Language Processes and Phonics	3 Cr.
ED 564 The Teaching of Reading in Early/Middle Childhood Grades ..	3 Cr.
ED 566 Literacy–Diagnostic Assessment and Instruction	4 Cr.
ED 611 Teacher Research	3 Cr.
ED 613 Advanced Educational Psychology	3 Cr.
ED 614 Historical, Philosophical, and Sociological Foundations of Education	3 Cr.
ED 615 School and Society	3 Cr.
ED 616 Current Educational Thought	3 Cr.
ED 619 Cultural and Legal Foundations of Education	3 Cr.
ED 623 Educational Support Systems	3 Cr.
PSY 550 Human Cognition	3 Cr.
PSY 602 Research Methods in Psychology	3 Cr.
PSY 690 Special Topics in Psychology	3 Cr.
COUN 545 Community and Health Psychology	3 Cr.
COUN 570 Testing and Appraisal	3 Cr.
COUN 662 Counseling Processes ...	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668 Group Counseling	3 Cr.
COUN 685 Counseling Practicum ...	3 Cr.
COUN 691 Topics in Counseling (particularly the Applied Behavior Analysis and Consultation Topics)	3 Cr.
COUN 698 Master's Research Proposal	3 Cr.
COUN 699 Master's Research and Thesis	3 Cr.
SPSY 590 Current Issues and Topics in School Psychology	3 Cr.

SPED 689 Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12)	3 Cr.
SPED 692 Research Project in Special Education	3 Cr.
SPED 695 Independent Study	3 Cr.
SPED 699 Master's Thesis	3 Cr.

Baccalaureate/Masters Early Entry Option in School Psychology.

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

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

1. Request that their undergraduate major advisor complete a form (included in the application packet) verifying that basic requirements for admission into the Early Entry program have been met. The student is also required to attach evidence of a recent degree audit.
2. Submit the School Psychology Early Entry application to the Graduate 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 a minimum 6, at a maximum 12, credits of courses in the School Psychology program during the senior year after meeting with the coordinator of the School Psychology program. Students are responsible for informing their instructor when course work is taken as part of the Early Entry program.

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

- SPED 540 Learning Exceptionalities
- SPED 548 Initial Practicum in Special Education
- SPED 547 Characteristics of Individuals with Mild Disabilities
- SPED 550 Models of Collaboration and Consultation in Special Education

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.

Program Exit Criteria for the School Psychology Program.

Successful completion of the school psychology program requires:

1. A 3.0 grade point average in all required and elective coursework and no more than one grade of C or C+.
2. Satisfactory performance on practicum and/or internship requirements.
3. Satisfactory completion of a comprehensive written examination. This examination must be taken during the internship year, prior to the due date for the cumulative portfolio. Students may elect not to take this comprehensive examination if they can provide evidence of passing the Praxis II school psychology examination, using NASP's designated certification cutoff score.
4. Performance assessment designed to demonstrate the knowledge, skills, and dispositions required of practicing school psychologists by the Indiana Professional Standards Board (IPSB) and the National Association of School Psychologists.
5. Submission of all Indiana-required licensure paperwork, including a criminal background check.
6. Submission of all Valparaiso University materials required for graduation according to published guidelines and deadlines.

Candidates wanting to obtain licensure in a state other than Indiana are responsible for determining and successfully meeting the licensure requirements for that state.

Non-Degree Graduate Studies in Education

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

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

CERTIFICATION/LICENSURE

As of July 1, 2006, teaching licenses under the old Rules 46-47 procedures will no longer be available. All licenses after this date will be issued under Rules 2002 of the Indiana Professional Standards Board (IPSB). Teachers are strongly advised to visit the IPSB website (www.in.gov.psb) to review the new requirements for obtaining advanced teaching licensure and/or to add new content areas of developmental levels to currently held teaching licenses.

Teacher Certification. Students in teacher education seeking additional licensure or license renewal may be admitted as non-degree graduate students. They should consult the Education Department Certification Advisor concerning specific certification requirements prior to beginning their program of studies.

Elementary Certification. Persons seeking to professionalize their general elementary licenses must devote at least 15 semester hours of their work to a combination of courses in education and subject matter directly related to elementary school teaching; a minimum of 12 semester hours must be in professional education. The Master of Education degree is designed to meet these requirements. The Master of Arts in Liberal Studies degree may be used for professionalizing the general elementary

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license, but coursework above the 33 semester hour minimum for that degree may be required. Consult the Licensure Advisor in Education concerning specific requirements.

As this catalog goes to press, Indiana initial licensure and continuing licensure requirements are in transition. Persons seeking to professionalize their licenses should check with the Education Department licensure advisor before enrolling in coursework intended for licensure professionalization.

Education. Secondary teachers may professionalize their teaching licenses with the Master of Education degree with a concentration in Teaching and Learning program or with the Master of Arts in Liberal Studies (MALS) degree program. If using the MALS degree, a minimum of six semester credit hours in professional education coursework is required with at least three of these taken at the 600-level at Valparaiso University. One of these courses must be an Educational Foundations course. Courses at Valparaiso University that meet this requirement are ED 610, 612, 613, 614, 615, 616, or another 600-level course so designated by the Department of Education. Consult the Licensure Advisor in Education concerning specific requirements in each teaching field.

NON-DEGREE LICENSURE PROGRAMS IN SPECIAL EDUCATION

The Education Department offers course work in the following developmental levels and intervention areas of special education: Early/Middle Childhood and Mild Intervention Needs, Early Adolescence and Mild Intervention Needs, and Adolescent/Young Adult and Mild Intervention Needs. Applicants must possess an active or expired teaching license in the relevant developmental level (or complete additional course work in developmental level teacher education courses) and have successfully completed one year of teaching in public school settings. If an applicant lacks this experience, SPED 548 Initial Practicum in Special Education should be taken in the first year of study. If an applicant does not possess any Indiana teaching license, additional graduate course work will be necessary to earn this license.

Transition to Teaching Non-Degree Licensure Program

The state of Indiana mandates that any university offering undergraduate teacher preparation programs in the state must also offer Transition to Teaching programs in all licensure areas for which it has state approval. The only exceptions are the licensure areas currently referred to as "all-grade" licensure areas: art, music, physical education, and special education. Persons wanting licensure in one of these areas must choose one licensure area from elementary or high school grade levels. The first license would be only for the secondary (9-12) grade level unless arrangements were also made to complete additional courses in education for the elementary level.

Valparaiso University has approval to offer teacher preparation program in the following content areas:

1. Developmental levels of elementary and secondary education
2. Content areas of:
 - a. Exceptional Needs - mild disabilities
 - b. Fine Arts - vocal/general music, instrumental/general music, visual arts
 - c. Generalist - early/middle childhood (elementary education)
 - d. Health/Physical Education (only one of these)
 - e. Language Arts (former English content area)
 - f. Mathematics
 - g. Science - life science, physical science
 - h. Physics, chemistry, earth/space science
 - i. Social Studies - economics, geographical perspectives, government and citizenship, historical perspectives, psychology, sociology
 - j. Foreign languages

If a content area is not listed above, Valparaiso University does not have a state-approved program in that area and so does not offer Transition to Teaching in that area.

The state-mandated maximum number of credits in education-related courses for secondary licensure areas is 18. The state-

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

The state does not mandate a predetermined completion timeline for candidates enrolled in the Transition to Teaching programs. At Valparaiso University, it is possible to complete education-related coursework in one fall, spring, and summer semester, with a second fall semester devoted to completion of the teaching internship. If additional content area coursework is needed the program may take longer to complete. Usually, the additional content area coursework can be completed concurrently with education coursework required in the program. However, all content and education-related courses required for licensure must be completed before a teacher candidate will be allowed to enroll in ED 626, Internship in Education.

Completion of the Transition to Teaching program at Valparaiso University plus completion of all other state-mandated requirements for teaching licensure leads to Indiana teaching licensure which may be reciprocal with many other states and territories in the United States. Successful completion of this program does not lead to an advanced degree. The Graduate Advisor in the Education Department will also provide candidates for this program with information on master's degree requirements at Valparaiso University for those who are deciding between the Transition to Teaching program and the M.Ed. - Initial Licensure track.

Admission. All of the following application materials must be submitted before an applicant will be considered for admission. Applicants are admitted in the spring so they can begin the program during

the summer term. The application deadline is the preceding April 1. Because admission to this program is competitive, serious applicants are encouraged to complete all admission requirements well in advance of the April 1 deadline. Applicants whose materials are not complete as of the April 1 deadline will be contacted to determine if they wish to be considered for admission to this program April 1 of the next calendar year.

1. Transcripts detailing a minimum of a bachelor's degree from an accredited university in the content area, or in a closely related content area, in which the applicant wishes to be licensed. If background in the content area is deficient, an evaluation of transcripts of previous college coursework will be completed by the Graduate Advisor to determine other content area courses that must be taken for licensure. Any required content area coursework adds to the 18 or 24 credits of education coursework in the Transition to Teaching program.
2. Transcripts showing a minimum 3.0/4.0 grade point average both overall and in the specific content area; or meeting all three of the following conditions: 2.5/4.0 undergraduate cumulative grade point average and 2.5/4.0 grade point average in the specific content area and five years of relevant professional experience. "Professional experience" is defined as full-time employment in an education-related field (e.g., teacher aide) or in a field in which the person intends to be licensed. These criteria are set by the State of Indiana in the Transition to Teaching legislation and therefore there can be no exceptions.
3. PRAXIS I scores in Reading, Writing, and Mathematics with the following minimums: Reading, 176; Writing, 172; and Mathematics, 175.
4. PRAXIS II scores in the content area that meet the minimum required for state licensure. Elementary Transition to Teaching applicants will take the PRAXIS II exam after their coursework has been completed but prior to being allowed to begin their internship experience. Passing score information can be obtained from the Department of Education: 219.464.5077.

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5. Proof of possession of Professional Liability Insurance, either personal insurance or insurance as a student member of AFT or NEA.
6. Valid substitute teacher's license for the State of Indiana. A copy of the license must be included with application materials. Information on how to obtain Indiana substitute teaching licensure will be provided with the Transition to Teaching application packet.
7. Documentation of a minimum of 150 clock hours of experience in a P-12 education setting (e.g., volunteer at a public or parochial school, after school tutoring at a school in a formal tutoring program, substitute teaching, teacher aide in a public or private school, etc.). Experience must be in a school setting, and this documentation must be provided with application materials (see the application packet for more information).
8. Payment of \$30.00 Graduate Division application fee as well as completion of Graduate and Education application forms.
9. Payment of \$2,500.00 Transition to Teaching program fee according to schedule provided with Transition to Teaching application packet.
10. Three letters of reference focusing on the candidate's character, ability to complete graduate coursework, and potential to be an effective teacher. All three referees should address all of these areas, or acceptance into this program may be delayed or denied. Three references are required of every applicant, regardless of where the applicant's undergraduate or graduate coursework was completed.
11. A 300-500 word reflective essay explaining reasons for wanting to become a teacher, reasons for wanting to enroll in this program rather than a degree licensure program, description of work/other professional experiences in diverse settings, knowledge/familiarity with computers and other technology, knowledge in the area(s) in which the applicant wants to be licensed, and professional dispositions related to teaching. The essay must address each of the

above areas, or acceptance into this program could be delayed or denied.

Curriculum. The specific courses and credits differ for the elementary education and middle/secondary school programs. Some courses may be offered only online.

Elementary Education Program Requirements (24 credits)

ED 505T Computers in Education	1 Cr.
ED 510 Models of Teaching and Learning for Early/Middle Childhood Grades	3 Cr.
ED 564 The Teaching of Reading in Early/Middle Childhood Grades . .	3 Cr.
ED 566 Literacy: Diagnostic Assessment and Instruction	4 Cr.
ED 613T Advanced Educational Psychology	1 Cr.
ED 614T Historical, Philosophical, and Sociological Foundations of Education	1 Cr.
ED 617T Assessment and Management of the Learning Environment . . .	2 Cr.
ED 619T Cultural and Legal Foundations of Education	1 Cr.
ED 626 Internship in Education I	3 Cr.
SPED 540T Learning Exceptionalities . .	2 Cr.
Course in methods under development	3 Cr.

Middle/Secondary School Program Requirements (18 credits)

ED 505T Computers in Education	1 Cr.
One of the following:	
ED 511 Models of Teaching and Learning for Early Adolescence (middle school only)	3 Cr.
ED 512 Models of Teaching and learning for Adolescence/Young Adults (secondary only)	3 Cr.
ED 560T Reading in the Content Areas	2 Cr.
ED 589T Content Area Curriculum and Methods	2 Cr.
ED 613T Advanced Educational Psychology	1 Cr.
ED 614T Historical, Philosophical, and Sociological Foundations of Education	1 Cr.
ED 617T Assessment and Management of the Learning Environment . . .	2 Cr.
ED 619T Cultural and Legal Foundations of Education	1 Cr.
ED 626 Internship in Education I	3 Cr.
SPED 540T Learning Exceptionalities .	2 Cr.

Students who do not have sufficient coursework in the content area in which they

desire to be licensed must complete additional coursework at Valparaiso University. This coursework may be at the undergraduate level with a different tuition rate from that charged for graduate coursework.

The Indiana Law mandating Transition to Teaching programs does not require that universities offer any regular P-12 licensing program as a Transition to Teaching program. If a person wishes to be licensed in art, music, or physical education in a Transition to Teaching program, that person will be licensed only at the secondary level, not P-12.

In the new licensing framework, Special Education: Mild Interventions is considered a content area as are Mathematics, Science, Social Studies, etc. Additional coursework beyond the 18 or 24 credits will be required if a person wants to be licensed to teach special education - mild disabilities.

Changing from Non-Degree to Degree Status. Students who wish to change from non-degree status to degree status must complete all the requirements for admission to a degree program. They also need to be aware that not more than nine credits earned as a non-degree student (or professional educator) may be applied toward a degree.

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

Professional Education Graduate Courses offered through The Connecting Link®

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

Students enrolled in these courses may earn Valparaiso University graduate credits for coursework that is successfully completed. Students will be classified as Professional Educators when they enroll in TCL coursework. In addition to TCL forms, they must complete a short Valparaiso University application form, submit a statement from a school administrator that verifies their current teacher status, and submit a copy of their current teaching license. Tuition, fees and other registration materials are collected by TCL course instructors at their first class meetings. Upon successful completion of a TCL course, the student is issued a grade report from the Registrar at Valparaiso University. Students must request transcripts from the Registrar's Office when they want official verification that they have taken a TCL course for the purpose of license renewal or to apply for salary increases in their employing school agencies. Before enrolling in a course, teachers (particularly secondary educators) should consult the Licensure Advisor at Valparaiso University or another university closer to their residence, to ascertain that a particular TCL course will be acceptable for use in their license renewal process. Not all courses are appropriate for license renewal in all content areas at the secondary level.

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

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

USE OF TCL CREDITS AT VALPARAISO UNIVERSITY

TCL graduate credits may be used to renew currently held teaching licenses as long as the TCL courses taken are relevant to the particular license being renewed. **TCL professional education graduate courses may not be applied to any graduate degree programs in Education at Valparaiso University.** Furthermore, Valparaiso University does not guarantee that credits offered through TCL will be accepted as transfer credits in graduate degree or licensing programs at other universities. If a teacher wishes to use TCL credits in a degree or licensure program offered at another university, the teacher should check with that university before enrolling in the TCL course to ensure its acceptability for the desired purpose.

Educators in the state of Indiana are periodically sent TCL materials, including the application form. Further information on procedures for enrolling in Valparaiso University professional education graduate coursework through TCL is available from the Graduate Division Office at Kretzmann Hall.

TENTATIVE COURSE OFFERINGS FOR 2005-2006

General academic courses

- Benchmarks for Effective Teaching
- Children at Risk
- Classroom Management That Works
- Communities of Character
- Creating a Safe Learning Environment
- The Differentiated Classroom
- Managing Pressures of the Teaching Profession
- More Chances to Learn
- The Power of Brain-Compatible Learning
- Success with Standards
- Tools for Professional Resilience

Technology Courses

- Advanced Microsoft Word for Educators
- Advanced Internet Applications: Improving Teaching and Student Learning
- Microsoft Windows for Educators
- Technology Foundations to Improve Teaching and Student Learning
- Desktop Publishing: Impacting Teaching and Student Learning
- Internet Applications: Impacting Teaching and Student Learning
- Microsoft Excel: Impacting Teaching and Student Learning
- Microsoft Office: Impacting Teaching and Student Learning
- Microsoft PowerPoint: Impacting Teaching and Student Learning
- Microsoft Word: Impacting Teaching and Student Learning
- Web Publishing: Impacting Teaching and Student Learning

On-Line Courses

- Conscious Classroom Management for New Teachers
- Fundamentals of School Law for Educators
- Toolkit for Creating Collaborative Learners
- Transforming Student Into Writers
- Arts with the Brain in Mind
- Accommodating Diverse Learning Styles
- Creating Confident Speakers
- Creating a Safe Educational Environment
- Developing Curriculum for Online Courses
- Differentiated Instructional Strategies
- Developing and Supporting Productive Learners
- Impacting Students with Special Gifts and Needs
- Impacting Teaching and Learning with Brain Research
- Using Microsoft Excel to Enhance Student Learning
- Using Microsoft Word to Enhance Student Learning
- Transforming Students into Mathematicians
- Transforming Students into Readers
- Discovery Learning and Critical Thinking with WebQuests

International Commerce and Policy

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

Master of Science in International Commerce and Policy

The International Commerce and Policy program (ICP) provides training in the political, legal, cultural, and social aspects of global commerce, business, and economics. This 37-credit program, distinct from the MBA degree, is designed especially for international and U.S. students wanting to develop proficiency and understanding in areas related to international relations, politics, business, law, and policy. The program, which can be completed in 12 months if the student begins coursework during the summer, consists of a core of 22 credits, enhanced by 12 credits of elective course work. Students who are non-native English speakers may add English for Business to their core requirements. Up to 6 elective credits may be taken from language courses in the student's non-native tongue.

Admission. Applicants must meet all the requirements of the Graduate Division (page 52) as well as demonstrate adequate preparation for successful study in the program.

1. An undergraduate degree or equivalent from a college or university.
2. Evidence of high performance in all prior coursework (equivalent of a 3.0 grade point average).
3. College level coursework in either microeconomics or macroeconomics, or its equivalent.
4. Recommendations from two faculty at the student's home institution.
5. TOEFL score of 575 or 230 computer version, or completion of comparable level of INTERLINK language instruction.

Core Requirement (22-25 credits)

ECON 626 International Trade and Economics	3 Cr.
ICP 610 International Commerce and Policy: Case Studies	3 Cr.
ICP 611 International Business Environment	3 Cr.

ICP 620 Cross-Cultural Management	3 Cr.
ICP 621 Organizational Leadership and Team Development	3 Cr.
ICP 699 Seminar in Global Strategies	1 Cr.
POLS 660 Policy and Administration of Public and Non-Governmental Organizations	3 Cr.
POLS 661 International Political Economy	3 Cr.
LS 605 English for Business (non-native English students only)	3 Cr.

Core Support (3 credits)

Choose one from the following:

ICP 685 Internship	3 Cr.
LS 697/698 Travel Study	3 Cr.
One additional course from Policy, Law, Political Science, or Economics	3 Cr.

Electives (9-12 credits)

Additional credits from Core Support or:

ECON 536 Economics of Developing Nations	3 Cr.
ICP 670 Law Topics for ICP Students	3 Cr.
ICP 671 International Business Transactions	3 Cr.
ICP 672 International Law I	3 Cr.
ICP 673 International Law II	3 Cr.
ICP 674 Comparative Law	3 Cr.
ICP 675 International Commerce Dispute Resolution	3 Cr.
ICP 676 The Law of e-Commerce	3 Cr.
ICP 677 Law and Economics	3 Cr.
ICP 690/690 Topics	3 Cr.
LS 600 Seminars as approved	3 Cr.
MBA 500 or 700 level courses*	2 Cr.
POLS 530 Politics of Industrialized States	3 Cr.
POLS 535 Politics of Developing States	3 Cr.
POLS 580 Problems in International Relations	3 Cr.
POLS 590 Politics of East Asia	3 Cr.
International Marketing, International Finance, or eCommerce and eBusiness Technology*	3-6 Cr.

Other coursework as approved by the Dean of Graduate Studies may be taken to fulfill elective credits.

* A maximum of 6 credits may be taken from the College of Business Administration of MBA program.

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

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

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

ECON 626 International Trade and Economics	3 Cr.
POLS 661 Policy and Administration of Public and Non-Government Organizations	3 Cr.

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

Core Requirement (22 credits)

ECON 626 International Trade and Economics	3 Cr.
ICP 610 International Commerce and Policy: Case Studies	3 Cr.
ICP 611 International Business Environment	3 Cr.
ICP 620 Cross-Cultural Management	3 Cr.
ICP 621 Organizational Leadership and Team Development	3 Cr.
ICP 699 Seminar in Global Strategies	1 Cr.
POLS 660 Public Policy	3 Cr.
POLS 661 Policy and Administration of Public and Non-Government Organizations	3 Cr.

Core Support (6 credits from the following Law courses)

LAW 270 Comparative Law	3 Cr.
LAW 280 Law and Economics	3 Cr.
LAW 300 European Federalism	3 Cr.
LAW 410 International Business Transactions	3 Cr.
LAW 477 International Law I	3 Cr.

LAW 478 International Law II	3 Cr.
LAW 495E International Commercial Dispute Resolution	3 Cr.
LAW 495I International Environmental Law	3 Cr.
LAW 495R The Law of e-Commerce	3 Cr.
LAW 495T International Intellectual Property	3 Cr.
LAW 664P/W INS or US Customs Externships	2-4 Cr.

Electives (6 credits)

Additional credits from Core Support taken as ICP courses or:

ECON 536 Economics of Developing Nations	3 Cr.
ICP 685 Internship	3 Cr.
ICP 590/690 Topics	3 Cr.
ICP 697/698 Travel Study	3 Cr.
LS 600 Seminars as approved	3 Cr.
MBA 500 or 700 level courses*	6 Cr.
POLS 530 Politics of Industrialized States	3 Cr.
POLS 535 Politics of Developing States	3 Cr.
POLS 590 Politics of East Asia	3 Cr.
International Marketing, International Finance, or eCommerce and eBusiness Technology*	

Other course work as approved by the Dean of Graduate Studies may be taken to fulfill elective credits.

* A maximum of 6 credits may be taken from the College of Business Administration of the MBA program.

*Develop
Society
and
growth*

Liberal Studies Programs

MASTER OF ARTS IN LIBERAL STUDIES (MALS) PROGRAMS; DUAL LAW (JD) AND MALS PROGRAM

Master of Arts in Liberal Studies Programs

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

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

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

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

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

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

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

MALS Concentrations. Concentrations include: English, Ethics and Values, Gerontology, History, Human Behavior and Society, Theology, and 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 33 credits with the following distribution: 12 credits in the core seminars and 15 credits in the concentration. The remaining credits are electives.

Core Requirement (12 credits)

LS 650 Religion, Culture, and Value . . . 3 Cr.

Choose three from:

LS 610 Seminar in Humanities . . . 3 Cr.

LS 620 Seminar in Social Sciences 3 Cr.

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

Concentration Requirement (15 credits)

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

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

Electives (6 credits)

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

No thesis is required for completion of the MALS degree, but research papers are a regular part of graduate courses. Furthermore, students are encouraged to complete an independent study or research project 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 33-credit interdisciplinary program. It is designed to increase awareness of and sensitivity to issues of ethics among persons currently working or intending to work in a professional capacity and to provide them with the necessary framework for making informed, values-based decisions in such fields as law, health, business, and human services. Graduates of this program will have an understanding of principles and theories of philosophical and religious ethics. In addition, they will study the application of these principles to a variety of professional situations and culminate their study with a project that integrates their professional interest with ethics and values.

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

Core Requirements (12 credits)

LS 650 Religion, Culture and Value . . .	3 Cr.
Choose three from:	
LS 610 Seminar in Humanities . .	3 Cr.
LS 620 Seminar in Social Sciences	3 Cr.

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

Concentration (15 credits)

- Ethical Foundations (select one course) 3 Cr.
THEO 540 Topics in Religious
Ethics 3 Cr.
THEO 546 Contemporary Moral
Issues 3 Cr.
THEO 630 Advanced Topics in
Contemporary Theology
(approved) 3 Cr.
THEO 638 Response to Social
Victimization 3 Cr.
THEO 640 Advanced Topics in
Religious Ethics 3 Cr.
THEO 643 Marriage and Sexuality 3 Cr.
THEO 644 Religion in the Age of
Science 3 Cr.
Ethical Studies and Applications (Select
three courses below or
from the remaining Foundation
level courses) 9 Cr.
THEO 641 Biomedical
Ethics 3 Cr.
PSY 693 Professional Issues and
Ethics in Counseling 3 Cr.
LS 555 Ethics in Business 3 Cr.
LS 591/691 Topics in Ethics 3 Cr.
LS 655 Professional Ethics 3 Cr.
LS 656 Legal Profession and
Ethics 2 Cr.
LS 659 Integrative Project in Ethics . . 3 Cr.

Electives (6 credits)

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

CONCENTRATION IN GERONTOLOGY

As the U.S. and world populations age, there is a need for a larger pool of well-trained gerontologists. Students interested in specialization in gerontology may choose the 33-credit MALS gerontology concentration.

Core requirements (12 credits)

- LS 620 Leadership in Organizations . . 3 Cr.
LS 650 Issues at the End of Life 3 Cr.
Choose two from:
LS 610 Seminar in Humanities . . . 3 Cr.
LS 630 Seminar in Science 3 Cr.
LS 640 Seminar in Fine Arts 3 Cr.

Gerontology Concentration (18 credits)

- NUR 551 The Aging Process 3 Cr.
LS 690 Topics: Elder Law and Policy . . 3 Cr.
Graduate Research Methods course from
Psychology, Nursing, or
Education 3 Cr.
LS 685 or LS 692 Practicum or
Research 3 Cr.
Two of the following:
COUN 532 Adulthood and Aging . . 3 Cr.
COUN 691 Topics: Psychosocial
Interventions for the Aging . . 3 Cr.
LS 690 Approved Topics in Aging . . 3 Cr.
SOC 527 Aging in American Society 3 Cr.
THEO 559 Theology of Aging 3 Cr.

Elective (3 credits)

Any approved course from the following programs: Business, Counseling, MALS, Nursing, or Law.

CONCENTRATION IN THEOLOGY AND MINISTRY (INCLUDES DIACONAL TRACK)

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

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should consult with their academic or program advisor in planning their programs.

THEOLOGY AND MINISTRY (39 Credits)

Core Requirements (9 credits)

LS 650 Religion, Culture, and Value . 3 Cr.

Choose two from:

LS 610 Seminar in Humanities . 3 Cr.

LS 620 Seminar in Social Sciences 3 Cr.

LS 630 Seminar in Natural Sciences 3 Cr.

Theology Concentration (24 credits)

Bible and Christian History:

THEO 510-519/610 Biblical Studies 3 Cr.

THEO 520-529, 620-629 Topics: Christian History 3 Cr.

Ministry:

THEO 551 Theology of Diaconal Ministry 3 Cr.

THEO 552-557, 640-649 3 Cr.

THEO 680 Practicum 3 Cr.

Capstone Course:

THEO 692/695 3 Cr.

Electives in Theology 6 Cr.

Electives (6 credits)

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

THEOLOGY AND MINISTRY-DIACONAL TRACK (40 Credits)

Core Requirements (9 credits)

LS 650 Religion, Culture, and Value . 3 Cr.

Choose two from:

LS 610 Seminar in Humanities . 3 Cr.

LS 620 Seminar in Social Sciences 3 Cr.

LS 630 Seminar in Natural Sciences 3 Cr.

Theology Concentration (19 credits)

THEO 510-519/610 Biblical Studies . . 6 Cr.

THEO 532 Luther and Lutheran Confessional Theology 3 Cr.

THEO 551 Theology of Diaconal Ministry 3 Cr.

THEO 630-690 Advanced Topics in Theology 3 Cr.

THEO 680 Practicum in Theology and Ministry 2 Cr.

THEO 681 Basic Homily Preparation . 2 Cr.

Theology Electives (12 credits)

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

Topics in Christian History

Clinical Education for Ministry

Principles and Forms of Worship

Topics in Human Injustice and Resources for Healing

Topics in World Religions

Advanced Topics in Biblical Study

Topics in Theology

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

Concentration (15 credits)

Concentrated study consists of five courses focused in one of two tracks: Humanities and History, or Social, Political, and Legal Systems.

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 33-credit individualized concentration is available.

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

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

1. Have completed 9 credits of graduate study at Valparaiso University at the level of B (B=3.0) or higher;
2. Submit a personal statement describing the proposed concentration

theme or topic, explaining how it will fulfill a personal or professional interest;

3. Identify a faculty sponsor who will serve as the student's academic advisor (the academic advisor will normally, but not necessarily, be the faculty supervisor for the required research project);
4. Provide a plan of study to show how the concentration will be completed. The plan must be approved by the student's academic advisor, the Chair of the Master of Arts in Liberal Studies Administrative Committee, and the Dean of Graduate Studies;
5. Complete a research project, normally Liberal Studies 692, as part of the plan.

Professionalizing a Teaching License

Teachers who intend to use the Master of Arts in Liberal Studies degree to professionalize their licenses should consult the advisor of Graduate Studies in the Education Department concerning their specific programs. Indiana is currently changing procedures for receiving an advanced (professional) teaching license. This degree must therefore be completed prior to June 30, 2006 in order to professionalize a current license. A minimum of 6 credits in Education coursework is required and must include one foundations course (ED 610, 613, 614, 615, 616, or 619).

MALS Study/Travel Option

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

MALS students may apply up to 6 credits of study/ travel toward their MALS electives. Enrollment in study/travel requires completion of 9 credits of core seminars and at least 6 credits in the concentration. Study/travel opportunities for MALS students include three options:

1. One-time enrollment for 3 credits in a faculty-sponsored summer study/travel

abroad course. These 2-4 week trips require advanced reading, a written paper, and a log. Details of the graduate requirement must be worked out for each course individually, but in general graduate students are expected to provide significant depth to their written reports and should relate the content of the report to their area of concentration within the MALS program.

2. Three or six credits of independent study at either or both the Cambridge or Reutlingen Centers, with participation on a space-available basis. MALS students spend a minimum of four weeks at the center for the first 3 credits of academic study. Prior to departure from the U.S., students identify an appropriate faculty sponsor with whom they develop a plan of study. This plan would include goals and objectives, independent travel outside the Center, attendance at lectures at the Centers, etc. During their stay, students could also participate in trips and excursions planned for the other residential students if approved by the Center Director. Students enrolling for 6 credits have the option of continuing study at the same Center or of transferring to the alternate Center for four weeks. In addition, these students may propose approved independent travel as a component of their overall plan. A travel log detailing events, sights, and information and an extended paper (20-25 pages), both related to the original plan of study, will constitute the basis for academic evaluation for each 3 hours of credit. Both the Dean and the Director of International Studies must approve the program.
3. One credit of course intensification through study/travel. With the permission of the instructor, MALS students may intensify an appropriate Valparaiso University graduate level course with 1 credit study/travel involving residency at the Cambridge or Reutlingen Centers. Prior to departure and with the assistance of the instructor, the student must develop a program of study that includes goals and objectives, plans for independent travel during the trip, attendance at lectures at the Centers, etc. The student spends a minimum of two weeks at the study center, but may

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include independent travel beyond the stay to fulfill the course intensification requirement. A written project is required. Both the Dean and the Director of International Studies must approve the program.

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

Post MALS Certificates

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

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

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

Dual JD/MALS Program

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

The MALS degree is not a professional credential that leads to any type of certification or licensure, but rather aims to provide a complementary body of knowledge

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

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

Admission Requirements.

1. Undergraduate degree from an accredited university.
2. Undergraduate grade point average of 3.0 or higher.
3. TOEFL of 575 or higher for international students.
4. Two letters of reference (these may be forwarded from the School of Law).
5. Essay indicating reason for wanting 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 two elective courses (6 credits). In general, and consistent with the other joint programs with the School of Law, up to 6 credits of law coursework may apply to the MALS degree, and up to 6 credits of MALS coursework may apply to the JD degree. Thus, 111 credits are required for both degrees. While the exact substitutions must be worked out in consultation with Law and MALS advisors, the two law substitutions may be applied to core, concentration, or elective categories,

so long as they match the appropriate domain of study. For example, the core seminar in social sciences might be replaced with one of the following:

- LAW 442 Civil Rights Legislation and Litigation
- LAW 446 Employment Law
- LAW 483 Law and Feminism
- LAW 485 Family Law
- LAW 487 Elder Law (or LAW 488, Selected Topics)

MALS Core Requirements (12 credits).

- LS 650 Religion, Culture and Value . . . 3 Cr.
 Three of the following: 9 Cr.
 LS 610 Seminar in Humanities
 LS 620 Seminar in the Social Sciences
 LS 630 Seminar in the Natural Sciences
 LS 640 Seminar in Fine Arts

Concentration (15 credits). Students concentrate their studies in any one of the following areas: English, Ethics and Values, Gerontology (18 credits), History, Human Behavior and Society, or Theology. Up to three credits in the concentration may be completed through an independent study project which bridges the MALS concentration and the field of law. A student may construct an individualized major by choosing a theme and taking coursework related to that theme (e.g., Gender Issues and Law; Sports and the Law; Criminal Behavior; Religion and Government, etc.).

Electives (6 credits). Two MALS courses may apply toward electives. Law students who are not able to identify any reasonable substitutions in the core or concentration may apply all 6 law credits toward this category, with the approval of the Dean of Graduate Studies.

The Athenaeum Honor Society for MALS Students

The Athenaeum is an honor society sponsored by the Graduate Division that recognizes the scholarly, creative, and intellectual pursuits of MALS students. MALS students meeting the following criteria may be nominated for membership.

1. Completion of 21 credits by the semester of nomination.
2. Attainment of a graduate MALS grade point average of 3.8.
3. Completion of all four LS seminars with grades of A- or higher.
4. Presentation or publication of scholarly or creative work in a public forum (including the Symposium of Graduate Research at Valparaiso University).
5. Evidence of good character.

Nominees are reviewed by the MALS Administrative Committee and recognized each spring at the Symposium for Graduate Research sponsored by the Graduate Division.

Administration of MALS Programs

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

Nursing Programs

MASTER OF SCIENCE IN NURSING, PARISH NURSE OPTION, AND POST-MASTER'S FAMILY NURSE PRACTITIONER PROGRAM, RN TO MSN PROGRAM, AND MANAGEMENT CERTIFICATE FOR NURSING

The College of Nursing prepares beginning and advanced practitioners of nursing and provides an educational base for advanced study and professional development.

Master of Science in Nursing

Master's education prepares the advanced practice nurse who has expertise in providing, directing, and influencing the comprehensive health care of individuals, families, and communities through the integration of practice, theory, and research. Building on the role of the professional nurse, the advanced practice nurse engages in the role components of clinician, consultant, educator, leader, and researcher using the processes of critical thinking, communication, change, and lifelong learning.

The Master of Science in Nursing degree features a major in Advanced Practice Nursing. At the completion of the 36-credit program, the graduate will be able to:

1. Synthesize the role components of the advanced practice nurse to provide independent and collaborative care based on theoretical and empirical knowledge at all levels of prevention.
2. Use evidence-based practice as an advanced practice nurse while promoting quality care for individuals, families, and communities across all levels of prevention.
3. Generate strategies addressing the environmental influences of culture, economics, ethics, law, politics, society, and technology on all levels of prevention.
4. Display the processes of critical thinking, communication, change, and lifelong learning as an advanced practice nurse at all levels of prevention.

Admission. In addition to completing the admission requirements of the Graduate Division, students applying to the MSN program must submit the following materials:

1. A completed Master of Science in Nursing application form.
2. Transcripts from an accredited baccalaureate nursing program.
3. Evidence of Indiana Registered Nurse license.
4. Evidence of having completed an undergraduate research course and statistics course.
5. An essay relating graduate study to professional goals.

Advising. Advising in the Master of Science in Nursing program and the Post-Master's Family Practitioner program is done by the Dean of the College of Nursing. Students must be admitted to the MSN Program prior to enrolling in clinical nursing courses.

Nursing Liability Insurance – \$24.00 (Family Nurse Practitioner \$88.00). In connection with the clinical practice component of the nursing program, all students in the MSN Program, beginning with their first clinical course, must secure professional liability insurance provided by the University.

Core Requirements (21 credits)

BIO 590 Advanced Physiology and Pathophysiology	3 Cr.
NUR 601 Role of the Advanced Practice Nurse	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.
NUR 606 Pharmacologic Principles for Advanced Practice Nursing	3 Cr.
NUR 682 Nursing Theory for Advanced Practice	3 Cr.
NUR 684 Research Methods in Advanced Practice Nursing	3 Cr.
NUR 686 Synthesis of Theory, Research and Advanced Practice	3 Cr.

Note: A Nursing Lab Fee of \$50.00 is payable by each graduate nursing student enrolled in NUR 605.

Clinical Courses (12 credits)

The MSN degree prepared the graduate as a clinical nurse specialist in advanced practice nursing with the opportunity to focus on women's health, gerontological, or adult health nursing. Within each clinical course, students will pursue a clinical focus.

NUR 630 Clinical Nurse Specialist I . . . 3 Cr.

NUR 632 Clinical Nurse Specialist II . . . 3 Cr.

NUR 634 Clinical Nurse Specialist III . . 6 Cr.

Elective Requirement 3 Cr.
Total Degree Requirements . 36 Cr.

Course Sequencing Requirements.

Role of the Advanced Practice Nurse (NUR 601), Nursing Theory for Advanced Practice (NUR 682), and Advanced Physiology and Pathology (BIO 590) must precede or be taken concurrently with Clinical Nurse Specialist I (NUR 630).

Advanced Health Assessment (NUR 605) and Pharmacologic Principles for Advanced Practice Nursing (NUR 606) must precede or be taken concurrently with Clinical Nurse Specialist II (NUR 632).

Nursing Theory for Advanced Practice (NUR 682) must precede or be taken concurrently with Research Methods in Advanced Practice Nursing (NUR 684).

Synthesis of Theory, Research, and Advanced Practice (NUR 686) must be taken concurrently with or follow Clinical Nurse Specialist III (NUR 634).

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

In addition to the College of Nursing policy for readmission, all MSN students must follow the readmission procedures for the Graduate Division.

RN-MSN Option

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. This program allows students to begin graduate course work during the final semester of course work for the BSN degree. In doing so, students may realize savings in both time and tuition.

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

1. 3.0 grade point average in previous college level work.
2. Updated copies of transcripts.
3. Evidence of Indiana Registered Nurse license.
4. Two letters of reference.
5. Completion of all general education courses required for the BSN at Valparaiso University (with the exception of a theology course and 9 elective credits).

All academic policies listed on pages 55-60 apply to the RN-MSN option.

Parish Nurse Option

Through a ministry to the whole person, the clinically experienced, spiritually motivated parish nurse seeks to help members of the local congregation or parish to interconnect body, mind, and spirit toward the goal of health and well-being. The parish nurse who has graduated from Valparaiso University's College of Nursing graduate program serves within a religious and advanced practice nurse framework as a health educator, a personal health counselor, a referral source and liaison to health related community resources and services, a facilitator in organizing support groups and in recruiting, teaching, and supervising

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congregation volunteers, and a clarifier of the close relationship between faith and health.

A graduate student pursuing education related to parish nursing at Valparaiso University's College of Nursing, will, with supervision, be placed into a church, parish, or other parish-related areas appropriate to the student's specialty concentration. To receive recognition by the College of Nursing that the student's graduate studies have included a parish nurse foundation, the student must complete one appropriate 500-level, three-credit theology course, NUR 590 Health Care in a Context of Faith, or the internationally approved Basic Parish Nurse Preparation course for graduate credit.

Advanced Nurse Education Option

Students interested in a nurse educator role can pursue any one of the three clinical nurse specialist clinical foci. A graduate student pursuing the Advanced Nurse Education Option will have structured experiences that center on teaching students in both the clinical and classroom setting. A faculty member serves as a preceptor. The student must complete an approved elective course that includes teaching/learning principles.

Post-Master's Family Nurse Practitioner

Purpose and Objectives. The Post-Master's Family Nurse Practitioner program prepares nurses to deliver primary care to individuals and families of varying ages in a variety of settings. The program emphasizes health promotion, prevention of illness, maintenance of health status and management of acute episodic and stable chronic conditions.

The objectives of the program are to:

1. Synthesize the role components of the advanced practice nurse as a family nurse practitioner to provide independent and collaborative nursing care for individuals and families integrating theoretical and empirical knowledge at all levels of prevention.

2. Integrate evidence-based findings to promote quality care for individuals and families within the context of the community.
3. Generate strategies as a family nurse practitioner to address environmental influences of culture, economics, ethics, law, politics, society, and technology on health care needs of individuals and families.
4. Display the processes of critical thinking, communication, change, and lifelong learning as a family nurse practitioner at all levels of prevention.

Admission. Students who hold the Master of Science in Nursing (MSN) degree and are pursuing the Post-Master's Family Nurse Practitioner program must submit the following items:

1. A completed Post MSN/FNP application form.
2. Official transcript from an accredited MSN program.
3. Essay of approximately 250 words that relates graduate study to the applicant's professional goals.
4. Evidence of Indiana Registered Nurse Licensure.

VU graduates who completed the MSN program under the 1996-97 catalog or later may be admitted directly into the Post MSN/FNP program. Students must be officially admitted to the Family Nurse Practitioner program prior to enrolling in NUR 708.

Program Requirements. The Post-Master's Family Nurse Practitioner program is only available to students who have been admitted into the Master of Science in Nursing program or who have already completed the Master of Science in Nursing degree. Post MSN/FNP students must meet the admission and progression requirements of the University Graduate Catalog.

Students who have already earned the Master of Science in Nursing degree may complete the Post-Master's Family Nurse Practitioner program with an additional 32 credit hours. The following courses BIO 590 or NUR 606; NUR 601, NUR 682, and NUR 686 may be waived only if the applicant's transcript indicates that the required course or its equivalent has already been taken. The remaining courses must be taken in residence. A minimum of 20 credits is required. A letter of completion will be awarded to students who have successfully completed

the MSN/FNP program with at least a 3.00 grade point average for all course work done at the University. Only one grade of B- or lower may be replaced by retaking a course. No course may be repeated more than once.

Policy for Readmission. Students enrolled in the FNP post-master's program and who leave in good academic standing may resume the program within three years after taking the required pharmacology course by enrolling in the courses required to complete the certificate. If an FNP student wishes to reenroll in the program and more than three years have passed since taking the required pharmacology course, the transcript will be reviewed by the Program Coordinator and the Dean of the College of Nursing. Remediation and/or retaking required courses may be required before the student can resume the program.

In addition to the College of Nursing policy for readmission, all FNP post-master's students must follow the readmission procedures for the Graduate Division.

Curriculum (32 credits)

BIO 590 Advanced Physiology and Pathophysiology	3 Cr.
NUR 601 Role of the Advanced Practice Nurse	3 Cr.
NUR 605 Advanced Health Assessment	3 Cr.
NUR 606 Pharmacological Principles for Advanced Practice Nursing	3 Cr.
NUR 682 Nursing Theory for Advanced Practice	3 Cr.
NUR 686 Synthesis of Theory, Research and Advanced Practice	3 Cr.
NUR 707 Management of Client Health and Illness Status I	3 Cr.
NUR 708 Clinical Application of the Family Nurse Practitioner Role I	3 Cr.
NUR 709 Management of Client Health and Illness Status II	3 Cr.
NUR 710 Clinical Application of the Family Nurse Practitioner Role II	5 Cr.

Management Certificate for Nursing

The Management Certificate for Nursing is intended for current MSN/FNP students at Valparaiso University who want to add a management component to their graduate study. The program is also open to

applicants who are not enrolled in a VU graduate nursing program but who have a BSN degree and wish to take a set of courses to increase their management education and abilities. The certificate consists of 15 credits and includes the following courses:

MBA 501 Managerial Economics	2 Cr.
MBA 504 Business Law	2 Cr.
MBA 510 Financial Accounting	2 Cr.
MBA 520 Financial Management	2 Cr.
MBA 530 Marketing Management	2 Cr.
MBA 550 Psychological Foundations of Management	2 Cr.
NUR 682 Nursing Theory for Advanced Practice	3 Cr.

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

Admission to the program is selective and requires that the applicant meet the standard admission criteria of the College of Business Administration and the Graduate Division. In addition, applicants should have successfully completed a college level statistics course within the past 5 years. Current MSN/FNP students at VU who are in good standing will be considered for admission following review of a Management Certificate for Nursing application and their VU graduate transcript. Students who are not MSN/FNP students at VU should submit the Management Certificate application, remit the \$30.00 application fee, and arrange to have undergraduate and/or graduate transcript and one letter of reference submitted on their behalf.

Accreditation

Valparaiso University College of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE); One DuPont Circle, NW, Suite 530, Washington, DC, 20036-1120; Tel: 202.887.8476; aacn.nche.edu.

Psychology Programs

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

The Counseling and Clinical Mental Health Counseling concentrations have slightly different purposes and sets of requirements. Applicants generally apply to and are accepted into the Clinical Mental Health Counseling program. Then, depending on their career objectives and resources, they are advised during the first year into one concentration or the other.

Both concentrations are designed to provide advanced education and professional training in: human development, biological and learned bases of behavior, social and cultural foundations of counseling, counseling theory and practice, group processes, life-style and career development, appraisal, research and program evaluation, professional roles and ethics, mental health counseling foundations, contextual dimensions of counseling, and practical/clinical skills for counseling.

Students expecting to use the Master of Arts degree to meet requirements for certification or licensure as a counselor will need to plan carefully their program of study to meet applicable requirements. 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 that are offered 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.

During the first semester of the program, it is the student's responsibility to obtain a copy of the certification/licensure laws and regulations from the state(s) where they plan to practice. Students should also meet with an academic advisor to discuss a course of study which may suitably prepare them for the licensure process.

Beginning in the second year of training, students 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 COUN 620, 630, 640, 662, and 693 with no grade lower than B-.
2. Interview with the Counselor Training Coordinator.

The Counselor Training Coordinator will then decide whether the student is ready for practicum. Students who are judged not to be ready for practicum will be required to complete a program designed to remediate any deficiencies evident from the review. After completion of the remediation, students undergo another review to determine their readiness for practicum work. Students who successfully complete their practicum and who are in good standing in the program may enroll in the internship.

Students may also choose to complete a thesis. Qualifying individuals must complete 3 credits of Masters Research Proposal (COUN 698) and 3-6 credits of Masters Research and Thesis (COUN 699). Up to 9 credits may be applied toward the elective course requirement.

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

Master of Arts with a Concentration in Counseling

The counseling concentration is a 48-credit hour program. Twelve core courses (36 credit hours), one elective course (3 credit hours), and

experiential training (practicum and internship—9 credit hours) comprise the curriculum. The experiential training includes 700 clock hours; students may elect to complete an advanced internship to reach a total of 1000 clock hours.

Core Requirements (36 credits)

PSY 602 Research Methods in Psychology	3 Cr.
COUN 525 Social and Cultural Bases of Counseling	3 Cr.
COUN 545 Community and Health Psychology	3 Cr.
COUN 570 Testing and Appraisal	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 630 Child Psychopathology	3 Cr.
COUN 640 Adult Psychopathology	3 Cr.
COUN 660 Counseling Theories and Practices	3 Cr.
COUN 662 Counseling Processes	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668 Group Counseling	3 Cr.
COUN 693 Issues/Ethics in Counseling	3 Cr.

Experiential Training (9 credits)

COUN 685 Counseling Practicum	3 Cr.
COUN 686 Counseling Internship	6 Cr.

Electives (3 credits)

PSY 550 Human Cognition	3 Cr.
PSY 565 Psychology and Law	3 Cr.
PSY 590 Special Topics in Psychology (with departmental approval)	1-3 Cr.
PSY 690 Special Topics in Psychology (with departmental approval)	3 Cr.
COUN 532 Adulthood and Aging	3 Cr.
COUN 535 Psychology of Personality	3 Cr.
COUN 550 Psychological Foundations of Management	2 Cr.
COUN 591 Special Topics in Counseling	1-3 Cr.
COUN 651 Leadership and Team Development	2 Cr.
COUN 652 Developing People	2 Cr.
COUN 671 Intellectual Assessment	3 Cr.
COUN 674 Assessment of Social and Emotional Functioning	3 Cr.
COUN 688 Advanced Counseling Internship	3 Cr.
COUN 691 Advanced Topics in Counseling	3 Cr.
COUN 692 Research Project	3 Cr.
COUN 695 Independent Study	3 Cr.
COUN 698 Masters Research Proposal	3 Cr.
COUN 699 Masters Research Thesis	3 Cr.

Master of Arts with a Concentration 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.

Twelve core courses (36 credit hours), elective courses (12 credit hours), and experiential training (practicum, internship, and advanced internship—12 credit hours) comprise the curriculum. The experiential training includes 1000 clock hours.

Core Requirements (36 credits)

PSY 602 Research Methods	3 Cr.
COUN 525 Social and Cultural Bases of Counseling	3 Cr.
COUN 545 Community and Health Psychology	3 Cr.
COUN 570 Testing and Appraisal	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 630 Child Psychopathology	3 Cr.
COUN 640 Adult Psychopathology	3 Cr.
COUN 660 Counseling Theories and Practices	3 Cr.
COUN 662 Counseling Processes	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668 Group Counseling	3 Cr.
COUN 693 Seminar in Professional Issues and Ethics	3 Cr.
COUN 694 Counseling Proseminar	0 Cr.

Experiential Training (12 credits)

COUN 685 Counseling Practicum	3 Cr.
COUN 686 Counseling Internship	6 Cr.
COUN 688 Advanced Counseling Internship	3 Cr.

Electives (12 credits)

At least 12 credits must be selected from courses listed below.

PSY 550 Human Cognition	3 Cr.
PSY 565 Psychology and Law	3 Cr.
PSY 590 Special Topics in Psychology (with departmental approval)	1-3 Cr.
PSY 690 Special Topics in Psychology (with departmental approval)	3 Cr.
COUN 532 Adulthood and Aging	3 Cr.
COUN 535 Psychology of Personality	3 Cr.

Psychology Programs

COUN 550 Psychological Foundations of Management	2 Cr.
COUN 591 Special Topics in Counseling	1-3 Cr.
COUN 651 Leadership and Team Development	2 Cr.
COUN 652 Developing People	2 Cr.
COUN 671 Intellectual Assessment	3 Cr.
COUN 674 Assessment of Social and Emotional Functioning	3 Cr.
COUN 691 Advanced Topics in Counseling	3 Cr.
COUN 692 Research Project	3 Cr.
COUN 695 Independent Study	1-3 Cr.
COUN 698 Masters Research Proposal	3 Cr.
COUN 699 Masters Research Thesis	3 Cr.

Admission. In addition to meeting the requirements for admission into the Graduate Division, each prospective student must be accepted into the Counseling or Clinical Mental Health Counseling concentration. Applicants should complete the supplemental Counseling application form. A minimum 3.00 (B = 3.0) overall grade point average for all undergraduate work is required. Applicants are expected also to have completed at least 15 semester hours with a minimum 3.00 grade point average in the socio/behavioral sciences (psychology, sociology, social work, human development, or other closely related fields), including courses in introductory psychology and statistics. The student must have taken the statistics course within five years of acceptance into the program and must have earned a grade of B or better.

Applicants who lack appropriate background in these areas either may not be admitted or may be required to take additional courses to provide a sufficient knowledge base for successful professional development in the program. Letters of recommendation, employment and volunteer work, and a personal statement are also carefully considered by the admissions committee. Applicants may provide additional information, like GRE scores, if they feel this will assist their admission. Finally, due to the highly responsible nature of counseling and various certification requirements, it is expected that students admitted to this program exhibit and are committed to high ethical standards. The deadline for priority consideration is March 1.

A Student Handbook and program web site (www.valpo.edu/psych/graduate) 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 Division.

Dual Law (JD) and Psychology (MA) Programs

Aspects of legal practice often involve a psychological dimension, including nuanced interviewing, empathy for clients, inferring motivation, predicting behavior, selecting juries, and understanding psychological reports and testimony.

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

JD/MA PSYCHOLOGY

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

JD/MA CLINICAL MENTAL HEALTH COUNSELING

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

1. Legal practice with a focus in mental health and social service (e.g., legal expert for mental health centers).
2. Mental health and social service administration where understanding of the law and ability to interact with legal systems is required (e.g., director of a social service agency).
3. Government employment dealing with regulatory procedures and laws that impact mental health and social service agencies, professionals, and clients.
4. Legal work for national, regional, or state mental health organizations and associations.
5. Understanding of issues pertinent to the practice and enhancement of mediation using standard counseling techniques.
6. Positions that, for whatever reason, require credibility within the mental health professions.

PLAN OF STUDY

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

ADMISSION REQUIREMENTS

Admission to either dual degree program requires admission to the Valparaiso University Law School. Applicants must apply separately to the MA program and the

Law School. In addition to a completed application and fee, applicants must have an undergraduate grade point average of 3.00, submit an essay relating their professional goals to law and psychology, and submit at least two letters written on their behalf.

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

Because the number of positions in both JD/MA programs is limited, applications received by April 15 will be given priority for fall semester admission. Furthermore, presenting the minimum credentials as listed above does not guarantee admission into the program. Applications received after April 15 will be considered on a space-available basis.

JD/MA PSYCHOLOGY CURRICULUM

In addition to meeting the JD requirements:

Core requirements 15 Cr.

COUN 660 Counseling Theories and Practices	3 Cr.
COUN 693 Issues/Ethics in Counseling	3 Cr.
PSY 700 Law and Psychology: Integrative Project	3 Cr.

Six credits from the following:

LAW 245 Pretrial Skills	3 Cr.
LAW 285 Race Relations and the Constitution	2 Cr.
LAW 485 Family Law	3 Cr.
LAW 486 Law and Health Care Process	3 Cr.
LAW 487 Elder Law	3 Cr.
LAW 488 Selected Topics in Elder Law	2 Cr.
LAW 495B Children and the Law	3 Cr.
LAW 495K Alternative Dispute Resolution	3 Cr.
LAW 662 Legal Clinic	2-3 Cr.

Electives in Psychology 15 Cr.

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

Psychology Programs

PSY 565 Psychology and Law	3 Cr.
PSY 602 Research Methods	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 630 Child Psychopathology	3 Cr.
COUN 640 Adult Psychopathology	3 Cr.
COUN 662 Counseling Processes	3 Cr.
COUN 691 Advanced Topics in Counseling (with permission of Department Chair)	3 Cr.
COUN 695 Independent Study (no more than 3 credits)	3 Cr.

JD/MA CMHC CURRICULUM

In addition to meeting the JD requirements:

Core Requirements 39 Cr.

COUN 525 Social and Cultural Bases of Counseling	3 Cr.
COUN 545 Community and Health Psychology	3 Cr.
COUN 570 Testing and Appraisal	3 Cr.
PSY 602 Research Methods in Psychology	3 Cr.
COUN 620 Human Development: Biological and Learned Bases of Behavior	3 Cr.
COUN 630 Child Psychopathology	3 Cr.
COUN 640 Adult Psychopathology	3 Cr.
COUN 660 Counseling Theories and Practices	3 Cr.
COUN 662 Counseling Processes	3 Cr.
COUN 664 Career Counseling: Appraisal and Intervention	3 Cr.
COUN 668 Group Counseling	3 Cr.
COUN 693 Professional Issues and Ethics	3 Cr.
COUN 694 Counseling Proseminar	0 Cr.
PSY 700 Law and Psychology: Integrative Project	3 Cr.

Experiential Training 12 Cr.

COUN 685 Counseling Practicum	3 Cr.
COUN 686 Counseling Internship	6 Cr.
COUN 688 Advanced Counseling Internship	3 Cr.

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

Electives 9 Cr.

Law: 6 credits from the following:	
LAW 245 Pretrial Skills	3 Cr.
LAW 285 Race Relations and the Constitution	2 Cr.
LAW 485 Family Law	3 Cr.
LAW 486 Law and Health Care Process	3 Cr.

LAW 487 Elder Law	3 Cr.
LAW 488 Selected Topics in Elder Law	2 Cr.
LAW 495B Children and the Law	3 Cr.
LAW 495K Alternative Dispute Resolution	3 Cr.
LAW 662 Legal Clinic	2-3 Cr.

Counseling: 3 credits from the list of approved courses (see Electives for the MA Clinical Mental Health Counseling curriculum).

Certificate in Business Management (12 credits)

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

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

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

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

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

BA/MA Early Entry Option

The early entry program, an option available only to undergraduate psychology majors at Valparaiso University, allows qualified students to apply for early entry into the MA Clinical Mental Health Counseling program and complete up to 9 credits of graduate coursework toward the degree during their senior year.

Prior to March 1st of their junior year, psychology majors with a 3.3 grade point average or higher may apply for early admission to the MA Clinical Mental Health Counseling program. Only students who have completed general psychology, statistics, research methods, abnormal psychology, and one experimental psychology course by the end of their junior year are eligible to apply. In addition to evidence of strong academic performance, applicants must submit a detailed essay and present two strong letters of recommendation.

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

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

Sports Administration

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

Master of Science in Sports Administration

The Master of Science with a concentration in Sports Administration (MSSA) is a 36-credit program for individuals interested in developing competence and pursuing careers in the management of sports personnel and facilities. Graduates of this program may assume supervisory and administrative positions in a variety of settings, including public recreation systems, voluntary agencies, facility and event management, community based athletic programs, college athletic administration, and professional sports organizations. The program is jointly administered through the Department of Physical Education and the Graduate Division.

The program emphasizes competency in six 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

In addition, students in the program are encouraged to elect coursework in the areas of Financial Accounting and Financial Management.

In this interdisciplinary program, students take graduate coursework through the Department of Physical Education, the MBA program, and other programs in the Graduate Division, including Education, Psychology, Communication, and Liberal Studies.

Admission Requirements.

1. Undergraduate degree, preferably with the equivalent of 12 credits in PE, a PE-related area (e.g., Recreation and Leisure) or Business.
2. Undergraduate grade point average of 3.0 or higher.
3. Two letters of reference.

4. Essay detailing purpose for undertaking graduate study in Sports Administration.
5. Other requirements as stipulated by the Graduate Division.

Curriculum. Students in the program complete 9 credits of University requirements intended to distinguish the degree as uniquely Valpo. In addition, students fulfill a number of distribution requirements and complete 6 credits of electives.

General Requirements (9 credits)

Choose one:

LS 620 Seminar in Social Science 3 Cr.

LS 650 Religion, Culture, and Value 3 Cr.

LS 555/655 Business or Professional Ethics 3 Cr.

PE 620 Women and Sports 3 Cr.

Concentration (21 credits)

PE 621 Organizational Leadership and Team Development 3 Cr.

PE 633 Management and Development of Facilities 3 Cr.

PE 643 Sports Marketing and Promotion 3 Cr.

PE 670 Sports and the Law 3 Cr.

PE 686/692 Internship or Research... 3 Cr.

Choose one:

PE 615 Measurement and Evaluation in Physical Education 3 Cr.

ED 610 Research in Education .. 3 Cr.

PSY 602 Research Methods in Psychology 3 Cr.

Choose one:

PE 510 Psychology of Sport 3 Cr.

PE 630 Sports and Society 3 Cr.

Electives (6 credits)

Select from:

MBA 501 Managerial Economics 2 Cr.

MBA 504 Business Law 2 Cr.

MBA 510 Financial Accounting 2 Cr.

MBA 520 Financial Management 2 Cr.

MBA 530 Marketing Management ... 2 Cr.

COMM 512 Integrated Communication for Marketing 3 Cr.

LS or PE Graduate Elective 3-6 Cr.

Dual Law (JD) and MS Program

Students in the Valparaiso University School of Law may enroll in the dual Law (JD) and Sports Administration (MS) degree programs. Together these programs require 114 credits. Law students must meet all the standard admission requirements for the program.

JD Requirements

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

- LS 555 Business Ethics **or**
 LS 655 Professional Ethics 3 Cr.
 PE 510 Psychology of Sport **or**
 PE 630 Sports and Society 3 Cr.
 PE 670 Sports and the Law 3 Cr.

Sports Administration Requirements

General Requirements (9 credits)

Choose one:

- LS 620 Seminar in Social Science 3 Cr.
 LS 650 Religion, Culture, and
 Value 3 Cr.
 LS 555/655 Business or Professional
 Ethics 3 Cr.
 PE 620 Women and Sports 3 Cr.

Concentration (21 credits)

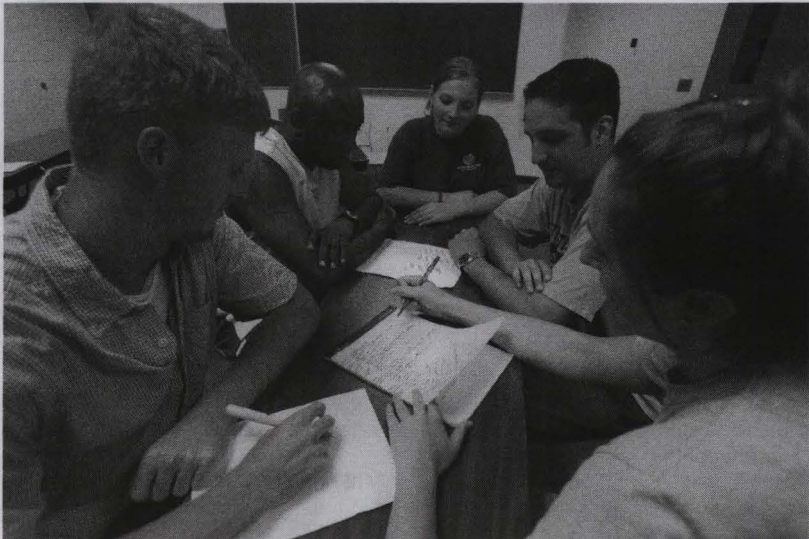
- PE 621 Organizational Leadership and
 Team Development 3 Cr.
 PE 633 Management and Development
 of Facilities 3 Cr.
 PE 643 Sports Marketing and
 Promotion 3 Cr.
 PE 670 Sports and the Law 3 Cr.
 Approved course in Research Methods 3 Cr.
 Choose one:
 PE 510 Psychology of Sport 3 Cr.
 PE 630 Sports and Society 3 Cr.
 PE 686/692 Internship/Research 3 Cr.

Electives (6 Credits)

Law students may fulfill elective credits by taking any approved elective for the Sports Administration program except MBA 504. Up to 6 credits of elective coursework may be chosen from the following Law courses:

- LAW 100 Contracts 4 Cr.
 LAW 235G Legal Drafting: Intellectual
 Property and Entertainment Law 2 Cr.
 LAW 401 Law and Accounting 2 Cr.
 LAW 409 Labor Arbitration 2 Cr.
 LAW 433 Anti-Trust Law 3 Cr.
 LAW 437 Intellectual Property 3 Cr.
 LAW 438 Entertainment Law 3 Cr.
 LAW 445 Labor Law 3 Cr.
 LAW 446 Employment Law 3 Cr.

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



Application and Admission

ADMISSION

General Requirements. Admission requirements vary depending on the applicant's degree status and the program to which the applicant is seeking admission. All graduate study requires that an applicant have graduated from an accredited college or university and have a standing of 3.00 (B) in all undergraduate or graduate work undertaken. An applicant whose native language is not English is required to submit a TOEFL score of 550 (or 213 computer-based version). Students who do not meet these requirements but have reason to believe that they can succeed in and benefit from graduate study will be considered on an individual basis and, if appropriate, admitted conditionally. When an admission is made conditionally with the stipulation of a certain number of credits at the level of B or better, all credit must be earned at Valparaiso University.

Admission requirements (beyond those of the Graduate Division) 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 Division Office will provide comprehensive application packets, including a complete list of the admission requirements for both the Graduate Division and the specific graduate program in response to an application request. On-line applications may be submitted through the Graduate Division website <<http://www.valpo.edu/gce/>>. All application materials, including transcripts, become part of the records of Valparaiso University and may not be returned to the applicant for any reason.

DEGREE-SEEKING STUDENTS

Admission to the Graduate Division is decided by the Dean of Graduate Studies following receipt of the following materials:

1. A completed application form.
2. Graduate application fee of \$30.00.
3. Official transcripts of all previous undergraduate and graduate work.
4. A reflective essay of 250-350 words indicating the student's reasons for pursuing a graduate degree and the

relationship of graduate study to any professional goals.

5. Two or three letters of recommendation depending on the choice of program. Recommendation forms for each degree are available either online or from the Office of Graduate Studies. Persons writing the recommendations should not be related to the applicant. Applicants holding an undergraduate degree from Valparaiso University and applying for the Master of Arts in Liberal Studies, Master of Education, Master of Science in Special Education, or the Master of Science in Nursing degrees need only one letter of recommendation, which should be from either the student's undergraduate advisor or department chair.

In addition to the above, the decision of the Dean takes into consideration the admission requirements of the specific graduate program as well as the recommendation of the department or college through which the program is administered.

NON-DEGREE SEEKING STUDENTS

Students wishing to take graduate courses at Valparaiso University, but not seeking a degree, must still be admitted to the Graduate Division. Requirements are a completed application form, the \$30.00 application fee, and an official transcript of the undergraduate degree. Letters of recommendation are not necessary. Non-degree seeking Education and Special Education students must complete all of the admission requirements for degree-seeking students with the exception that a GRE score is not required. Students should be aware that not more than 9 credits earned as a non-degree student may apply toward a degree program. Students who wish to change to degree-seeking status must complete all application and admission requirements for the degree program to which they are seeking admission.

VISITING STUDENTS

Students enrolled in graduate degree-seeking programs at other accredited

colleges and universities may take graduate courses at Valparaiso University with the intention of transferring such credits to their degree programs. Visiting students must complete the Valparaiso University application for admission to the Graduate Division, remit the \$30.00 application fee, and submit a statement from their faculty advisor at the degree institution verifying their enrollment and good standing as degree-seeking students.

DEFERRAL OF ADMISSION

Admitted degree-seeking students may request deferral of the beginning of their graduate study for up to one academic year beyond their intended start date. While deferral of one semester will be granted in most cases, programs having limited spaces will generally be unable to accommodate requests for one-year deferrals. Such students may be encouraged to reapply for admission for the next academic year.

APPLICATION FOR READMISSION

Students who do not enroll in courses in their degree program for more than two consecutive semesters (fall, spring) will be required to reapply for admission and undergo reevaluation by the Program Admissions Committee in order to determine whether they may continue in the program.

SPECIAL ADMISSION FOR UNDERGRADUATE STUDENTS

Undergraduate seniors at Valparaiso University who have a standing of at least 3.00 in all work and a standing of at least 3.00 in all the work taken in their major field, and who need only nine or fewer semester hours of credit in their last undergraduate semester to meet the requirements for the

baccalaureate degree, may be granted provisional admission to the graduate program. Students who have been granted such admission will be permitted to enroll for a maximum of 12 semester hours of combined graduate and undergraduate credit during their last semester. These credits must include those necessary to meet their undergraduate degree requirements. During each six-week summer session, students with nine or fewer credits needed to meet the requirements for a baccalaureate degree may take a total of six credit hours, of which three may be at the graduate level. Courses taken for graduate credit may not be counted toward fulfilling the requirements for a baccalaureate degree.

ADMISSION OF UNDERGRADUATE STUDENTS TO THE GRADUATE DIVISION THROUGH EARLY ENTRY PROGRAMS

Graduate programs in Nursing, Counseling, and School Psychology permit junior level undergraduate students at Valparaiso University to apply for early admission to a graduate program and, if provisionally admitted, to enroll in coursework during their senior year that may be applied to their graduate degree once they have completed their baccalaureate requirements. Requirements for the early entry option are listed under specific program descriptions.

ADVISING

Once admitted to the Graduate Division, degree students are assigned an advisor according to the selected area of academic concentration. Most graduate programs maintain a student handbook which provides detailed information regarding the requirements and policies for the program.

International Students

Valparaiso University welcomes international scholars to its graduate student community. Currently, the University is host to students from nearly 50 different countries around the world, and a number of these are enrolled in the graduate and law programs.

PROGRAMS OF STUDY FOR INTERNATIONAL STUDENTS

International students are eligible to apply to most graduate programs at Valparaiso University, including those in International Commerce and Policy, Business, Counseling, Nursing, Liberal Studies, and Sports Administration. Limited study in the field of graduate Education is also possible. Certain professional programs (such as Nursing) may have special requirements of international students before admission can be granted.

The graduate program in International Commerce and Policy is designed especially with international students in mind. Most students can complete this program within 12 to 18 months. For complete descriptions of these programs refer to page 31.

International students interested in the Master of Law (LL.M.), a degree primarily for international lawyers holding a law degree and wishing to enhance their understanding of the American legal system, should contact the Valparaiso University School of Law directly by emailing <valpolaw@valpo.edu> or by visiting their web site at <<http://www.valpo.edu/law>>.

ACADEMIC SUPPORT SYSTEMS

International graduate students at Valparaiso University receive strong academic mentoring and individualized support from the Graduate Studies Program advisor. Some graduate programs incorporate a 3-credit English language enhancement component designed to assist students with interpretation of their texts, written assignments, and oral presentations. For those needing intensive English language, the on-campus INTERLINK Language Center can provide extensive instruction in communication skills, reading and writing skills, and cultural orientation. Admissible international students who do not meet the TOEFL score requirement may be able to substitute INTERLINK study to meet the admission requirements.

BECOMING PART OF THE COMMUNITY

While academic success is important, so is the feeling of being part of a learning community. The International Studies Office helps students deal with problems that might arise regarding paperwork, employment, advising, transportation from the airport, and bicycle rental. The Valparaiso International Student Association (VISA) provides a social support system for international students, with the International Student House 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 Division web site <<http://www.valpo.edu/gce>> or contact the Office of Graduate Studies at <graduate.studies@valpo.edu>

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GRADING SYSTEM AND QUALITY POINTS

The course grades reported and recorded in the Registrar's Office are as follows. The corresponding number of quality points per credit hour are also indicated.

Grade		Quality Points/Cr.
A	excellent	4.0
A-		3.7
B+		3.3
B		3.0
B-		2.7
C+		2.3
C		2.0
C-		1.7
D+		1.3
D		1.0
D-		0.7
F	failure	0.0
I	incomplete	
W	authorized withdrawal	

All students, degree and non-degree seeking, must maintain a grade point average of 3.00 (B = 3.00) in all graduate work undertaken at Valparaiso University.

A new grade point average is calculated with the completion of each graduate degree at Valparaiso University, unless a student is enrolled in two graduate degree programs simultaneously.

Students whose cumulative grade point average falls below 3.00 may be dropped from graduate studies if a 3.00 grade point average is not reestablished within a time-frame specified by the Dean.

Students who have been dropped from the graduate program may petition for readmission, usually after having discontinued their studies for a semester or longer. Readmission will usually be on a non-degree seeking status. After reestablishing good standing, the student may apply for readmission to candidacy status.

Grades A through C generate semester credits and quality points in meeting degree requirements, but no more than three credit hours (4 credits for MBA students) of C or C+ may be counted toward meeting degree requirements. Grades of C-

and below do not constitute credit toward the degree, but are included on the student's transcript and are calculated into the student's official cumulative grade point average.

A student who receives a grade of C+ or lower in a second course is placed on academic probation and receives an official notice from the Graduate 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 Dean of Graduate Studies. The credits, grade, and quality points received when the course was 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. The grade of W shall be excluded from this policy. The policy on grades of C+ or lower begins anew after completion of each graduate degree.

Grades of S/U. Graduate students may not use the S/U grading option, except in courses in which the option is indicated as part of the catalog course description. For courses graded on an S/U basis, the student's work is considered satisfactory if the grade is comparable to a B- or higher. Course credit hours with grades of S count toward graduation but are not used in computing the student's grade point average. Course credit hours with grades of U are not counted toward graduation nor are they used in computing the student's grade point average. For determining academic deficiency, a grade of U is equivalent to a grade of C+ or lower.

The grade I (Incomplete) may, at the discretion of the instructor, be given to a student whose completed work in a course

Academic Policies

indicates the probability of passing the course but who has failed to complete a segment of the assigned work of the course because of circumstances beyond the student's control.

An I (incomplete) received in one semester or summer session must be removed by the beginning of the official examination period of the next succeeding semester or it automatically becomes a grade of F. The student's deadline for submitting the outstanding work to the instructor shall be one week before that date. A student may petition one extension of a grade of Incomplete before it becomes a grade of F. Once an I grade becomes an F, the student loses the option of completing the course work and must retake the course and pay the appropriate tuition. A student with two or more incompletes may be denied further registration until the incomplete grades are removed.

Authorized **withdrawal** from a course or from the University within the published deadlines gives the grade of W to each course withdrawn. This mark carries no credit. Only in exceptional cases, such as prolonged or serious illness, will the Graduate Division permit a student to withdraw from a course without a grade of F after the end of the seventh week of the semester or after the third week of a summer session.

DUAL DEGREE PROGRAMS WITH THE VALPARAISO UNIVERSITY SCHOOL OF LAW

For dual degree programs where credits from the Valparaiso University School of Law are applied to a graduate degree, only one course (maximum 3 credits) of D or D+ work will be permitted. Grades below D are not accepted. Dual degree students who have earned more than three credits of D or D+ in coursework required for their graduate degree must take additional courses in their graduate program to substitute for credits that are not accepted.

POLICY ON AUDITING COURSES

An admitted graduate student may register in a course as an auditor only with the permission of the advisor and the chair of the program offering the course. An auditor may not be admitted to the final examination and is never granted credit for the course audited. Auditors are charged the same rate as the regular tuition for the course.

ADMISSION TO COURSE INTENSIFICATION

Upon consultation with an academic advisor and instructor, and with the approval of the Program Director, Department Chair, and Dean of Graduate Studies, students may propose in writing a special project for earning one additional credit in a 3-credit course in which they plan to enroll. The course intensification option may not be used more than once by a graduate student and is not available in some programs.

CREDIT HOURS

A credit hour (abbreviated Cr. in lists of courses) represents one hour of recitation or lecture, or two or more hours of laboratory, each week for one semester. If time outside the laboratory is required to prepare laboratory notes or reports, two hours may be equivalent to one period of class work. Drawing, studio work and other courses demanding no outside preparation require a minimum of three hours for one credit hour. See specific course descriptions for the exact number of hours required.

ACADEMIC PREREQUISITES

Certain courses may be taken only by students who have had previous training in the same subject. The extent or level of such preparation is usually stated in the course description. Unless otherwise noted, these statements refer to college or graduate level work.

COURSE LOAD

To be considered full time, a student must register for nine credit hours in the fall or spring semesters, five credit hours in either of the six-week summer sessions, and three credit hours in a four-week course during a summer session. A student may not register for more than 12 credit hours during fall and spring semesters, unless otherwise noted.

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

Students enrolled in the Master of Business Administration Program may not register for a combined total of more than 15 credit hours for each two consecutive sessions in which they are enrolled without special permission from the MBA Program Director and the Dean of Graduate Studies.

CHANGE OF SCHEDULE

Regular courses may be added or dropped and sections changed by means of a drop-add card available in the Graduate Division Office until 5:00 p.m. on the sixth class day of the semester. Graduate students may drop a course (with no grade recorded) by submitting a completed and personally signed DROP card to the Office of Graduate Studies during the drop/add period. The Office of Graduate Studies will notify the instructor, department chair, and when appropriate, the student's advisor. For purposes of academic grading policies and tuition refund, the date on which the Office of Graduate Studies receives the written request is recorded as the official drop date.

Students may withdraw from a regular course with a grade of W (authorized withdrawal) by filing a withdrawal card with the Graduate Office between the last date to file drop-add cards and 5:00 p.m. on the 45th class day of the semester during the regular school year. The card must be signed by the Dean of the Graduate Division. After this period, students will receive an F if they withdraw from a course, unless a petition to the Graduate Division is approved because of special circumstances, such as serious or prolonged illness. Students who withdraw from courses after the first week should read the regulations in this catalog concerning grades of W and F. **Notifying only the instructor of an intent to add or drop a course does not constitute an official enrollment or withdrawal.**

Exact deadlines are listed in the University Calendar on the inside front cover of this catalog. Note that deadlines for the summer session and MBA terms may deviate from the schedules provided herein.

INDEPENDENT STUDY

With the permission of the chairperson of the department concerned and of the Graduate Dean, a student may earn up to six of the minimum credits required for a degree by means of independent study and research projects. No students may apply for permission to undertake an independent study project until they have satisfactorily completed at least twelve semester hours of their approved master's degree program. Furthermore, unless indicated as part of the catalog requirements, no student may apply more than 3 credits of independent study to an MALS concentration.

Before registering for an independent study project, a student must place on file with the Graduate Office an outline of the project, together with a bibliography, which has the written approval of the directing professor and the department chairperson. Forms are available in the Graduate Division Office. This procedure must be followed before registration can be completed.

An independent study project will be recorded as course 695 if completed in a department which offers a degree or concentration (including the individualized concentration in the Master of Arts in Liberal Studies program). Independent study in departments which offer graduate courses but not degrees or concentrations are given the course number 595. Research projects are numbered 692 and may be taken only in departments that offer 600-level graduate courses. Classification as independent study or a research project is determined by the nature of the project. None of these courses may be repeated for credit toward the fulfillment of degree requirements.

The titles and typical descriptions of these courses are as follows:

595 or 695. Independent Study.

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

692. Research Project.

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

Students who wish to register for an independent study or research project during the summer may do so. However, because such courses normally require an extended period of study, research, and reflection, and because students need to arrange for a faculty sponsor, students are encouraged to arrange their independent study or research project during the spring and begin work as soon as possible. These courses will be officially registered for the second summer session to permit the maximum time for completion.

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An offered undergraduate-only or regularly-scheduled graduate class may not be taken as a graduate level independent study unless a petition has been submitted and approved by the Graduate Council prior to registration.

All independent studies and research projects must be approved by the Dean of the Graduate Division prior to registration.

PRACTICA AND INTERNSHIPS

Professional programs typically require a practicum or other form of experiential training as part of the curricula. These experiences involve training under supervision of both an onsite staff member and a member of the faculty. For professional programs, a minimum number of clock hours is usually specified by a licensing or accrediting agency.

As part of a capstone experience, MALS students may also elect practicum work as a means of connecting theoretical and classroom knowledge to practical issues and applications of the discipline. Although most practicum and internship experiences are tightly regulated by the respective professions, MALS practica may be broadly defined and creatively implemented to accommodate the intellectual interests of the student. For example, students in History might work with state or local archives for a historic preservation group; students in Human Behavior and Society might observe the juvenile court system; and students studying the arts might contribute effort to local museum or theatre groups. For the MALS program, no more than 6 credits of Independent Study, Research Project, or Practicum (LS 685) may be applied toward the degree, and only 3 credits of such course work may count toward the concentration.

MASTER'S THESIS AND RESEARCH PROJECTS

Students who complete a master's thesis must submit one bound copy of the final version of the approved thesis to the Graduate Office.

Students who complete a research project must submit one copy to the Graduate Office.

Forms for registering for master's research proposal and master research and thesis are available in the Graduate Office.

CREDIT FOR WORKSHOPS

Graduate coursework offered in workshop format by Valparaiso University will generally

be accepted for credit toward a master's degree with the following limitation: a candidate may not submit more than a total of 6 credits of workshops or six one-credit courses to fulfill degree requirements.

TRANSFER CREDITS

Appropriate graduate coursework may be accepted for transfer credit towards a master's degree with the following stipulations: No course presented with a grade of less than B (3.00) will be accepted for transfer. Transfer credits may not be used to meet 600-level course requirements, except in the Master of Science in Nursing program.

Transfer credits of S (satisfactory) or P (passing) will be accepted toward fulfilling graduate degree requirements only if a comparable grading requirement/option is given for an equivalent course at Valparaiso University. Normally, courses critical to a degree program (e.g., internships, practica) must be completed at Valparaiso University. Exceptions to these requirements must be approved by the Dean of Graduate Studies.

Currency of Credits. All graduate courses earned prior to the date of admission are subject to evaluation for currency in the knowledge base of the discipline. Credits earned more than five years prior to admission shall not be accepted toward a master's degree unless approved by the Graduate 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 the MALS, ICP, Sports Administration, and MBA degrees and 9 credits for the MA Counseling, MA CMHC, the MEd, and the MSN programs. Students applying for admission to the MSN program may submit transfer credits which meet specific degree requirements; once admitted, however, nursing students may transfer only elective credits. Students in the JD/MA Psychology or M.Ed. Initial Licensure programs may not apply transfer credit to their degree program; all applicable work must be completed at Valparaiso University. Students in the MEd/EdS School Psychology program may transfer up to 24 credits.

Transfer of Credits for Workshops. Transfer credit is subject to all of the restrictions that apply to short-term classes

and workshops offered by Valparaiso University (see above). With the exception of study/travel, only graduate courses that meet a minimum of one calendar week will be eligible for credit transfer. In addition, workshop courses that carry two semester credits must meet for a minimum of two calendar weeks. All requests for transfer credit must be in writing and will be evaluated by the Dean of Graduate Studies. Forms for transfer of credit are available in the Office of Graduate Studies.

OTHER ACADEMIC POLICIES

A course previously taken for undergraduate credit at Valparaiso University or elsewhere cannot be taken again as a graduate-undergraduate course for graduate credit.

Credits used to fulfill requirements for one degree may not be used toward another degree unless explicitly permitted as part of a dual degree program.

All coursework taken elsewhere which is to be applied to a Valparaiso University degree must be approved in advance. Forms are available in the Graduate Division Office.

Unless otherwise noted, at least half of the credits for any degree program must be taken at the 600 level or above.

All work for the master's degree must be completed within a period of five calendar years from the date of admission into the program. A student may petition for a maximum of one extension of up to five years. Students who have not been registered for one year or more are considered inactive. To reinstate active status, students must complete a readmission form and are assessed a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students.

Students should confer frequently with their advisors. This is especially important at the beginning of their degree program, at the time of filing for candidacy, and when applying for graduation. Students normally need to have the permission of their advisor to complete registration for each term.

PETITIONS

It is to the student's advantage to adhere to published requirements and regulations. A petition for approval to deviate from requirements must be made to the Dean of the Graduate Division.

APPEAL PROCEDURE

Written appeals of administrative decisions regarding students' admission, program, or completion of degree requirements may be filed with the Dean of the Graduate Division for presentation to the Graduate Council.

DEGREE PLAN AND ADMISSION TO CANDIDACY

To become a candidate for a degree, a student must have completed at least nine semester hours at Valparaiso University with a standing of at least 3.00 (B=3.0) and submit a degree plan approved by the advisor(s) to the Graduate Division. 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 Division website.

APPLICATION FOR GRADUATION

To receive the master's degree from Valparaiso University, students must make formal application to the Dean of the Graduate Division during the term just prior to the one in which they expect to complete their work and receive their degree. They must give evidence that they have fulfilled or will fulfill all of the requirements for the degree. All candidates must be formally approved by the Graduate Council. Students must have on file a degree plan and application for candidacy (see above) to be eligible to receive a degree.

COMMENCEMENT

The University holds convocations for the conferring of degrees in May and December. Students with 8 or fewer credits yet to complete for their degree will routinely be approved to participate in the commencement ceremony assuming that they intend to finish their program requirements during the subsequent semester. Students with 9-12 credits yet to complete must petition to participate in commencement and will be approved only on

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the condition that they are registered for the remainder of the credits during the next semester. Dual degree students count their cross-over credits from Law as unfinished credits for their graduate degree.

Students are expected to attend the commencement ceremony unless they have received approval from the Dean of Graduate Studies to graduate *in absentia*.

RECORDS

The Family Educational Rights and Privacy Act of 1974 (Buckley Amendment) provides, in part, that the institution will maintain the confidentiality of student academic records.

No one outside the University shall have access to, nor will the University disclose any information from, student academic records without the written consent of students, except to persons, organizations or agencies which are permitted to receive such information under the Act.

Official transcripts of academic records are released by the Registrar only upon the written request of the student. No transcript of a student's record is released until the student has met in full all obligations to the University. There is no charge for any transcript issued.



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Graduate Student Services, Governance and Opportunities

In addition to providing administrative oversight for graduate programs and implementing the policies of the Graduate Council, the Office of Graduate Studies sponsors a variety of co-curricular opportunities that enhance graduate student life at Valparaiso University. Selected examples are provided below.

Orientation Sessions. New graduate students must attend an orientation session designed specifically to meet the needs of this group. This session provides information about the University's policies and regulations, gives practical advice for getting settled (e.g., obtaining library cards, computer accounts, parking stickers), and informs students of the many resources and opportunities available to them as members of the University community. First time graduate students also use this opportunity to confirm their registration.

The Graduate Student Advisory Council. GSAC is comprised of graduate student representatives from each degree program. It meets each semester to address issues of concern to graduate students and to make recommendations to the Graduate Division, Program Directors, and the Graduate Council. Each year, one member of GSAC is elected to serve on the University Council.

Writing Seminar. Each fall the Graduate Office sponsors a writing workshop to assist graduate students in preparing literary papers, essays, and professional reports for the coursework in their program. Students choose between APA or MLA styles depending on the requirements of their graduate field of study.

Recognitions and Awards. Each spring, the Dean of Graduate Studies invites a number of graduate students to present their research projects to a forum of graduate faculty and students at the Graduate Research Symposium. In addition, graduating students with grade point

averages of 3.8 or higher are recognized as "graduating with distinction." Students from these groups are honored with a special certificate followed by a recognition banquet at the conclusion of the ceremony.

Services Through the Web Site.

Prospective and current graduate students are encouraged to use the Graduate Division web pages <<http://www.valpo.edu/gce>> to submit inquiries, obtain current program information, download petition and request forms, browse the Graduate Division Newsletter (*The Graduate*), or learn about the many other services and opportunities offered through the Graduate Division.

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 Council is responsible for administering the Honor Code in the Graduate Division and for supervising procedures of adjudication and penalty. To this end the Graduate Council establishes

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annually the Honor Court and the Honor Commission.

The Honor Commission consists of three graduate students from the Graduate Student Advisory Council and two faculty members chosen annually by the Graduate Council.

The Honor Court consists of three graduate students from the Graduate Student Advisory Council and one faculty member chosen by the Graduate Council. Memberships on the Honor Court and the Honor Commission are mutually exclusive.

Notices, complaints, or information relating to possible violations of the Honor Code should be brought to the Dean of Graduate Studies. The graduate student to whom a formal complaint has been addressed (the respondent) may consent to an informal resolution made by the Dean under the review of the executive committee (three faculty members) appointed by the Graduate Council.

The formal process leading to adjudication is as follows: a graduate student who is not a member of either the Honor Court or the Honor Commission will be appointed by the Dean of Graduate Studies. 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 both of the respondent and the graduate and University communities. The presenter, on referral from the Dean, files formal complaint with the Honor Court of the Graduate Division and presents the information and evidence as she or he has found them.

A finding of "no violation" by the Honor Court is final. Finding of violation of the Honor Code or an imposed sanction or both are appealable to the Honor Commission. The Commission may reverse the finding or reduce (but not increase) the sanction. Final review may be sought from the President, who may pardon a violator.

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

Student Academic Fair Practices (SAFP) for Graduate Students

PRINCIPLES AND PROCEDURES-PREAMBLE

Valparaiso University is a scholarly community whose aim is to create an environment for humane learning. Toward this end, students and faculty, working together in close relationship, pursue not only knowledge but wisdom. In their mutual devotion to intellectual discovery and professional development, each stimulates the other. The prerequisite for the continuing success of this endeavor is academic freedom—the freedom to teach and to learn. As full members of the college community, therefore, students, like faculty, are encouraged to develop their capacity for critical judgment and to engage in a sustained and independent search for the truth. The rights, freedoms, and responsibilities of students outlined below are essential for the realization of this goal.

The vitality of academic freedom depends on appropriate conditions in the classroom, on the campus, at applied training sites, and in the larger community. The responsibility to secure and maintain these conditions is shared by the students, faculty, and administration.

I. GUIDING PRINCIPLES

Students are responsible for learning and demonstrating an understanding of the content and skills of any course of study in which they enroll. Furthermore, students are free to express careful and reasoned criticism of data and opinion offered in any such course.

Students are entitled to objective, professional evaluation of their academic work and professional development. Students are also entitled to fair, equitable treatment in the course of their academic relationships with members of the faculty. Members of the Valparaiso University faculty observe these criteria as part of their professional responsibilities. Misunderstandings have been and are to be resolved informally, in discussion between students and professors, and this manner of resolving problems and concerns continues

to be deemed appropriate in this academic community.

In order to assure that students are accorded courteous, fair and reasonable treatment by members of the faculty, the following statements of principles, students' rights and responsibilities, and grievance procedures are set forth as part of the policies and practices of the Valparaiso University Graduate Programs. Thus the document intends to be consistent both with other official statements and goals of members of the University community as published in the *Graduate Catalog*, *Graduate Program Handbooks* and the *Faculty Handbook* and with rights guaranteed in the Constitution of the United States as applied in this institution.

The Statement of Students' Rights and Responsibilities that follows outlines the rights and responsibilities of graduate students attending this University. The academic rights of students, by their definition, imply certain responsibilities of the faculty. The objectives of the procedures delineated here are intended to encourage prompt and informal resolution of both concerns and complaints and to provide a recourse, when necessary, to orderly formal procedures for the satisfactory resolution of a grievance. This grievance procedure is relevant only to fair academic evaluation (as noted below) and does not pertain to appeals that may result from deviations from published requirements and guidelines of the Graduate Division and any of its programs.

II. STUDENTS' RIGHTS AND RESPONSIBILITIES

A. Students' Rights

1. Students have a right to pursue an education free from discrimination based on factors that have no bearing on a candidate's potential academic and/or professional success.
2. Students have a right to fair academic evaluation.
3. Students have a right to a classroom environment conducive to intellectual freedom.
4. Students have a right to be free from improper disclosure of their views, beliefs, and political association that professors or administrators may acquire in the course of their work as advisors and counselors. Such

information shall be considered confidential unless the student gives permission to release the information or a law or an event requires public disclosure. Courses may require personal disclosure, as appropriate to course goals and/or the profession for which the student is being trained.

B. Students' Responsibilities

1. Students have a responsibility to help maintain the academic standards established by the University by participating fully in the learning process.
2. Students have a responsibility to act in a manner that does not infringe upon the rights of other members of the University community.
3. Students have a responsibility to contribute to an educational atmosphere that promotes respect for learning and human dignity.
4. Students have a responsibility to abide by applicable laws and discipline-specific ethical standards.

III. STUDENT GRIEVANCE PROCEDURES

A. Definitions

1. *Student grievance*: A student grievance shall exist when a student alleges that a faculty member has infringed upon student rights as described in Section II.A. of this document.
2. *Student*: A student is any person who has officially enrolled for academic credit at Valparaiso University.
3. *Faculty member*: A faculty member is any person at Valparaiso University holding an academic appointment.

B. Grievance Resolution Process

Level I. Student and Faculty Discussion. Students must, if they have a concern or complaint, contact the faculty member involved and department chairperson (or when appropriate the Dean of the College) no later than the end of the first full week of classes following the semester in which the alleged grievance occurred. At this discussion level the student shall have access to the final examination or any other material that has been evaluated and that the student has not received. If the instructor is absent from campus, the

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departmental chairperson or Dean will have access to the appropriate documents. If at this level of information and calculation, the faculty member or student acknowledges an error, misjudgment, or unfair bias has occurred, each will respond appropriately. If the fault lies with the faculty member, the faculty member is expected to respond either by altering subsequent classroom practice or by changing the student's grade or both; if the fault lies with the student, the student is expected to cease further pursuit of the grievance. It is expected that most, if not all, problems will be resolved at this level with the assistance of the department chair, when appropriate. If a satisfactory solution is not reached at this level, the student may proceed to Level II.

Level II. Mediation Within the Graduate Division. Graduate students pursue Level II mediation through the Graduate Division. Within twelve (12) calendar days (excluding University holidays) of the completion (i.e., rendering of a judgment within the Department or College) of the discussion at Level I, the student must send a letter to the Dean of the Graduate Division and a copy to the faculty member, informing the Dean of the nature of the unresolved grievance and of the student's intent to proceed with Level II. If informal discussion between the Dean and the two parties does not resolve the issue, the Dean shall then appoint a committee to determine whether there is cause for further consideration of the grievance. If the committee chooses to consider the grievance, the student, the faculty member involved, and their representatives may be invited as resource people for a more formal consideration of the grievance. The committee may also solicit the opinions of the Dean or Director and any advisory committees of the College/Program in which the student is enrolled.

All committee meetings shall be private and all committee documents shall be confidential. Any committee opinion, including a recommendation for a change of grade, shall be given to the student, the faculty member involved, and the Provost/Vice President for Academic Affairs, orally and in writing. The opinions and recommendations of the committee shall be retained in a confidential committee file kept by the Provost/Vice President for Academic Affairs. It is expected that the faculty

member and the student involved will accede to the committee's recommendation.

Composition. The Committee shall consist of:

1. The Dean of the Graduate Division.
2. Three faculty members, two appointed by the Dean from the Graduate Council and one from the Council of Graduate Program Directors. The Faculty appointment from the Council of Graduate Program Directors shall not be drawn from the program in which the student is filing the grievance. Faculty members involved in any grievance before the committee or having any other conflict of interest regarding the student shall not be appointed to the committee.
3. Two student members appointed by the Dean. Student members must be degree-seeking graduate students and when possible members of the Graduate Student Advisory Council. Each student representative shall also have an appointed alternate. Student committee members involved in any grievance before the committee shall request their alternate attend the meeting in their place.

Procedure.

1. When the student's letter of grievance is received in the Dean's Office, the Dean will set a hearing date and notify the committee members and the faculty person or persons involved. This date shall be set within fifteen class days of receipt of the notification.
2. The student's letter of grievance shall include at least these areas of information but not be limited to these:
 - a. a statement of the problem or complaint,
 - b. concrete evidence to support the student's case,
 - c. necessary background documentation, including written evidence that the Level I procedure has been exhausted,
 - d. a statement of the desired outcome of the grievance procedure.
3. At this level, if the committee decides it to be helpful, both the student and the faculty member may be invited to attend a meeting of the committee. If

- so, each may bring an advocate from the University community, such as an ombudsman, a counselor, a faculty member or another student.
4. The Dean will appoint a chair from among the faculty who will lead a hearing of the situation before the committee. 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.
 5. If present, the involved student, faculty member and their advocates shall then be excused. The committee will discuss the grievance and formalize their conclusions in a written recommendation to the Dean adopted by a majority vote.
 6. The Dean will attempt to inform both parties of the decision orally within five (5) calendar days (excluding University holidays) of the meeting and confirm the decision in writing within ten (10) calendar days (excluding University holidays).

7. If the mediation process at Level II does not resolve the grievance, the Dean must be notified that the student is proceeding to Level III.

Level III: Appeal to the Provost.

Appeals from Level II by the student must be made in writing to the Provost/Vice President for Academic Affairs within seven (7) calendar days (excluding University holidays) after receiving the committee's written opinions and recommendations. The Provost/Vice President shall deal with the student appeal in a manner appropriate to the specific requirements of the case. If there is any question about the student's academic status during the appeal process, the Provost/Vice President shall determine the student's status during the process.

Any member of the University community has the right of appeal to the President and, through the President's office, to the Board of Directors.



Financial Policies

FEES

Application Fee. This nonrefundable fee of \$30.00 must accompany the application for admission. It is payable only once, upon initial application.

Tuition. The tuition charge for graduate courses is \$375.00 per credit hour for the 2005-2006 academic year. The tuition for the Master of Science in Nursing program is \$440.00 per credit hour. The tuition for the Master of Business Administration program is \$520.00 per credit hour. Auditors pay the tuition rate for the program in which the course is offered.

Graduate students may not enroll in undergraduate courses unless approved by the Dean of the Graduate Division. If the undergraduate coursework is related to the student's program of study, the graduate student may be permitted to enroll in the course at the graduate tuition rate.

Selected graduate programs may require preparatory work at the undergraduate level prior to full admission. When students have been admitted with the condition of undergraduate coursework, the tuition charge may be assessed at the graduate rate. Each case is subject to the review of the Dean of the Graduate Division.

On occasion, graduate students may, with the special permission of the Dean of the Graduate Division, enroll in courses in the School of Law at the graduate tuition rate. These courses must be approved by the Graduate Dean and can apply only to the graduate program, not to Law School (JD) requirements.

Policy for Law Students. Law students who wish to take courses in the graduate or undergraduate programs at Valparaiso University must apply to be admitted as a graduate student through the Office of Graduate Studies. Students enrolled in the full-time law program may take up to a cumulative total of 6 credits in the graduate or undergraduate division during either the fall or spring semesters at no additional charge above the full-time law tuition.

Law students taking graduate or undergraduate credits during the fall or

spring semester above the cumulative total of 6 credits will be charged the per credit graduate tuition rate for the specific program for each additional credit. Exceptions to the 6-credit limit may be granted by the Dean of the Graduate Division.

Law students taking courses in the graduate or undergraduate programs during either of the summer sessions will be charged the per credit graduate tuition rate for the specific program for each course. If they are concurrently taking law courses in the summer, law students will be charged the law tuition rate for each law course.

Students enrolled in the part-time law program who wish to concurrently take graduate or undergraduate courses during the fall or spring semesters will be charged the law tuition rate for law courses and the graduate tuition rate for the specific program for graduate courses, unless otherwise noted.

Graduate Students in Dual Degree Programs with Law. Consistent with the general policy regarding law students, dual degree JD/master's students may take up to a cumulative total of 6 credits in the graduate division during either the fall or spring semesters at no additional charge above the full-time Law tuition. Coursework beyond 6 credits in the Graduate Division is assessed at the graduate tuition rate. Such students may not carry a course load of more than 18 credits of combined law and graduate coursework in any fall or spring semester.

Students in the JD/MBA program, whether full- or part-time, are assessed the School of Law tuition for all coursework applied to either the JD or the MBA degree.

General Fee. A nonrefundable fee of \$60.00 is charged to all graduate students for administrative costs, use of computer network services, library services, and so on. The fee also permits students to use all recreational facilities and to attend athletic and cultural events.

Late Registration Fee. This fee of \$50.00 becomes effective after the close of the last official day of formal registration (the first class day of the semester). In no case will late registrants be exempted from this

fee, unless for valid reasons they have been given written authorization for exemption by the Dean of the Graduate Division.

Placement Fee. A fee of \$20.00 will be charged each teacher candidate who wishes to use the Teacher Placement Service. This fee provides placement service for one placement year (October 1 through September 30).

Readmission Fee. Students who have not been registered for one year or more are considered inactive. To reinstate active status, such students are required to complete a readmission form and will be assessed a \$20.00 processing fee. This fee will be waived for non-degree students classified as professional educators and personal enrichment students, and for degree students who have petitioned and been granted a leave of absence.

Graduation Fee. A graduation fee of \$20.00 is payable at the time of application for the degree. This application must be submitted during the semester prior to the anticipated graduation with October 1 and April 1 deadline for spring and fall respectively. Students submitting degree applications after this time will be assessed a late fee of \$15.00.

Performance Music Fees. The University encourages students to continue performance music instruction by charging modest fees for private lessons. Students pay a fee of \$300.00 per semester per course for instruction in private or class lessons in performance music. There is no additional charge for use of an instrument or practice room.

Students taking private lessons are responsible for making arrangements with the instructor to complete all lessons during the semester. If the student is unable to complete within the semester the series of lessons for which he was assessed, a report should be made immediately to the Chair of the Department of Music by the student.

Seat Deposit. Admitted applicants to some programs may be charged a deposit (usually \$100) in order to hold their place in the program. After a specified period of time, the deposit becomes nonrefundable but may be applied to the tuition charges for the semester of admission.

Transcript. There is no charge for any transcript issued. An official transcript of a student's record is not released until the

student has met all obligations to the University in full.

Vehicle Registration. This fee of \$60.00 covers Fall Semester through Summer Session. Stickers are purchased at the Campus Police Department. Vehicle registration is required to purchase a parking sticker.

Payment. Tuition, fees, and any other charges are due at the time registration is complete. Drafts, checks and money orders should be made payable to Valparaiso University. Students may also pay with VISA, Mastercard, or Discover Card. An installment plan for tuition may be arranged through the Financial Aid Office.

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

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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 Registrar's Office

Valparaiso University's refund policy is as follows: Students who withdraw from the University will receive a prorated refund of tuition and room fees according to the following schedule:

During the first week of classes	90%
During the second week of classes . .	80%
During the third week of classes . . .	70%
During the fourth week of classes . .	60%
During the fifth week of classes	50%
During the sixth week of classes . . .	40%
During the seventh week of classes . .	30%
After seventh week of classes	none

Students who withdraw from the Master of Business Administration will receive a prorated refund of tuition and room fees according to the following schedule:

Prior to first day of class	100%
First week of class	80%
Second week of class	60%
Third week of class	40%
After third week of class	none

There will be no refund of general, special and laboratory fees.

If a student is receiving financial aid, University and state funds will be reduced according to the above University refund policy. However, the schedule is different for federal funds. If a student withdraws on or before the 60% point of the semester, the percentage of funds that must be returned to the federal government is equal to the number of calendar days remaining in the semester, divided by the number of calendar days in the semester. Scheduled breaks of more than four consecutive days are excluded. The calculation of the return of these funds may result in the student owing a balance to the University and/or the federal government.

Note: If funds are released to a student because of a credit balance on the student's account, then the student may be required to repay some of the federal grants if the student withdraws.

Students considering withdrawing from all classes should consult with the staff in the Student Accounts and/or Financial Aid Offices if they are concerned about the financial impact of withdrawing.

Dropping Courses. Students who drop one or more courses but continue to be enrolled in at least one course for the semester will have tuition charges refunded according to the University's refund policy. There will be no refund of the special, laboratory or general fees.

The financial aid award, if any, is subject to revision if the student drops one or more courses.

FINANCIAL AID

There are several scholarship and grant resources for graduate students at Valparaiso University. Most are for the graduate nursing program and are available through the College of Nursing. A limited number of assistantships and traineeships are available to students in other programs, including Counseling and School Psychology. Students should inquire with the Director of their Graduate Program or with the Office of Graduate Studies. The major resource for graduate students in all programs is the William D. Ford Federal Direct Loan Program, which has two components.

Subsidized Direct Loan. This loan is based on need, and requires at least half-time enrollment (5 hours per semester or 5 hours for the combined summer sessions). Students may borrow up to their calculated financial need less other aid, or \$8,500 annually, whichever is less, and the loan accrues no interest as long as the student remains a half-time student. Repayment begins six months after the last date of half-time enrollment, at a variable interest rate which is adjusted every July 1, and cannot exceed 8.25 percent. A Loan Origination Fee of 3 percent is deducted from the Federal Direct Loan before it is credited toward a student's charges. However, 1.5 percent of the fee is immediately refunded back to the student in the form of an interest rebate. The net effect of this rebate is that the student will receive the loan amount requested less 1.5 percent. To keep the interest rebate, the student must make the first twelve required monthly payments on time when the loan enters repayment. If all twelve payments are not made on time, the rebate amount will be added back to the loan amount.

Unsubsidized Direct Loan. This loan has the same interest rate and fees as the Subsidized Direct Loan, but it is not based on need, and students may borrow up to the

cost of education less other aid, or \$18,500 annually, whichever is less. Interest accrues while the student is in school, and may be paid while enrolled or deferred until repayment of principal begins six months after the last date of half-time enrollment. Students may have both the Subsidized and Unsubsidized loans concurrently, but the total annual loan amount between the two programs cannot exceed \$18,500 or the cost of education, whichever is less.

Application for Financial Aid. The process is as follows:

1. Apply for admission to the Graduate Division. Loans may not be processed until the student is admitted to a graduate degree program.
2. File the Free Application for Federal Student Aid (FAFSA). These are available at any college or university financial aid office or can be accessed online. List Valparaiso University as one of the schools with school code 001842. Additional documents, such as tax returns, may also be required for submission to the Office of Financial Aid.
3. The University's Office of Financial Aid will send an award letter with loan eligibility and other information. The University will also send a promissory note, and when that is returned, entrance counseling is completed and all required documentation has been submitted and reviewed, the loan proceeds are credited to the student's account. If the credit exceeds tuition charges, the student may apply for a refund.

Cost of Education. The Office of Financial Aid constructs the financial aid budget for loan eligibility based on the number of hours enrolled, and the student's reported living arrangements. The typical financial aid budget for a full-time graduate student (18-24 hours per year) living off-campus is \$18,000 annually, with approximately \$9,000 as the tuition and fees component. For the Master of Science in Nursing program, this cost is increased by \$1,600. For the Master of Business Administration program, the cost is increased by \$3,600.

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 73 credit hours. Students must complete at least two-thirds of all credit hours attempted each academic year. The minimum cumulative grade point average requirement is 3.00.

Incompletes, Withdrawals, Repeated Courses. Incompletes will count as hours attempted but not completed. If Incompletes are later completed, this will be reflected when progress is again checked, or sooner if the student appeals. Repeated courses will not add to total hours attempted or hours completed; the grade will simply be replaced. The new grade will be included in the grade point average calculation, 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. The committee will normally put the student on financial aid probation for one semester and require that the student meet certain standards. 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.

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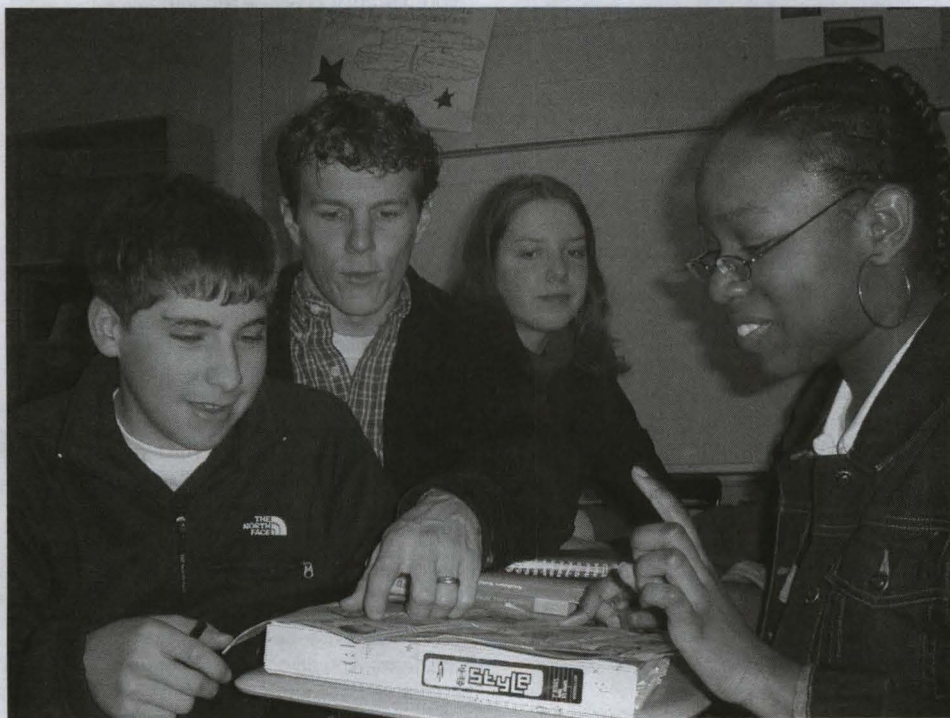
Appeals should be directed to the Office of Financial Aid Appeals Committee.

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. 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.



Course Offerings

Graduate courses are open only to students officially admitted to the Graduate Division. Courses that are dual listed at the graduate and undergraduate level require additional work on the part of graduate students.

No more than 12 semester hours (15 for MBA students in consecutive seven week terms) may be carried by graduate students in any one semester without the approval of the Dean of the Graduate Division. No more than 6 semester hours may be taken in any summer session without the approval of the Dean of the Graduate Division.

Graduate students may not enroll in undergraduate courses without approval from the Dean of the Graduate Division.

Art

ART 511. Topics in the Theory and History of Art.

Cr. 1-4. Investigation of major periods of development in the visual arts. Includes topics as modern art since 1945, art and religion in the Modern period, or theory topics such as aesthetics or color. Field trip. May be repeated when topics vary.

ART 517. Seventeenth and Eighteenth Century European Art.

Cr. 3. A seminar tracing major themes in Italian, French, Spanish, Netherlands, and British art in the 17th and 18th centuries.

ART 518. Nineteenth Century European Art.

Cr. 3. A seminar tracing major themes in 19th century European art.

ART 519. Early Twentieth Century European Art.

Cr. 3. A seminar tracing major movements in European art from the turn of the century until World War I.

ART 520. American Painting.

Cr. 3. A survey of American painting history from colonial time to the present. Field trip.

ART 521. American Art and Architecture.

Cr. 3. A survey of American painting, sculpture and the building arts, beginning with the earliest settlements in Virginia and New England. Includes field trips to museums and an architectural tour of landmark buildings. Emphasis placed on colonial and modern architecture, nineteenth century realism and romanticism and the emergence of modernism and abstraction in the twenties century.

ART 590. Special Studies.

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

ART 595. Independent Study.

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. 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.

Biology

BIO 590. Special Topics in Biology.

Cr. 1-3. Special topics, issues, or themes, such as Biostatistics, and Advanced Physiology and Pathophysiology. May be repeated when the topics vary. Prerequisite: Approval of the Chair of the Department and program advisor.

Chemistry

CHEM 590. Special Topics in Chemistry.

Cr. 1-3. An accelerated course discussing various topics in modern chemistry, including advanced instrumentation and experiments for use in secondary school settings. Prerequisite: consent of the Chair of the Department. Not intended for transfer to a graduate degree program in chemistry.

CHEM 592. Special Problems in Chemistry.

Cr. 1-3. For middle high 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

COMM 510. International Communication.

Cr. 3. Communication in global settings through examination of contrasting settings, practices, and objectives in various countries. Develops research skills in qualitative communication analysis, including content analysis.

COMM 512. Integrated Communication.

Cr. 3. An examination of contemporary communication strategies in public and private

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settings which combine associated areas such as public relations, marketing and advertising.

COMM 590. Special Topics in Communication.

Cr. 1-3. Selected topics on contemporary issues and themes in communication. May be repeated when topics vary.

COMM 595. Independent Study.

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. 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.

Economics

ECON 530. Industrial Organization.

Cr. 3. The analysis of the economic factors underlying the structure, conduct and performance of American industry.

ECON 535. Urban Economic Problems.

Cr. 3. An examination of the regional and spatial characteristics of cities with emphasis on policies to correct urban problems. Transportation, housing, poverty and discrimination plus other substantive urban problems are analyzed and discussed.

ECON 537. Public Finance.

Cr. 3. An analysis of the role of the government sector in a market economy. Causes of market failure, the efficient provision of public goods and the effects of taxation are considered as they relate to economic activity.

ECON 539. Money and Banking.

Cr. 3. A study of the institutions, principles and problems of money and banking in the United States. Special attention is given to the basic elements of monetary theory and policies.

ECON 560. Economic History of the United States.

Cr. 3. The history of the economic development of the United States from the colonial period to the present.

ECON 590. Topics in Economics.

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

ECON 626 (formerly ECON 526). International Trade and Economics.

Cr. 3. A study of the basis for the gains from international trade including the effects of growth and development on a nation's welfare. Attention is also given to the effects of tariffs and other restrictions to trade. Balance of payments accounting, foreign exchange markets and international monetary institutions are covered during the last part of the course.

Education

ED 505. Computers in Education.

Cr. 2. An introductory course designed to prepare teachers to use the computer as an educational tool. Students will learn how to integrate educational technology into the classroom curriculum, as they become proficient in using various media to support student learning. Will include multimedia authoring tools, presentation software, web-based instruction, and curriculum applications. A one credit version (ED 505T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 510. Models of Teaching and Learning for Early/Middle Childhood.

Cr. 3. Answers the question, "What do teachers do in common in elementary school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and communication skills that apply to diverse educational settings of the 21st century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of elementary schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

ED 511. Models of Teaching and Learning for Early Adolescence.

Cr. 3. Answers the question, "What do teachers do in common in middle or junior high school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and communication skills that apply to diverse educational settings of the 21st century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of middle and junior high schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

ED 512. Models of Teaching and Learning for Adolescence/Young Adult Years.

Cr. 3. Answers the question, "What do teachers do in common in secondary school classrooms that demonstrate effective teaching?" while examining planning, innovative methodology, and communication skills that apply to diverse educational settings of the 21st century. Underlying all course topics will be the question, "What does it mean to be a reflective educator?" A study of the development, organization, and curriculum of secondary schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level.

ED 560. Reading in the Content Areas.

Cr. 3. Readings, experiences, writing opportunities, and discussions which lead to an understanding of literacy, the reading process, and the critical role language plays in the learning process. Students gain knowledge of specific assessment tools and processes, methods for planning instruction, and a range of reading, writing, and study strategies for helping students read to learn. A two credit version (ED 560T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 561. Literacy–Language Processes and Phonics.

Cr. 3. This course focuses upon the interrelationship between cognitive and language processing in relationship to reading. Foundations for building word identification and phonics are studied. The basic elements of reading are included considering ontogenetic and contextual impacts. Prerequisite: 3 credits of reading coursework or consent of the Graduate Coordinator.

ED 564. The Teaching of Reading in Early/Middle Childhood Grades.

Cr. 3. This course provides early/middle childhood teacher candidates with an overview of curriculum and instructional methods for the teaching of phonics and other decoding skills, all types of comprehension, vocabulary development and content area reading. Specific skills in each of these areas as well as research-based effective methods for teaching the skills are addressed.

ED 566. Literacy–Diagnostic Assessment and Instruction.

3+3, Cr. 4. This course emphasizes appropriate reading curriculum, based on formal and informal assessments, and the organizing of and planning for the instruction to meet the needs of all students. A field experience component is included. Prerequisite: 3 credits of reading coursework or consent of the Graduate Coordinator.

ED 572. Educational Measurement.

Cr. 3. Theory of measurement, interpretation of measurement data and testing in relation to pupil achievement and guidance.

ED 575. Principles of Middle Level Education.

2+3, Cr. 3. Development, organization and curriculum of junior high and middle schools with emphasis on the unique societal and educational roles played by these institutions and the programs and methods appropriate for students at this level. Field experiences include a minimum of 40 hours of practical involvement in activities in schools with diverse populations.

ED 577. Practicum in Middle Level Education.

Cr. 3. A minimum of 80 hours of supervised field experiences in a junior high or middle school.

Includes working with students individually and in small and large groups. Must be taken concurrently with ED 575.

ED 589. Content Area Curriculum and Instructional Methods.

Cr. 3. Content specific instructional methodology individualized for students in different content areas and applicable to the curriculum that is found in today's middle and secondary schools. Focus is on content most important for students in grades 6 through 12 to learn, instructional methods appropriate to use in teaching this content, and methods of assessment for determining whether students have acquired this content. A two credit version (ED 589T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 590. Current Problems in Education.

Cr. 1-3. An intensive study of an area of education. Topics, credit, and content depend on instructor's choice and student interest.

ED 610. Research in Education.

Cr. 3. A course designed to develop skill in reading, interpreting, and evaluating research in general and special education. Emphasis is given to applications of research findings in educational areas of interest to students.

ED 611. Teacher Research.

Cr. 3. An introduction to the field of qualitative teacher research, i.e., the type of investigation teachers do within the context of their classrooms and schools. Students explore and practice various qualitative and teacher research methodologies.

ED 612. Decision Making in Curriculum and Instruction.

Cr. 3. The foundations of school curriculum: social forces, human development, learning, and knowledge. Various instructional models and techniques are studied and demonstrated. Students select a specific project focus in elementary and/or special education. Curriculum and instruction issues are dealt with through lecture, discussion, and individual research.

ED 613. Advanced Educational Psychology.

Cr. 3. Study of psychological concepts and phenomena as related to the teaching-learning situation. Emphasis on the interpretation and analysis of psychological research concerning human behavior, motivation, and development. A one credit version (ED 613T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 614. Historical, Philosophical, and Sociological Foundations of Education.

Cr. 3. An in-depth study of the belief systems underlying American society's response to the need for an educated citizenry. Topics include

Education

American education and institutional history, and humankind's attempts to transmit culture and values from one generation to the next. Concentration on institution of formal compulsory education. A one credit version (ED 614T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 615. School and Society.

Cr. 3. A study of the relationships of the school, its students and its teachers, to the many forces and agencies of our society. The school is examined as transmitter of heritage and agent of social change.

ED 616. Current Educational Thought.

Cr. 3. Familiarizes the student with current problems and innovations in the field of education. Extensive reading and discussion of selected essays, articles, and books dealing with issues in education. Prerequisite: consent of the instructor.

ED 617. Assessment and Management of the Learning Environment.

Cr. 3. Familiarizes the student with assessment and management techniques in diverse classrooms. Strategies and methods of learning enhancement through assessment and effective classroom management are the primary focus. Topics include issues related to standardized and naturalistic approaches to assessment, evaluation, and management of a learning environment. A two credit version (ED 617T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 619. Cultural and Legal Foundations of Education.

Cr. 3. Examines the diversity of American society and focuses on the nature of current American culture and population and resulting instructional adaptations. The legal framework including rights of teachers, schools, parents and students, and liability issues, especially negligence, is also examined. A one credit version (ED 619T) is available only to graduate students enrolled in the Transition to Teaching Program.

ED 620. Introductory Field Experience in Education.

Cr. 2. An observation and beginning teaching experience in Valparaiso area school settings. Structured observation of students at relevant developmental levels, supervised beginning teaching experiences, as well as reflective exercises on these school experiences are required. This practicum may be waived if the teacher candidate has a minimum of one year of previous verifiable, acceptable public/private school experience. S/U grade only.

ED 621. Teaching of Religion.

Cr. 1. The teacher of religion facilitates the transmission of knowledge and delves into the affective realm and application of principles

taught to contemporary church and society. The course assumes background in Christian knowledge, preparation, and practice. Topics include relational ministry, faith active in love, and practical applications in congregation and school settings. S/U grade only.

ED 622. Living and Learning in Community.

Cr. 2. 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. Educational Support Systems.

Cr. 3. Designed to address knowledge, skills, and dispositions associated with successful support systems among and between new and experienced educational professionals. Topics include roles of mentors and per/expert coaches, mentoring skills, peer and expert coaching skills, conducting classroom observation to improve instruction, and promoting collaborative learning in school environments. Course is also designed to address IPSB standards for mentor teachers as well as NBPTS standards in this area.

ED 624. Education Outside the Classroom.

Cr. 3. Explores the role of teachers outside the normal classroom in a school environment. Topics are interest-driven by the students and may include coaching of sports, advising, and interaction with school populations and communities outside of normal classroom duties. Strategies may include communication skills, management of extra- and co-curricular activities, understanding of the philosophy of education outside the classroom, and psychology and pedagogy.

ED 625. Summative Portfolio Development and Presentation.

Cr. 1. Professional portfolio entries developed through the teacher's experiences in the degree program and/or in practicing teacher's classroom are integrated into a coherent narrative and artifact presentation. The portfolio documents how a teacher candidate has developed the knowledge, skills/performances, and dispositions associated with various sets of standards (IPSB, INTASC, NBPTS) and the various components of the conceptual model of the relevant teacher education model. Portfolio must be completed and presented to the Education faculty prior to recommendation for teaching licensure and granting of the master's degree.

ED 626. Internship in Education I.

Cr. 3. 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. Course open only to M.Ed.-LEAPs or Transition-to-Teaching students.

ED 627. Internship in Education II.

Cr. 3. 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. Course open only to M.Ed.-LEAPs or Transition-to-Teaching students.

ED 628. Internship in Education III.

Cr. 3. 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. Course open only to M.Ed.-LEAPs or Transition-to-Teaching students.

ED 629. Internship in Education IV.

Cr. 3. 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. Course open only to M.Ed.-LEAPs or Transition-to-Teaching students.

ED 630. Internship in Education.

Cr. 10. Interns teach in relevant school settings with supervision by a cooperating teacher and a University field supervisor. Portfolio completion is emphasized as a component of the internship

experience. This experience involves classroom teaching at the relevant developmental level and completion of the other duties expected of classroom teachers in parochial or public school settings. Successful completion required to earn Indiana teaching licensure and the Master of Education graduate degree. S/U grade only. Open only to M.Ed. Initial Licensure General Track Students.

ED 665. Diagnosis of Reading Difficulties.

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

ED 666. Clinical Practicum in Reading.

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

ED 667. Research in Reading.

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

ED 690. Seminar in Education.

Cr. 1-3. An intensive study of a significant topic in education. Subtitles and course content depend on instructor's choice and student interest. May be repeated for credit if topics vary.

ED 692. Research Project.

Cr. 3. The study of a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required, with copies filed in the department and with the Graduate Division Office upon completion of the project. Prerequisite: The project must be approved prior to registration.

ED 695. Independent Study.

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

ED 699. Thesis.

Cr. 3. Formulates the student's primary research into a question of importance to the researcher and the discipline. The researcher may use qualitative or quantitative research methods, but must include a review of the relevant research literature and a discussion of its relationship to the student's research.

SPECIAL EDUCATION

SPED 540. Learning Exceptionalities.

Cr. 3. (Also offered as SPSY 540.) A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students. A two credit version (SPED 540T) is available only to graduate students enrolled in the Transition to Teaching Program.

SPED 547. Characteristics of Individuals with Mild Disabilities.

Cr. 3. (Also offered as SPSY 547.) 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.

SPED 548. Initial Practicum in Special Education.

Cr. 3. (Also offered as SPSY 548.) Initial field experience for prospective special education teachers of students with mild intervention needs and prospective school psychologists. Emphasis on direct observation of diagnostic, teaching and classroom management techniques. According to each teacher candidate's developmental level concentration, a field experience of 120-clock hours minimum is arranged with a special education teacher. Students seeking more than one developmental level of licensure may repeat this course for each developmental level up to 9 credits total. This practicum is waived if the student has at least one year of teaching experience in a school setting. Prerequisite or corequisite: SPED 547 or consent of graduate advisor.

SPED 550. Models of Collaboration and Consultation in Special Education.

Cr. 3. (Also offered as SPSY 550.) The provision of effective education services for students with disabilities requires school-based professionals to work with each other, parents, and the students themselves. This course addresses the knowledge, skills, and dispositions required of education professionals in the collaborative delivery of

these services in various educational settings. Topics include models of collaboration and consultation, skills required for effective collaboration and consultation, conflict management, and methods to address obstacles to collaboration. Prerequisite or corequisite: SPED 547 or consent of the instructor.

SPED 551. Applied Behavior Analysis.

Cr. 3. (Also offered as SPSY 551.) 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 590. Current Issues in Special Education.

Cr. 1-3. An extensive study of professional issues and problems found in current theory-driven research on best teaching practices, policy, delivery systems, law, and technology for high incidence (LD, MiMH, ED) disability areas.

SPED 644. Psycho-Educational Assessment in Special Education.

Cr. 3. (Also offered as SPSY 644.) 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 1-6).

Cr. 3. (Also offered as SPSY 645.) Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-6. 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). Prerequisite: SPED 547; prerequisite or corequisite: SPED 644.

SPED 646. Advanced Practicum in Special Education.

Cr. 1. 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 547, SPED 644; and SPED 645 or SPED 689.

SPED 647. Advanced Practicum in Special Education.

Cr. 1. 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 547, SPED 644; and SPED 645 or SPED 689.

SPED 689. Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 6-12).

Cr. 3. Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 6-12. 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/transition planning for students with mild disabilities (emotional/behavioral disorders, learning disabilities, and mental retardation). Prerequisite: SPED 547. Prerequisite or corequisite: SPED 644.

SPED 690. Seminar in Education.

Cr. 1-3. An intensive study of a significant topic in special education. May be repeated for credit if the topics vary.

SPED 692. Research Project in Special Education.

Cr. 3. Required for all Master of Education degree students in special education. An extensive investigation of a research topic selected by the candidate and approved by the candidate's faculty mentor. This critical inquiry will be theory driven and

systematic. Under the supervision of the mentor, an in-depth paper will be prepared that will delineate the research findings. The final report must be submitted in APA style for approval to the Coordinator of Graduate Studies in Education and the Dean of Graduate Studies; copies will be filed with the department and the graduate office. Prerequisite: SPED 695.

SPED 695. Independent Study.

Cr. 3. A focused investigation of a relevant research topic in a specific disability area. This course provides an opportunity to apply and further develop research skills and to explore the research literature pertinent to the candidate's future master's research project or thesis.

SPED 699. Master's Thesis.

Cr. 3. Supervised research for master's thesis. The thesis may be a review paper or research project submitted in APA style to and approved by the candidate's thesis advisor. A copy must be filed with the Graduate Division Office. Prerequisite: approval of the Chair of the Department and a research or statistics course.

SCHOOL PSYCHOLOGY

SPSY 540. Learning Exceptionalities.

Cr. 3. (Also offered as SPED 540.) A course that introduces special education laws passed since 1970 that govern the provision of current special education services for students with various disabilities; the characteristics of students with disabilities; instructional and classroom practices associated with educating these students in multicultural and least restrictive environments; and basic techniques for education professionals to work together with parents and students. A two credit version (SPED 540T) is available only to graduate students enrolled in the Transition to Teaching Program.

SPSY 547. Characteristics of Individuals with Mild Disabilities.

Cr. 3. (Also offered as SPED 547.) 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.

SPSY 548. Practicum in Special Education.

Cr. 3. (Also offered as SPED 548.) Initial field experience for prospective special education teachers of students with mild intervention needs

School Psychology

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.

SPSY 550. Models of Collaboration and Consultation in Special Education.

Cr. 3. (Also offered as SPED 550.) 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.

SPSY 551. Applied Behavior Analysis.

Cr. 3. (Also offered as SPED 551.) 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.

SPSY 590. Special Topics in School Psychology.

Cr. 1-3. Topics of interest to the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

SPSY 644. Psycho-Educational Assessment in Special Education.

Cr. 3. (Also offered as SPED 644.) 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.

SPSY 645. Advanced Strategies for Teaching Individuals with Mild Disabilities (Grades 1-6).

Cr. 3. (Also offered as SPED 645.) Using a diagnostic-prescriptive model, effective and research-based instructional strategies are addressed as appropriate for students with mild disabilities in grades 1-6. 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). Prerequisite: SPED 547; prerequisite or corequisite: SPED 644.

SPSY 646. Advanced Practicum in Special Education.

Cr. 2. 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. Prerequisites: SPSY 547, 644; and SPSY 645 or SPED 698.

SPSY 671 (formerly SPED 671). Intellectual Assessment.

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess intellectual functioning in children and adolescents. Prerequisite: SPED 644 or consent of instructor.

SPSY 674 (formerly SPED 674). Assessment of Social and Emotional Functioning.

Cr. 3. An introduction to the psychological tests used to assess social and emotional functioning in children and adolescents. Prerequisite: SPED 644 or consent of instructor.

SPSY 680 (formerly SPED 680). Introduction to School Psychology.

Cr. 2. 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. Students are expected to take this course during the first year in the school psychology program.

SPSY 681 (formerly SPED 681). Practicum in School Psychology.

Cr. 3. A brief exposure to the application of psychology in the schools. Students spend up to 10 hours per week

in an educational setting under supervision of a faculty member and on-site supervisor. Prerequisite: satisfactory completion of a pre-practicum review, SPED 693, and approval of the Department Chair or Graduate Coordinator. Grading is on an S/U basis.

SPSY 683 (formerly SPED 683). Internship in School Psychology.

Cr. 6. 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 in M.Ed. and Ed.S. components of programs including SPED 681 and SPED 693, completion of a pre-internship review, and approval of the Chair of the Department or the Graduate Coordinator. Taken twice for a total of 12 credits. Grading is on an S/U basis.

SPSY 688. Statistical Interpretation for School Program Evaluation.

Cr. 2. A course that addresses how school psychologists 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. Prerequisite: ED 610.

SPSY 690. Advanced Topics in School Psychology.

Cr. 1-3. Advanced study in the field of school psychology, with content, topic, and credit dependent on student and instructor interest.

SPSY 693 (formerly SPED 693). Professional Issues and Ethics for School Psychologists.

Cr. 3. Discussion of the professional roles, contemporary issues, and ethical principles of school psychology professionals.

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 508. Methods of Literary Criticism and Research.

Cr. 3. Designed to give students practical experience in the theories and methods of modern literary scholarship and criticism. The course aims to acquaint students with the presuppositions about literature which underlie critical writing and thus to provide standards for evaluating critical and scholarly works. Also provides intensive training in the analysis of literary texts.

ENGL 509. Literature of the Medieval Period.

Cr. 3. A survey of medieval English lyric, ballad, narrative, drama, and romance (including Chaucer), with attention to intellectual, religious, and social background materials.

ENGL 510. Shakespeare.

Cr. 3. Close readings of representative plays: histories, comedies and tragedies.

ENGL 520. Literature of the Sixteenth and Seventeenth Centuries.

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

ENGL 530. Literature of the Restoration and Eighteenth Century.

Cr. 3. An intensive survey of English poetry, fiction, nonfiction prose, and drama from 1660-1785, with attention to the historical and cultural background of the period. Representative writers may include Dryden, Swift, Pope, Fielding, Johnson, and Sheridan.

ENGL 541. History of the English Language.

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

ENGL 542. Modern English Grammar.

Cr. 3. An introduction to such recent linguistic developments as structural grammar and transformational-generative grammar.

ENGL 543. Introduction to Linguistics.

Cr. 3. Introduction to the theory and methodology of linguistics. Includes descriptive and historical linguistics, basic notions of grammatical theory and exploration of some of the relations of linguistics to other branches of knowledge. The presentation of general principles is supplemented by practical problems in linguistic analysis.

ENGL 550. British Literature of the Nineteenth Century.

Cr. 3. A survey of British poetry and prose of the Romantic and Victorian eras, with reference to the context of British and European social and political history. Major writers may include Wordsworth, Coleridge, Keats, Hazlitt, Scott, Carlyle, Tennyson, Browning, Arnold, Dickens, Newman, and Hardy.

ENGL 556. The Novel.

Cr. 3. A study of representative English novels of the eighteenth and nineteenth centuries, with discussion of the social background.

ENGL 560. Twentieth Century Drama.

Cr. 3. A study of plays typical of the various phases of the development of British and American drama, with some attention to related Continental drama.

English, Geography

ENGL 565. Studies in American Literature.*

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

ENGL 570. Twentieth Century Fiction.

Cr. 3. Readings of representative works of the most important British and American novelists of the twentieth century, with emphasis on various theories of fiction dominant during the period.

ENGL 575. Twentieth Century Poetry.

Cr. 3. Readings in selected modern poets and their forerunners, especially the French Symbolists. The British and American poets included may range from Yeats and T.S. Eliot to Auden, Robert Lowell and other contemporary figures.

ENGL 579. Literature for Adolescents.

Cr. 3. A survey, by types, of distinguished literature suitable for students in secondary schools. Emphasis on the reading of selected books representing the wide range of literature for adolescents, and the developing of analytical and evaluative techniques. Introduction to bibliographical aids, review media, and current research in the field.

ENGL 580. Topics in Writing.*

Cr. 2-3. An open topics course, which may involve intensive writing in a particular genre (e.g., personal essay, dramatic poetry, longer fiction) or writing for a particular audience (e.g., children and younger adults).

ENGL 590. Topics in Literature.*

Cr. 2 (seven week course) -3. An open topics course, which may concern a single writer or group of writers (e.g., Milton, Blake and the Protestant Epic), a literary type or theme (e.g., Gothic Fiction), a contemporary art form (e.g., development of the cinema), or an aspect of modern popular culture (e.g., science fiction and fantasy).

ENGL 591. Seminar in Professional Writing.

Cr. 3. Critical reflection on the meaning of certain writing tasks in the cultures of working society. Develops awareness of such topics as the ethics of marketing strategies as applied to writing projects and assignments. Includes editorial and opinion writing. Attention also given to the techniques, problems, and strategies of grant writing, editing the writing of others, and association publishing.

ENGL 592. Seminar in Creative Writing.

Cr. 3. Various forms of creative writing (drama, fiction, nonfiction, poetry), but focus on a single genre. Requirements include a series of progress papers and a substantial portfolio of creative work. Prerequisite: undergraduate creative writing course and approval of the Chair of the Department.

ENGL 603. Seminar in Literature for Children.

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

ENGL 609. Theory and Practice of Expository Writing.

Cr. 3. Readings and lectures in the theory of exposition; practice in analyzing essays and in writing various forms of exposition; study of the principles of teaching expository writing.

ENGL 615. Shakespeare and His Contemporaries.*

Cr. 3. A concentrated study of a selection of works by Shakespeare (or by Shakespeare and some of his contemporaries) to reveal both his debts to and his transcendence above the literary, intellectual, and social conventions of his day. Emphasis is largely, though not exclusively, on dramatic literature.

ENGL 690. Studies in Literary Periods.*

Cr. 1-3. Concentrated study of a specific period in literary history, for example, the Medieval, the Neo-Classical, the Romantic, the Victorian, the Modern or Post-Modern.

ENGL 691. Studies in Literary Themes and Topics.*

Cr. 1-3. Studies of a significant literary theme, intellectual or cultural trend, movement or school: e.g., pastoral, realism/naturalism, the American short story, Arthurian legend. In some instances the course might involve study of one or more specific authors (for example, the novels of Thomas Hardy, or the poetry of Keats and Shelley).

ENGL 692. Research Project.

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

ENGL 695. Independent Study.

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

Geography

GEO 501. Regional Geographies of the World.

Cr. 3. A geographic interpretation of the environmental, cultural, political, and economic patterns of one of the world's major regions, such

as the United States and Canada, Latin America, Europe, Asia, or Africa. May be repeated for credit when the regional offering is different.

GEO 515. Advanced Geographic Information Systems.

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

GEO 566. Profession of Geography.

Cr. 3. Treats the nature of geography as a professional field through readings, papers, presentations, and discussions. Topics covered include the history of the discipline, the variety of geographic subfields, the growth of GIS and computer applications, the proliferation of geographic resources on the Internet, and the overall "state of the art."

GEO 570. Political Geography.

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

GEO 574. Historical Geography of the United States.

Cr. 3. A regional treatment of the exploration, colonization, territorial expansion, migration, transportation, settlement and economic development of our country in relation to the physical environment. Primarily designed for students concentrating in the social sciences.

GEO 585. Field Study.

0+4, Cr. 1-3. Designed to develop methods and techniques of geographic field work. May include a week of intensive work at a field site at a time when the University is not in session, possibly in late summer. Additional fee may be charged to cover expenses. Prerequisite: Consent of the Chair of Department.

GEO 590. Selected Topics in Geography.

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

GEO 692. Research Project.

Cr. 3. Research on a topic of special interest to students under supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the completed paper is to be filed in the department and graduate offices. Prerequisite: The project must be approved prior to registration.

GEO 695. Independent Study.

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

METEOROLOGY

MET 569. Atmospheric Thermodynamics.

Cr. 3. Introduction to the atmospheric system, including basic characteristics and variables; basic radiation thermodynamics; vertical temperature structures; stability concepts and evaluation; physics of clouds and precipitation processes. Prerequisites: Introductory meteorology and one semester of calculus.

MET 572. Atmospheric Dynamics I.

3+2, Cr. 4. A general survey of the fundamental forces and laws that govern atmospheric processes, particularly those motions associated with weather and climate. Emphases are on the applications of the basic equations of motion, atmospheric thermodynamics, gradient and geostrophic flow, and the general circulation. Prerequisite: Introductory meteorology and one semester of calculus.

MET 573. Atmospheric Dynamics II.

3+2, Cr. 4. Second semester dynamics course emphasizing quasi-geostrophic dynamics; wave motions, barotropic and baroclinic instabilities; cyclones, air masses, fronts and frontogenesis, various development theories; cyclone climatologies, jet streaks and secondary thermal circulations. Laboratory case study and exercises. Prerequisite: MET 572.

MET 580. Synoptic Scale Forecasting and Analysis.

3+2, Cr. 4. Historic perspectives of the extratropical cyclone; air masses and frontal systems; formation and growth of extratropical cyclones; distribution of cyclones and cyclone tracks; basic satellite interpretation; operational forecast models; forecasting rules of thumb; selected case studies; forecast problems, including space and time considerations. Students prepare and present forecasts and answer public inquiries via a weatherphone service. Prerequisites: MET 573 and consent of instructor.

MET 581. Mesoscale Analysis and Forecasting.

3+2, Cr. 4. Introduction to mesoscale meteorology and analysis, classification and forecasting challenges; analysis techniques; mechanically/thermally driven circulations, including land-sea breezes and lake effect snow; downslope flows; synoptic setting for severe weather, atmospheric stability; analysis and forecast procedures; convection theory;

Meteorology, History

thunderstorm models, tornadoes; atmospheric discontinuities: drylines, outflow boundaries, fronts; introduction to atmospheric observing systems. Prerequisites: MET 580.

MET 585. Field Study in Meteorology.

0+4, Cr. 3. Techniques of meteorological field work in a field course emphasizing severe storm prediction, spotting and interception. Additional fee may be charged to cover expenses. Prerequisite: consent of the instructor.

MET 586. Internship in Meteorology.

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

MET 590. Selected Topics in Meteorology.

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

History

EUROPEAN HISTORY

HIST 504. European Imperialism and the Colonial Experience.

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

HIST 510. Greek Civilization.

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

HIST 511. Roman Civilization.

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

HIST 512. Europe in the Age of Reformation.

Cr. 3. Study of the political, 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.

Cr. 3. Overview of British history from the Glorious Revolution to the present. Particular attention is

given to industrialization, sex and gender in the Victorian era, social reform, imperialism, Anglo-Irish relations, and World Wars I and II.

HIST 515. Contemporary Europe: Century of Violence.

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

HIST 516. The Great Witchcraft Delusion.

Cr. 3. Study of the social, cultural, economic, religious, and political causes of the early modern European witchhunt. It includes the formation of the concept of witchcraft, the systematization of beliefs, and methods of persecution.

HIST 519. Imaging Revolution in Modern Russia.

Cr. 3. Visual and literary representation of twentieth century Russia supplemented by historical narrative. Begins with the Russian Revolution, moves through the "Stalin Revolution," to the demise of the Soviet Empire in 1991.

HIST 560. The Old Regime and the French Revolution.

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

HISTORY OF THE AMERICAS

HIST 520. Colonial America.

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

HIST 521. The American Revolution, 1763-1789.

Cr. 3. Detailed study through readings and discussion of the unresolved conflicts between Great Britain and her American colonies; the political, military and social aspects of the revolution; and the postwar problems culminating in the adoption of the Constitution.

HIST 522. Slavery, Abolitionism and Sectionalism, 1815-1860.

Cr. 3. Detailed study through readings and

discussion of the institution of slavery, the growth of abolitionism and other reform movements, and the development of sectionalism leading to the outbreak of the Civil War.

HIST 523. Civil War and Reconstruction.

Cr. 3. Study of the great watershed conflict in American history, with special emphasis on the problems of Black Americans.

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

Cr. 3. Examines the nature of the Great Depression and its effects on the relationship of government to citizens in the United States. Also traces the European and Far Eastern origins of the American involvement in World War II as well as the diplomatic and military conduct of that war.

HIST 525. The Age of Anxiety: United States since 1945.

Cr. 3. An examination of the postwar American response to the prospect of living in an uncertain world.

HIST 531. Ideas and Power in Latin American History.

Cr. 3. Study of the relationship between ideas and power in Latin America. Using primary sources and important works that have conditioned the way Latin Americans view their world, the course looks at the intellectual impact of the European discovery of America, the nature of the new world, the nineteenth century idea of progress, and the significance of modernism, *indigenismo*, Marxism, anarcho-syndicalism, and liberation theology.

HIST 594. Beats and Hippies.

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

NON-WESTERN HISTORY

HIST 541. Revolution and Its Roots: The Making of Modern China.

Cr. 3. The decline of traditional civilization resulting from domestic crises and foreign pressures, and the search for a new orthodoxy in the Chinese revolution.

HIST 542. Tragedy and Triumph: The Making of Modern Japan.

Cr. 3. Study of Japan's rise to its position as a world power, the tragedy of the war period, and its triumph as an economic power in the postwar world.

HIST 550. Colonialism and Independence: Understanding Modern Africa.

Cr. 3. A topical study of Africa's struggle for political, economic, and cultural identity in the twentieth century with emphasis on exploring new

historiographical methods emerging in African/world history.

HIST 593. The Vietnam War through Film and Literature.

Cr. 3. Through history, memoirs, novels, and film, this seminar studies the sources and nature of U.S. involvement in the Vietnam War (1961-1973). It examines the war's effects on the participants and the home front.

SPECIALIZED OFFERINGS

HIST 590. Topics in History.

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

HIST 592. Reading and Discussion Seminars.

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

HIST 635. Problems in European History.

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

HIST 636. Problems in United States History.

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

HIST 637. Problems in East Asian History.

Cr. 3. An intensive study of a significant period or movement in East Asian history. Subtitles and content depend on instructor's choice and student interest. This course requires a major paper.

HIST 656. Latin America in the 20th Century.

Cr. 3. A study of the Latin America peoples since 1900, their internal problems, policies, and foreign relations. Attention is centered on Mexico and the Caribbean.

HIST 690. Advanced Topics in History.

Cr. 1-3. Selected topics on contemporary issues and themes in history. May be repeated for credit when topics vary.

HIST 692. Research Project.

Cr. 3. The study of a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the

History, International Commerce and Policy

project. Prerequisite: The project must be approved prior to registration.

HIST 695. Independent Study.

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

International Commerce and Policy

ICP 590. Topics in International Commerce and Policy.

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

ICP 610 (formerly LS 675). International Commerce and Policy: Case Studies.

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

ICP 611. International Business Environment.

Cr. 3. Strategic management of multinational operations within cross-border environments, including legal, political, trade, and information technology environments.

ICP 620 (formerly LS 571). Cross-Cultural Management.

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

ICP 621. Organizational Leadership and Team Development.

Cr. 3. (Also offered as PE 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.

ICP 670. Law topics in International Commerce and Policy.

Cr. 3. Selected topics in legal and policy issues having an international perspective.

ICP 671 (formerly LS 670). International Business Transactions.

Cr. 3. (Also offered as LAW 410.) 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 672 (formerly LS 671). International Law I.

Cr. 3. (Also offered as LAW 477.) Explores how the law governing the conduct of nations is developed and enforced through a study of substantive areas like the law of the sea and the law of the use of force, leading into such areas as international dispute settlement, the force of international law in United States' courts, and international organizations such as the United Nations.

ICP 673 (formerly LS 672). International Law II.

Cr. 3. (Also offered as LAW 478.) A continuation of LS 671, including discussion of territory authority, individuals and nationality, immigration, force and war, state responsibility and international claims, and immunities from jurisdiction.

ICP 674 (formerly LS 673). Comparative Law.

Cr. 2-3. (Also offered as LAW 270.) A historical, theoretical, and contemporary comparison of the Anglo-American legal tradition primarily with that of continental Europe. Emerging law of a united Europe may also be discussed.

ICP 675 (formerly LS 674). International Commercial Dispute Resolution.

Cr. 3. (Also offered as LAW 495-E.) Examines the principal modes of settling international commercial disputes. Subjects in the areas of international litigation that may be covered are jurisdiction, choice of law, taking evidence abroad and enforcement of judgements. Basic issues of international arbitration will be covered as well as the use of mediation as a tool for the resolution of cross-cultural disputes. Attention will be given to the circumstances influencing the choice of dispute resolution processes and drafting dispute settlement clauses in contracts.

ICP 676. The Law of e-Commerce.

Cr. 3. (Also offered as Law 495-R.) Use of computers and the Internet is radically transforming business practices, and with their transformation has also come the reformation of American commercial law. The purpose of this class is to understand the impact of computer technology on the law governing private transactions in goods, services, and information. Students will learn to become competent to give legal advice to participants in the digital economy.

The course includes a business planning component, because students assist a hypothetical small business to go from commerce to "eCommerce," by engaging in the business planning and legal analyses needed to establish the company's website and online trading activities. Students enrolling in the Law of eCommerce should have taken at least one class in Business Associations, Business Planning, Intellectual Property, taxation, UCC, or the equivalent and should have access to a computer and the Internet.

ICP 677. Law and Economics.

Cr. 3. (Also offered as LAW 280.) Principles of economic analysis in their legal context; the influence of economic principles of legislation and administrative and judicial decision; the role of contract laws in the economy; business organizations as a cause and effect of contracts and other market activities; private and public law regimes governing economic activity compared and contrasted; an evaluation of administrative law techniques - the deregulation controversy; a critique of methodology and policy prescriptions offered by law and economics analyses. An adequate knowledge of basic principles of economics is assumed.

ICP 686. Internship in International Commerce and Policy.

Cr. 1-3. Placement in work setting related to international commerce and policy, requiring a minimum of 100 contact hours. Prerequisite: 9 credits of course work in the ICP program and approval of the Dean of Graduate Studies.

ICP 690. Advanced Topics in International Commerce and Policy.

Cr. 1-3. 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.

Cr. 3. Guided research under faculty supervision on a topic related to international commerce, business, relations, policy, or law. May be empirical or literature based. Final paper required. Prerequisite: 12 credits of ICP course work and approval of the Dean of Graduate Studies.

ICP 695. Independent Study.

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

ICP 699. Seminar in Global Strategies.

Cr. 0.5. Speaker presentation series dealing with current issues and topics in international relations, commerce, policy, law, and business. Required fall and spring semesters.

Liberal Studies

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

LS 555. Ethics in Business.

Cr. 2-3. An analysis of the moral bases for ethical decisions and ethical aspects of behavior in business leadership. Contemporary business conduct is examined in an ethical context.

LS 590. Topics in Liberal Studies.

Cr. 1-3. Topics courses offered at the graduate level that do not fall within the traditional discipline structures of the graduate program but which meet the goals and objectives of the Liberal Studies program.

LS 591. Topics in Ethics.

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business.

LS 604 English Language Enhancement.

Cr. 3. Advanced English language instruction for non-native English speaking international students. Taken in conjunction with LS core during first semester of residence. Prerequisite: TOEFL score of 550 or higher.

LS 605. English for Business.

Cr. 3. 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 610. Seminar in the Humanities.

Cr. 3. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, this seminar explores the various ways by which the humanities—especially literature, philosophy, theology, and the languages—contribute greater insight into our individual and common humanity. This seminar is recommended as a first course in the student's MALS program. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered every fall.

LS 620. Seminar in the Social Sciences.

Cr. 3. Focus on a particular social issue, theme, or topic provides the substantive core for this course. The seminar seeks to provide insight into

Liberal Studies

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 spring.

LS 621. Organizational Leadership and Team Development.

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

LS 630. Seminar in the Natural Sciences.

Cr. 3. Through the focus of a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the natural science disciplines—especially experimental psychology, physical geography, mathematics, biology, chemistry—contribute to the formation of scientific and technical knowledge, especially in the context of contemporary issues. Topics vary. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Normally offered in alternate years.

LS 640. Seminar in the Fine Arts.

Cr. 3. The visual and performing arts offer an important dimension of richness to all cultures. By focusing on a particular issue, theme, or topic, which provides the substantive core for the course, the seminar seeks to provide insight into the various ways by which the fine arts—especially art, music, and drama—contribute to the texture of culture. Note that three of the seminars numbered 610 through 640 are required for most MALS degrees. Topics vary. Normally offered in alternate years.

LS 645. Introduction to American Life, Culture, and Art.

Cr. 3. Exposure to social, cultural, historical, religious, and artistic traditions in the U.S. Discussion of intercultural differences and similarities, with the intention of improving intercultural understanding.

LS 648. Music Studio.

Cr. 1. Entry level studio instruction for non-music majors. May fulfill elective credit in MALS. Approval of Chair of Music Department required. Limited space available. Requires performance music fee.

LS 650. Seminar in Religion, Culture, and Value.

Cr. 3. The stated and unstated values of all cultures are deeply entwined with their religious

expressions. By focusing on a particular issue, theme, or topic, which provides the substantive core of the course, this seminar examines important aspects of religion and its role within culture. Topics vary. Required for the MALS degree.

LS 655. Professional Ethics.

Cr. 2-3. An introduction to ethics within the context of one or more professional disciplines. Emphasis is on increasing sensitivity to ethical issues and developing guidelines for ethical conduct within various professions.

LS 656. Legal Profession and Ethics.

Cr. 2. (Also offered as LAW 220.) A study of the professional code of conduct for lawyers, including those professed by the ABA, and the role of ethics in issues such as conflict of interest, malpractice, duty of candor in the tribunal client's right to counsel, and competent performance.

LS 659. Integrative Project in Ethics.

Cr. 3. An undertaking to bridge ethical theory and application in an area relevant to the student's professional interests. A major paper is required and must be filed with the Graduate Division at the end of the term.

LS 685. Practicum.

Cr. 3. Exposure to and guidance within practical or work settings related to the student's field of concentration. Students spend approximately 100 contact hours under the guidance of a faculty member and onsite supervisor. Prerequisite: satisfactory completion of 6 credits of MALS core and 9 credits in the concentration, submission of a written proposal, and approval of the sponsoring faculty and Dean of Graduate Studies.

LS 690. Topics in Liberal Studies.

Cr. 1-3. Topics courses at the graduate level that do not fall within the traditional discipline structures of the graduate program or are interdisciplinary in approach but which meet the goals and objectives of the Liberal Studies program. Topics may include those which are offered in nontraditional formats and for less than 3 credits.

LS 691. Advanced Topics in Ethics.

Cr. 1-3. Examination of ethical principles and applications in a variety of fields and settings including mass media, communication, parishes, schools, social service, government, and business. Assumes prior coursework, readings, or experience in either ethics or the professional field of application.

LS 692. Research Project in Liberal Studies.

Cr. 3. Used by MALS students as a capstone course for their course of studies. Other students may use it for more intensive research that culminates in a major written product. The student must have a supervising faculty member and a project that is defined in advance and

approved by the faculty member's Department Chair and the Dean of Graduate Studies. Approval must be obtained prior to registration.

LS 693. Seminar in Liberal Studies.

Cr. 1-3. Seminars are designed for students who are capable of significant independent work and making major contributions to the course.

LS 695. Independent Study.

Cr. 1-3. Students may undertake independent study on a topic of special interest to the student and relevance to the student's program of study. The student must have a supervising faculty member and a project that is defined and approved by the faculty member's Department Chair and the Dean of Graduate Studies prior to registration.

LS 696. Independent Study in Ethics.

Cr. 3. Investigation of a special topic through readings or research under supervision of a faculty advisor. A concluding paper is required and must be filed with the Graduate Division at the end of the term.

LS 697. Study/Travel Abroad.

Cr. 3 or 6. Study involving significant travel abroad through faculty-sponsored courses or residential study at the Cambridge and/or Reutlingen centers. Requires an approved plan of study and an extended written project.

LS 698. Study/Travel USA.

Cr. 3. Study involving significant travel in the United States and/or Canada through faculty-sponsored or independent travel. Requires an approved plan of study and an extended written project.

Mathematics

MATH 590. Advanced Topics in Mathematics.

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

MATH 592. Research in Mathematics.

Cr. 3. A research problem studied in mathematics under the direction of a faculty member. Written and oral reports are required. Prerequisite: consent of the Chair of the Department.

MATH 595. Independent Study in Mathematics.

Cr. 1-3. Advanced topics in mathematics under the supervision of a faculty member. Written work is required. Prerequisite: consent of the Chair of the Department.

Music

MUS 513. Advanced Conducting.

Cr. 2. A study of instrumental and choral scores, conducting techniques and materials. Offered in alternate years. Prerequisite: undergraduate degree in music and equivalent of MUS 313.

MUS 514. Advanced Conducting, Choral/Instrumental.

Cr. 2. A continuation of MUS 513. Prerequisite: MUS 513 or the equivalent.

MUS 515. Liturgical Organ Playing.

Cr. 2. A practical course in playing hymns and chants, accompanying, realization of figured bass, score reading and improvising in small forms. The historic and current roles of the organ in the liturgy are discussed. Prerequisites: three years of organ study and one year of music theory, or permission of the instructor. Offered in alternate years.

MUS 521. Proseminar in Music.

Cr. 2-3. An intensive study of a limited area in the history or theory of music. This course may be repeated for credit. Prerequisite: approval of the Chair of the Department.

MUS 523. Proseminar in the Pedagogy of Music.

Cr. 2. The problems of teaching music at all levels and selected plans, strategies, methods, and procedures appropriate and necessary in the art and science of music teaching. Prerequisite: approval of the Chair of the Department.

MUS 532. Workshop in Music Education.

Cr. 1-2. A study of current topics in music education in summer or weekend workshop sessions of one or two weeks on a variable schedule.

MUS 563. Twentieth Century Techniques.

Cr. 3. A study of selected 20th century musical works demonstrating stylistic characteristics of impressionism, neoclassicism, non-serial atonality, serialism, minimalism, indeterminacy, and neo-romanticism. Particular attention is paid to compositional technique and style. Prerequisite: MUS 264 or equivalent, as determined by diagnostic test administered by the theory faculty.

MUS 564. Studies in Counterpoint.

Cr. 3. Sixteenth century counterpoint studied through the writing of music based on stylistic models and through analysis of representative works of the period. Alternately, the course presents an introduction to Schenkerian analysis. MUS 564 (graduate only) when taught in summer offers these two topics in separate courses on a rotating basis. Prerequisite: MUS 264 or equivalent, as determined by diagnostic test administered by the theory faculty.

Music, Physical Education

MUS 573. Church Music.

Cr. 3. An intensive academic study of the history philosophies, and practices of music in Christian churches with an emphasis on the Lutheran heritage. Readings from the standard scholarly texts in the field and current professional publications discussed in a seminar format. Topics include theologies of music, hymnody, music in worship, church music organizations, and sacred music repertoire. Prerequisite: permission of the instructor.

MUS 590. Topics in Music.

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

MUS 595. Independent Study.

Cr. 3. Investigation of a special topic through readings, performance study, or practical professional experience (or some combination of these, appropriate to the topic) under supervision of a faculty advisor. A concluding paper is written and filed in the department office. Prerequisite: The project must be formally proposed and approved prior to registration.

PERFORMANCE

MUS 503. Studio Instruction.

Cr. 1-3. Studio Instruction in piano, harpsichord, orchestral and band instruments, voice, guitar, organ, and composition. Permission of the Chair of the Department required.

ENSEMBLE MUSIC INSTRUCTION

Instruction in one of the following ensembles for a period of one semester gives one credit hour.

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

MUS 550. Choirs.

Admission by audition only: University Singers, VU Chorale, and Kantorei.

MUS 552. Bands.

Admission by audition only: Chamber Concert Band, Jazz Band.

MUS 554. Orchestra.

Admission by audition only: University Symphony Orchestra.

MUS 558. Chamber Music.

Admission by approval of the Chair of the Department.

Physical Education

PE 510. Psychology of Sport.

Cr. 3. A study of the competitive sports experience, with emphasis on the multidimensional factors involved in the psychology of sport.

PE 590. Special Topics in Physical Education.

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

PE 615 (formerly PE 515). Measurement and Evaluation in Physical Education.

Cr. 3. An analysis of evaluation techniques for activities and an investigation of the measure of central tendency, statistical designs, computer use and empirical research for physical education.

PE 620. Women and Sports.

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

PE 621. Organizational Leadership and Team Development.

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

PE 630 (formerly PE 520). Sport and Society.

Cr. 3. A study of the role of sports in society and the effects of culture and society on sports.

PE 633. Management and Development of Facilities.

Cr. 3. The course explores planning, developing, and managing sports facilities. Students examine existing facilities and plan for the development and management of new sports facilities.

PE 643. Sports Marketing, Promotions and Fund Raising.

Cr. 3. A study of the roles of marketing, promotions, and fund raising in the sports enterprise. Students are involved in planning and organizing programs in these areas. Students also receive experience in implementing a group project on campus or in a community setting.

PE 670. Sport and the Law.

Cr. 3. Focus on developing an understanding of the role the legal system plays in recreation,

interscholastic, collegiate and professional sports.

PE 686. Internship in Sports Administration.

Cr. 3. An opportunity to gain practical experience in activities related to sports administration under supervision by working in university programs or offices, public agencies and businesses, sports clubs, etc. Prerequisite: 9 credits in Sports Administration or approval of the Chair.

PE 690. Special Topics in Physical Education.

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

PE 692. Research Project.

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

PE 695. Independent Study.

Cr. 1-3. An investigation of a research-oriented concern or focused independent reading pertaining to physical education under supervision of a faculty advisor. Upon completion of the study, a copy of the culminating project will be filed in the department. Prerequisite: consent of the instructor and Chair of the Department.

Political Science

POLS 520. Politics of Urban and Metropolitan Areas.

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

POLS 525. Problems in American Politics.

Cr. 3. An intensive study of topics in the process, policies and functions of the American political system (e.g., political parties).

POLS 526. The Presidency.

Cr. 3. An examination of the American Presidency with specific emphasis on the President's constitutional position, the process of nominating and electing a President, Presidential power and behavior, and the President's relations with the public and coordinate branches of government.

POLS 527. Congress.

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

POLS 530. Politics of Industrialized States.

Cr. 3. A study of political systems in the Western industrialized world. Attention is directed primarily at Western and Eastern Europe, alternately.

POLS 535. Politics of Developing States.

Cr. 3. A study of the governments and political problems of selected newly independent, underdeveloped states. Areas given in a semester vary across Africa, Latin America, the Middle East and the Far East.

POLS 555. Problems in Political Philosophy.

Cr. 3. The study of one or more specific problems or philosophers in modern political philosophy.

POLS 560. Public Administration.

Cr. 3. An introduction to the basic principles of administrative organization and management in government.

POLS 561. Public Policy.

Cr. 3. An introduction to the study of the public policy processes, focusing on the politics and science of policy formulation, execution and evaluation.

POLS 580. Problems in International Relations.

Cr. 3. An intensive study of topics in international relations. Generally the course covers either American foreign policy or international law.

POLS 590. Topics in Political Science.

Cr. 3. Varying topics dealing with current issues in political science, international relations, policy, law, and other fields as they related to the discipline. May be repeated when topics vary.

POLS 660. Policy and Administration of Public and non-Governmental Organizations.

Cr. 3. Principles and problems in public, non-profit, and NGO administration. Emphasis on global and international issues, approaches, and organizations.

POLS 661. International Political Economy.

Cr. 3. 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.

Psychology and Counseling

COUNSELING

COUN 525. Social and Cultural Bases of Counseling.

Cr. 3. A review of foundational theories in social psychology and an examination of cultural influences on behavior. Cross-cultural contexts for mental health counseling are considered.

Counseling

COUN 530. Child and Adolescent Development.

Cr. 3. Study of the maturational, cognitive, social and behavioral changes associated with infancy, childhood, and adolescence.

COUN 532. Adulthood and Aging.

Cr. 3. Examination of adult development from the end of adolescence to old age from a psychological perspective.

COUN 535. Psychology of Personality.

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

COUN 545. Community and Health Psychology.

Cr. 3. An introduction to the theories and practice of both community and health psychology with an emphasis on the relationship and synthesis of these two disciplines as well as their unique perspectives and differences.

COUN 550. Psychological Foundations of Management.

Cr. 2. 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. Testing and Appraisal.

Cr. 3. Principles and methods of psychological measurement and evaluation with application to specific testing situations. Prerequisite: a course in statistics or research methods.

COUN 591. Special Topics in Counseling.

Cr. 1-3. Selected topics in counseling based on the interest areas of students and faculty.

COUN 620. Human Development: Biological and Learned Bases of Behavior.

Cr. 3. An examination of human development across the lifespan, with an integrated presentation of biological and learning principles. Special attention is devoted to discussion of developmental theories.

COUN 630. Child Psychopathology.

Cr. 3. Description of the major types of mental and behavioral disorders first evident in childhood and adolescence, with consideration of appraisal techniques appropriate for detecting specific differences and disorders.

COUN 640. Adult Psychopathology.

Cr. 3. Description of the major types of mental and behavioral disorders evident in adulthood, with consideration of appraisal techniques appropriate for detecting specific differences and disorders. Corerequisite: COUN 662.

COUN 651. Leadership and Team Development.

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

COUN 652. Developing People.

Cr. 2. 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. Counseling Theories and Practices.

Cr. 3. Theories of personality are discussed and related to counseling interventions. Includes a review of contemporary mental health counseling theories and opportunities for case conceptualization.

COUN 662. Counseling Processes.

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

COUN 664. Career Counseling: Appraisal and Intervention.

Cr. 3. A lifespan 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 668. Group Counseling.

Cr. 3. An examination of theory and practice in group dynamics, group processes, group counseling, and consultation. Includes a significant experiential component involving participation in group processes.

COUN 671. Intellectual Assessment.

Cr. 3. An introduction to theories of intelligence and the standardized tests used to assess intellectual functioning in children and adolescents.

COUN 674. Assessment of Social and Emotional Functioning.

Cr. 3. An introduction to the psychological tests used to assess social and emotional functioning in children and adolescents.

COUN 682. Practicum in School Counseling.

Cr. 3. A brief exposure to the application of counseling and guidance principles in the school setting. Students spend 150 hours per semester in an educational setting doing counseling and/or guidance work under supervision. Prerequisite: satisfactory completion of the pre-practicum review and permission of the Chair of the Department. Grading is on an S/U basis.

COUN 685. Counseling Practicum.

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest and training of the student. A minimum of 100 hours is spent working in a mental health setting under the supervision of an on-site supervisor and a campus faculty member. Grading is on an S/U basis. Prerequisite: satisfactory completion of a pre-practicum review.

COUN 686. Counseling Internship.

Cr. 6. A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum experience of the student. A minimum of 600 hours is spent working in a mental health setting under the supervision of an on-site supervisor. Grading is on an S/U basis. Prerequisite: satisfactory completion of COUN 685 and permission of the Counselor Training Director.

COUN 687. Counseling Internship.

Cr. 3. A half-time placement in a counseling setting of at least 300 hours per semester. Prerequisite: satisfactory completion of COUN 685 and permission of the Counselor Training Director. Normally taken twice for a total of 6 credit hours (as a substitute for the 600 hour COUN 686 requirement). Grading is on an S/U basis.

COUN 688. Advanced Counseling Internship.

Cr. 3. A supervised experience in mental health counseling with area of specialization dependent on the interest, training, and prior practicum experience of the student. A minimum of 300 hours is spent working in a mental health setting under the supervision of an on-site supervisor. Grading is on the S/U basis. Prerequisite: satisfactory completion of COUN 686 or equivalent and permission of the Counselor Training Director.

COUN 691. Advanced Topics in Counseling.

Cr. 1-3. Advanced topics in assessment, appraisal, intervention, consultation, and theory. May be repeated for credit if topics vary.

COUN 692. Research Project.

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

COUN 693. Professional Issues and Ethics in Counseling.

Cr. 3. Discussion of the professional roles, contemporary issues, and ethical principles of mental health professionals.

COUN 694. Counseling Proseminar.

Cr. 0. Discussion of various counseling topics. CMHC students must complete COUN 694 during each semester of enrollment in the CMHC program. Course meets once per semester (Fall and Spring), grading is on an S/U basis.

COUN 695. Independent Study.

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

COUN 698. Masters Research Proposal.

Cr. 3. Development of a literature review and research proposal which could form the basis of a masters thesis or research project. Prerequisite: approval of the Chair of the Department. Grading is on an S/U basis.

COUN 699. Masters Research and Thesis.

Cr. 3. Supervised research for master's thesis. Required written report may be a review paper or research project submitted in APA style, and should be of publishable quality. Report must be submitted to and approved by the faculty of the Psychology Department. Two bound approved copies must be filed with the Graduate Division Office, one of which will be placed in the University archives. Prerequisite: COUN 698, and approval of the Chair of the Department. May be repeated once. Grading is on an S/U basis.

PSYCHOLOGY

PSY 550. Human Cognition.

Cr. 3. Analysis of various cognitive processes, such as concept formation, reasoning, problem solving, creativity, and language. Prerequisite: six credit hours of psychology or educational psychology.

PSY 565. Psychology and Law.

Cr. 3. The application of psychological knowledge to the legal system. Topics include eyewitness testimony, jury decision-making, the insanity defense, jury selection and lie detection.

PSY 590. Special Topics in Psychology.

Cr. 1-3. Selected topics based on the special interest areas of students and faculty.

PSY 602. Research Methods in Psychology.

Cr. 3. A study of research designs used in psychological studies and program evaluation, including appropriate application of statistical techniques and understanding of descriptive and inferential statistics. Prerequisite: a B or better in a statistics course.

Psychology, Sociology and Criminology

PSY 690. Special Topics in Psychology.

Cr. 1-3. The analysis, assessment, and discussion of current topics in psychology. This course may be repeated for credit if the topics vary. Prerequisite: six credit hours of graduate psychology or consent of the Chair of the Department.

PSY 700. Law and Psychology: Integrative Project.

Cr. 3. Intensive study of a selected topic in the nexus of law and psychology. Student selects a committee of two faculty, one each from Law and Psychology, with one designated as Chair. The student is responsible for successfully proposing a topic and defending a final written project. Two approved copies of the final project must be submitted to the Graduate Division, and two to the Law School. Prerequisite: 12 credits of psychology course work in the MA/JD program. Grading on S/U basis.

Sociology and Criminology

SOC 510. Development of Sociological Theory.

Cr. 3. Study of the historical development of sociological thought and the contributions of major theorists, along with an introduction to the logic of scientific inquiry and theory building in the social sciences. Normally offered every fall.

SOC 520. Research Methods in Sociology.

Cr. 3. Strategies for developing and testing hypotheses: comparison of basic and applied research goals; methods of generating and organizing data; computer-aided elementary analysis. Skills are taught through small-scale projects whenever possible.

SOC 525. Urban Sociology.

Cr. 3. An examination of the city as a social system. Emphasis placed upon the historical, demographic, and ecological development of urban areas, along with an exploration of major problems confronting American cities. Development of urban life style is also examined.

SOC 527. Aging in American Society.

Cr. 3. Examination of the social aspects of aging, including exploration of the demographic, historic, theoretical, and cross-cultural perspectives on aging. Emphasis is placed on major problem areas for the elderly in America, including medical care, housing, family relationships, work and leisure, and finances. Prerequisite: Approval of the Chair of the Department.

SOC 540. Gender.

Cr. 3. An introduction to how society defines and structures gender identity and behavior for males and females. Focus on the biological and social constructs of gender and how these are interpreted through history, language, sexuality,

race, family structure, dating patterns, religion, and work environments.

SOC 545. Sociology of Law.

Cr. 3. The study of the relationships between law and society, including the nature and functions of law in society, the relationship between law and social change, and the relationships between the law and other social institutions. Normally offered fall of even years.

SOC 547. Race and Ethnic Relations.

Cr. 3. A survey of the racial and ethnic structure of American society, with special emphasis upon ethnic stereotyping and power, plus political and economic institutionalized racism and prejudice. Examines how racial and ethnic background influence social behavior.

SOC 550. Law Enforcement.

Cr. 3. An examination of policing at the local, state and federal levels, from historical and contemporary points of analysis, with emphasis on the relationship between law enforcement and other criminal justice agencies. Prerequisite: Consent of the Chair of the Department. Normally offered spring of even years.

SOC 560. Penology.

Cr. 3. A critical examination of prisons, jails and community correctional services, including the work of probation and parole officers, with emphasis on both historical development and current trends and issues. Prerequisite: consent of the Chair of the Department. Normally offered fall of even years.

SOC 590. Issues in Sociology.

Cr. 1-3. Focus on particular social issues from a problem or dilemma standpoint, such as substance abuse, sexism, racism, ageism, and occupational discrimination. May be repeated for credit if topics vary.

SOC 591. Issues in Criminology and Criminal Justice.

Cr. 1-3. Addresses specific criminal justice issues such as the expanded use of probation and parole; the growth of white collar and street crime; police violence; the use of capital punishment; recidivism; and cross-cultural comparative crime. May be repeated for credit if topics vary.

SOC 592. Issues in Anthropology.

Cr. 1-3. Addresses specific anthropological issues, such as types of changes and the implication for global society; current theoretical issues; and applied anthropology. May be repeated for credit if topics vary.

SOC 610. Seminar in the Family.

Cr. 1-3. Analysis of the development of current theory and the nature of contemporary research problems on the family. Prerequisite: consent of the Chair of the Department.

SOC 620. Seminar in Criminal Justice and Criminology.

Cr. 1-3. Critical review of current theory, practice, and research in criminology and penology, or criminal justice. Prerequisite: Approval of the Chair of the Department.

SOC 690. Seminar in Sociology.

Cr. 1-3. An investigation of selected topics and problems in sociology from the standpoint of sociology theory and current research. May be repeated for credit if the topics vary. Prerequisite: Approval of the Chair of the Department.

SOC 692. Research Project.

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

SOC 695. Independent Study.

Cr. 3. Investigation of a sociological/criminological topic under supervision of a faculty advisor. Work may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Theatre

THTR 533. Directing the Young Actor.

2+2, Cr. 3. University students work with children in a laboratory context and survey the literature and theory of theatre for children. Prerequisite: consent of the Chair of the Department.

THTR 537. American Theatre.

Cr. 3. A survey of the American theatre and drama from the eighteenth through the twentieth centuries. The modern period, including playwrights such as O'Neill, Miller, Williams and Albee, and musical theatre is given special emphasis.

THTR 556. Design for the Theatre.

2+2, Cr. 3. The translation of written and verbal concepts into scenic elements of line, form, space, texture and color. The actor/audience relationship is examined with regard to design for the various forms of theatre and dance production. Offered spring semesters, odd-numbered years.

THTR 590. Special Topics in Theatre.

Cr. 1-3. Selected topics and themes of current interest. Topics may vary. May be repeated for credit when topics are different.

THTR 595. Independent Study.

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor.

Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project must be approved prior to registration.

Theology

THEO 510. Topics in Biblical Studies.

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

THEO 511. Understanding the Old Testament.

Cr. 3. A study of the history and theology of the Old Testament with attention to its role in Christian faith.

THEO 512. Understanding the New Testament.

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

THEO 514. The Books of Moses.

Cr. 3. A study of the Pentateuch with emphasis on Israel's understanding of the beginning, the history of the patriarchs, the exodus, the wilderness wanderings, and the preparation for entering the promised land.

THEO 516. The Prophets of Israel.

Cr. 3. A study of the role of the prophets in Israelite religion. Special attention is given to the historical origins of the prophetic movement, its impact on Israel's political, social and religious life, and the continuing significance of the prophetic message in Jewish and Christian thought.

THEO 517. The New Testament in Its Cultural Environment.

Cr. 3. A study of the New Testament church in its social, political, and religious environment that will focus on class, gender, race, and other key issues: Jewish-Gentile relations; anti-Semitism; slave and master; wealth and poverty; the status and authority of women.

THEO 518. Jesus and the Gospels.

Cr. 3. A comparative study of the New Testament gospels with a focus on the uniqueness of each in its presentation of the story of Jesus.

THEO 519. Studies in Pauline Thought.

Cr. 3. Studies in the life and thought of Saint Paul, focusing on selected New Testament letters.

THEO 520. Topics in Christian History.

Cr. 3. A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated for credit if topics vary.

Theology

THEO 523. Christianity from the Reformation to the Present.

Cr. 3. A study of major developments in Christian history and thought from the Reformation period to the present.

THEO 524. Christianity in America.

Cr. 3. An investigation of the history of Christianity in America, with emphasis on the interaction between religion and cultural developments.

THEO 530. Topics in Contemporary Theology.

Cr. 3. A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology and liberation theology. May be repeated for credit if topics vary.

THEO 532. Luther and Lutheran Confessional Theology.

Cr. 3. A study of Luther's theology and the development and content of the confessions of the Lutheran Church.

THEO 537. Black Theology and Black Church.

Cr. 3. A study of Black theological discourse in the United States and Africa. The course focuses on the composite causes of racial oppression and explores the relationship between black theology and "third world" peoples, women's struggles, black families, and, most importantly, the praxis of black church ministry. May be used to fulfill the U.S. Diversity component of the General Education Requirements.

THEO 540. Topics in Religious Ethics.

Cr. 3. An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics are different.

THEO 546. Contemporary Moral Issues.

Cr. 3. An examination of selected moral issues such as warfare, abortion, and care of the environment.

THEO 550. Studies in Practical Theology.

Cr. 3. An examination of a selected topic such as Christian response to social victims, Christian faith and politics, ethics of cultural encounter, and Christian education. May be repeated for credit if topics vary.

THEO 551. Theology of Diaconal Ministry.

Cr. 3. A study of the historical and theological foundations of diaconal ministry. Attention is given to the role of the diaconate in the church, the development of diaconal community, and the nurture of a spirituality of service.

THEO 555. Principles and Forms of Worship.

Cr. 3. A study of the principles and language of worship with emphasis on the theology of worship, ritual, the role of tradition, and the relationship between worship and contemporary culture.

THEO 557. The Church in the World.

Cr. 3. A study of the life and mission of the church with emphasis on movements for renewal, reform and reunion. Special attention is given to developments in Latin America and/or Africa. May be used to fulfill the Global Cultures and Perspectives component of the General Education Requirement.

THEO 558. Studies in Theology, Health and Healing.

Cr. 3. An examination of a selected topic such as death and dying, spiritual needs and health care, etc. May be repeated for credit if topics vary.

THEO 559. Theology of Aging.

Cr. 3. A study of the process of aging from the perspectives of biblical, historical, and practical theology. Attention is given to the spiritual needs of older persons and their potential contributions to church and society.

THEO 560. Topics in the History of Religions.

Cr. 3. A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, Religions of China and Japan, and Latin American religions. May be repeated for credit if topics are different.

THEO 562. Understanding Islamic Religion and Culture.

Cr. 3. A study of the life of Muhammad, the teachings of the Quran, traditional practices and institutions in Islamic society, and significant contemporary developments in the Muslim world. May be used to fulfill the Global Cultures and Perspectives component of the General Education Requirements.

THEO 563. Religions of China and Japan.

Cr. 3. A study of the religious worldview of China and Japan, seen both in the traditional popular religious practices and in the organized religions of Confucianism, Taoism, Buddhism and Shinto. Special attention is given to the expressions of religion in art and to the role of religion in modern China and Japan. May be used to fulfill the Global Cultures and Perspectives component of the General Education Requirements.

THEO 590. Topics in Theology.

Cr. 1-3. Selected topics based on special interests of students and faculty. This course may be repeated for credit if the selected topics vary.

THEO 610. Advanced Topics in Biblical Study.

Cr. 3. A study of a specific topic such as understanding the Old Testament, understanding the New Testament, and Jesus and the Gospels. May be repeated for credit if topics vary.

THEO 620. Advanced Topics in Christian History.

Cr. 3. A study of a specific topic such as representative Christian thinkers, comparative Christianity, Lutherans in America, and Catholics in America. May be repeated if topics vary.

THEO 630. Advanced Topics in Contemporary Theology.

Cr. 3. A study of selected topics such as contemporary Lutheran theology, feminist theology, black theology, and liberation theology. May be repeated if topics vary.

THEO 638. Holocaust Theology.

Cr. 3. A systematic study of the many issues stemming from the events of the Nazi Holocaust and how those events have affected both Jews and Christians. The course constructs a possible religious and moral response to the evil of the Holocaust. Cross-listed with LS 650: Seminar in Religion, Culture, and Value.

THEO 640. Advanced Topics in Religious Ethics.

Cr. 3. An examination of a selected thinker, theme in religious ethics, or of contemporary moral issues. May be repeated for credit if topics vary.

THEO 641. Introduction to Bioethics.

Cr. 3. A study of the moral issues raised by modern advances in medicine and biological research (e.g., abortion, euthanasia, genetic engineering and health care). Attention is given both to general ethical theory and to the analysis of particular issues.

THEO 660. Advanced Topics in the History of Religions.

Cr. 3. A study of a selected topic such as Judaism, South Asian religions, the Buddhist Tradition, Islamic Religion and Culture, religions of China and Japan, and Latin American religions. May be repeated for credit if topics vary.

THEO 643 (formerly 543). Marriage and Sexuality.

Cr. 3. An interdisciplinary approach including psychology, sociology, biology, philosophy, and literature used to explore how religion, culture, and value shape contemporary issues associated with sexuality, gender, and marriage

THEO 644. Religion in the Age of Science.

Cr. 3. Study of the controversy between religion and science and the potential benefit of ongoing dialogue between theologians and scientists. Topics include creation and evolution, cosmology and theology, genetic and human uniqueness, and origins of both scientific and religious truth and morality.

THEO 653. Clinical Deaconess Education.

Cr. 3. A supervised practicum in ministry to the physically ill and the elderly. Designed principally for senior and graduate Deaconess students, this course in practical theology engages students in disciplined reflection on their diaconal ministry. Graded on S/U basis.

THEO 680. Practicum in Theology and Ministry.

Cr. 1-4. A supervised, applied learning experience within religious institutions in which students engage reflectively in meaningful activities. May

include worship activities. Written summary and reflective paper required. May be repeated for credit provided experiences are different. Only 3 credits of Practicum may be applied to meeting degree requirements. Graded S/U. Approval of the Chair of the Department of Theology required.

THEO 681. Basic Homily Preparation.

Cr. 1. A basic introduction to methods of preparing and delivering biblical, liturgical homilies in a variety of worship settings. This course may be repeated for a maximum of two credits, and is offered on an S/U basis.

THEO 690. Advanced Topics in Theology.

Cr. 1-3. An investigation of selected topics and issues in theology. May be repeated if topics vary. Frequently cross-listed with LS 650: Seminar in Religion, Culture, and Value.

THEO 692. Research Project.

Cr. 3. Research on a topic of special interest to students under regular supervision of a faculty advisor. A concluding paper of substantial proportions is required. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: approval of instructor and department chair prior to registration.

THEO 695. Independent Study.

Cr. 1-3. Investigation of a special topic of interest to the student and having relevance to the student's program of study. The study is supervised by a faculty advisor and normally results in substantial written summary and analysis, which is filed in the department office.

College of Business Administration

FOUNDATION COURSES

Foundation courses provide grounding in basic business skills. These graduate level courses are designed for students without corresponding undergraduate work or for those whose coursework is not current.

MBA 501. Managerial Economics.

Cr. 2. Foundation in economics for business decision making. Topics include demand and supply, production, cost and pricing theory in competitive and noncompetitive product and input markets, the macro-economy and the Federal Reserve, international trade and finance, and environmental economics.

MBA 504. Business Law.

Cr. 2. A study of the legal aspects of business. Topics include contracts, the Uniform Commercial Code, cyber law, and different legal forms of business organizations such as sole proprietorships, partnerships, corporations, and sub-corporations. The legal traditions and rules of different nations are compared, with focus on

Business Administration

legal conflicts and international contracts. The course ends with strategies on selecting and working with legal council.

MBA 510. Financial Accounting.

Cr. 2. A study of basic accounting theory and practice; the nature of assets, liabilities, and owners' equity; income measurement; and financial statement preparation. The course is taught from a "user" perspective, stressing the understanding, interpretation, and analysis of financial statement information. Emphasis is placed on alternative accounting methods and accounting estimates that may cause similar companies to report different results.

MBA 520. Financial Management.

Cr. 2. A survey of financial management. Topics include the financial environment, working capital management, the time value of money, financial statement analysis, capital structure, valuation of securities, capital budgeting, assessment of risk, and international finance. Consideration is given to ethical relationships among the firm's contract holders. Prerequisites: MBA 501, 510 and 540 or equivalent.

MBA 530. Marketing Management.

Cr. 2. Emphasis on the ethical application of marketing concepts, theories and principles as they relate to product policy, promotional mix decisions, distribution and logistical planning, and pricing. The international business environment, including social, cultural, economic, political-legal, competitive, and technological variables, is studied and compared with American markets. The areas of buyer analysis, the utilization of market planning, and analysis are also stressed.

MBA 540. Managerial Statistics.

Cr. 2. The fundamentals of statistics as they apply to relevant business problems, including the use of statistical software and spreadsheets. Topics include descriptive statistics, probability, random variables, selected discrete and continuous probability distributions, sampling distributions, estimation, confidence intervals, and hypothesis testing. Prerequisite: calculus or finite mathematics.

MBA 550. Psychological Foundations of Management.

Cr. 2. This course examines the foundation of knowledge from the behavioral sciences as applied to business. Included are discussions of emotions, social and self-perceptions, social influence, decision making, and creativity and innovation. Students learn about how organizations can enhance or repress human growth, particularly how organizations can be both productive and humane.

CORE COURSES

The core courses form the common base of the MBA and are taken by everyone in the program. This core includes more advanced courses that are categorized into three broad areas: values-based leadership, analytical decision making, and strategic leadership.

MBA 601. Business Society, and the Natural Environment.

Cr. 2. Introduction to topics related to business as a contemporary social institution. Emphasis is placed on the role of business in modern society, ethical frameworks for business decision making, the perils and promises of new technology, sustainable business and the natural environment, issues of social and economics justice, and values based leadership. This course should be taken early in the MBA program.

MBA 602. Managing Technology and the Natural Environment I.

Cr. 1. The first of a two-course sequence built around a speaker series coordinated by faculty from the college of Business Administration and Engineering. Experts speak on topics related to technology's role in both creating and resolving the critical environmental challenges confronting society. Emphasis is placed on the environmental strategies and the technology choices that business leaders must face. Speaker presentations are augmented with seminar classes addressing current concepts in environmental management including sustainable business practices.

MBA 603. Managing Technology and the Natural Environment II.

Cr. 1. The second of a two-course sequence built around a speaker series coordinated by faculty from the colleges of Business Administration and Engineering. Experts speak on topics related to the management of technology, ranging from the development and deployment of new technologies to the use of appropriate technologies for competitive advantage. Emphasis is given to the human and ethical consequences of technology choices. Speaker presentations are augmented with seminar classes addressing current concepts in technology management.

MBA 604. Contemporary Legal Issues.

Cr. 2. A series of lectures on topics relevant to current legal issues confronting managers. Topics may include business planning, environmental law, electronic commerce, international business transactions, white-collar crime, and employment issues. Focus is on identifying actions, or areas of inaction, that could result in a business violating statutes, incurring legal liability and possibly being subjected to litigation. Prerequisite: MBA 504 or equivalent.

MBA 610. Accounting Information for Decision

Analysis.

Cr. 2. Focus on the relationship between accounting information and management planning, decision making, and control;. The course begins with review of basic corporate disclosure where emphasis placed on the evaluation of outcomes reported in financial statements from the perspectives of management, shareholders, auditors, and others. Analysis, interpretation, and evaluation of internal cost accumulation systems for costing products or services as well as basic cost management concepts to plan, control, and evaluate operations including the examination of a variety of manufacturing and service industries are covered. The goal is to demonstrate the design of flexible cost systems to match the firm's technological, competitive, and/or multinational environments. Prerequisite: MBA 510 or equivalent.

MBA 620. Financial Analysis.

Cr. 2. This course is intended to extend knowledge and experience in financial statement analysis, dealing with issues of valuation (public and private companies both traditional and e-commerce orientations), and relating to mergers and acquisitions. Prerequisite: MBA 520 or equivalent.

MBA 630. The Customer Challenge.

Cr. 2. An exploration of the practice of marketing as it is currently evolving. Attention is given to the fundamental concepts and tools of marketing as they apply in an increasingly dynamic, complex, and uncertain environment. Marketing's role as a driver of an organization's value chain will be emphasized as value chains are increasingly shaped by consumer demands and expectations. Attention is also given to the topics of one-to-one marketing strategy, experiential marketing, e-marketing, globalization, and green marketing. Prerequisite: MBA 530 or equivalent.

MBA 640. Quantitative Business Analysis.

Cr. 2. Focuses on statistical modeling of business problems and processes. Topics include design of experiments, analysis of variance, simple and multiple regression, correlation, covariance, time-series analysis, and statistical quality control in the context of Total Quality management. Emphasis is on model building and verification using real world data. Statistical software is used with each topic. Prerequisite: MBA 540 or equivalent.

MBA 642. Operations Management.

Cr. 2. Study of the planning and control of operations and processes in manufacturing and service organizations. Topics include facility location, layout, aggregate planning, environmentally responsible manufacturing, capacity planning, inventory management, ERP/

MRP, scheduling, transportation models and project management. The models are used in the context of business scenarios and computer software is used to solve the problems. Prerequisite: MBA 540 or equivalent.

MBA 645. Information Systems and Information Technology.

Cr. 2. This course provides managers with an understanding of information systems/technologies, and their capability to enhance company performance. Topics include management information systems, group decision support systems, and knowledge-based systems. Emphasis on networking technologies such as internet/intranet/extranet and related connections, EDI, and other data communication technologies as used to inform people, transform the firm, and change competitive rules. Prerequisite: MBA 540 or equivalent.

MBA 650. Creating High Performance Organizations.

Cr. 2. This course focuses on creating more nimble, high-performance, information-age organizations by examining organizational theory and development; transformation to high commitment; learning organizations; power, influence, and politics; and building ethical corporate cultures concerned about peoples' well-being and the natural environment. The role played by technology as change driver, problem solver, and problem creator is integrated throughout the course. Prerequisite: MBA 550 or equivalent.

MBA 651. Leadership and Team Development.

Cr. 2. Focus is on issues related to being an effective leader, follower, and team member in the modern business world. This course explores interpersonal skills, effective leadership and followership, empowerment and delegation, conflict resolution and negotiation, team problem solving, team development, and entrepreneurship. Emphasis is given to the importance of values-based leadership in creating ethical and humane organization. Prerequisite: MBA 550 or equivalent.

MBA 652. Developing People.

Cr. 2. This course focuses on recruiting, training, and developing human resources, thereby enabling them to be competent performers within organizations. Areas covered include designing/redesigning jobs, coaching/mentoring, conducting performance appraisals, providing feedback, and administering discipline. A major focus relates to developing people and workforce environments that creatively capitalize on today's information technologies. The course addresses ethical concerns related to dealing with people and their development in changing organizations. Prerequisite: MBA 550 or equivalent.

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MBA 670. Strategic Thinking and Action for a Changing World.

Cr. 2. This course focuses on aligning the entire organization with its environment to achieve competitive advantage. As the capstone, it integrates new and previously learned concepts to address complex, unstructured strategic challenges through field projects and cases drawn from contemporary business events. Classic and new strategies are applied to information-age challenges including developing and sustaining competitive advantage, the strategic use of new technology, and creating natural environment-friendly organizations. Prerequisite: completion of at least 15 credits of MBA core requirements.

ENHANCEMENT COURSES

Enhancement courses are used to customize the MBA in order to fit individual interest and career aspirations. In addition to a broad selection of courses offered on a rotating basis (not every year), topic courses are offered on timely business subjects.

MBA 710. Taxes and Decision Making.

Cr. 2. Examines the effect of taxes on business decisions, including investment strategies and financial policies. Emphasis is placed on tax planning and evaluating the tax consequences of business decisions. The framework developed is highly integrative—investment strategies and financing policies within firms are linked through taxes. Prerequisite: MBA 510 or equivalent.

MBA 711. Advanced Accounting.

Cr. 2. A study of generally accepted accounting principles as applied to partnerships, corporate consolidations, and international operations. Prerequisite: Intermediate Accounting II or equivalent.

MBA 712. Tax Research.

Cr. 2. An exploration of the concepts of taxation by providing opportunities to investigate the effects of taxation on various entities (corporations, partnerships, trusts, and individuals). Emphasis is on complete tax planning including the long-range and short-range effects of management decisions. Prerequisite: Introductory tax course or equivalent.

MBA 713. Auditing and Assurance Services.

Cr. 2. A study of the principles, procedures, standards, and ethical responsibilities involved in conducting auditing and assurance services. Prerequisites: Intermediate Accounting II and Accounting Information Systems or equivalent.

MBA 714. Current Events and Business Reporting Issues.

Cr. 2. This seminar course takes accounting topics from the current business press and

relates them to business in general. The goal of the course is to develop a deeper understanding of how accounting issues and business decision making interact. Topics vary with materials drawn from recent business publications, news videos, and case studies. The course is designed for all students regardless of accounting background. Prerequisite: MBA 510 or equivalent.

MBA 715. Accounting Information Systems.

Cr. 2. A study of the use, evaluation, and design of accounting information systems. Prerequisite: MBA 510 or equivalent.

MBA 716. Governmental and Not-For-Profit Accounting.

Cr. 2. This course provides a focus on accounting systems and processes unique to noncommercial enterprises. Emphasis is placed on accounting, reporting, and analysis of organizations whose primary purpose is to provide services. The course addresses the changing financial reporting environment in the not-for-profit sector of business as well as in government. Attention is given to issues both in external financial reporting and in managerial accounting analysis. Prerequisite: Intermediate Accounting I or equivalent.

MBA 720. Investment Management.

Cr. 2. This course discusses practical and conceptual factors influencing the value of the investment opportunities and the success of investment approaches, within increasingly global financial markets. The objective is to equip students with the necessary tools to evaluate investment opportunities, and to apply these tools. Prerequisite: MBA 520 or equivalent.

MBA 721. Advanced Financial Management.

Cr. 2. This course extends basic concepts of financial management. Taught on a "quasi-seminar" basis, emphasis is on cases and outside presentations in order to develop the skills necessary to deal with ambiguous situations in an increasingly complex world. Prerequisite: MBA 620 or equivalent.

MBA 730. Brand Management.

Cr. 2. This course investigates the strategic and tactical management of products and services. Using the product life cycle as its framework, brand decisions will be considered in the following situations: introduction, growth, maturity, and decline. Special consideration will be given to the implications of e-commerce and globalization. Prerequisite: MBA 530 or equivalent.

MBA 731. E-Commerce and E-Marketing.

Cr. 2. Exploration of the evolving utilization of the Internet as both a strategic and tactical tool in building customer relationships. Focus is on the broader strategic context of the Internet's role as a component of an organization's integrated marketing communication strategy. Attention is

given to new "Internet only" businesses as well as "bricks and mortar" organizations. Prerequisite: MBA 530 or equivalent.

MBA 740. Management Science for Improved Decision Making.

Cr. 2. Introduces current and future managers to how management science models can assist managerial decision-making by applying a scientific approach to managerial problems with quantitative factors. Topics include linear programming, integer programming, network optimization, simulation, multi-criteria and waiting line models. Focus is on problem definition, model formulation, and computer based, spreadsheet solutions and analysis of results in the context of recommendations for management. Prerequisite: MBA 540 or equivalent.

MBA 741. Global Supply Chain Management.

Cr. 2. Investigates supply chain management as it relates to inventory management, information flow, strategic alliances, procurement, the global market, environmental issues and customer value. As described by Simchi-Levi et al, 2002, supply chain management is a set of approaches utilized to efficiently integrate suppliers, manufacturers, warehouses and stores, so that merchandise is produced and distributed at the right quantities, to the right locations, and at the right time, in order to minimize system wide costs while satisfying service level requirements. Prerequisite: MBA 540 or equivalent.

MBA 750. Entrepreneurship.

Cr. 2. The course examines entrepreneurship and what is required for a new venture to succeed. Students will plan for the creation of a new business. Plans will be evaluated and critiqued by experts involved in financing new ventures. Prerequisite: MBA 550 or equivalent.

MBA 751. Career Development, Survival, and Success.

Cr. 2. This course focuses on issues related to career and self-management. Topics include self-assessment and understanding, time management, career development, stress management, balancing work and non-work issues, perspective and bias, surviving office politics, and personal ethical philosophy and behavior. A major theme involves values-based lifetime learning and development in a rapidly changing technological world.

MBA 780. Global Experience.

Cr. 2-6. Students are encouraged to take advantage of opportunities to study business abroad. Options range from an intensive two-week study trip to enrolling for a term in an appropriate graduate school partner abroad. Prerequisite: permission of the MBA Program Director.

MBA 790. Special Topics.

Cr. 1-2. The study of special or timely topics. Students are not limited in the number of special topics courses taken. Prerequisites vary based upon the topic.

MBA 795. Independent Study.

Cr. 1-4. A student may undertake independent study on a topic of special interest and relevance to the student's program. The student must have a supervising faculty member and a project defined and approved by the MBA Director and the Dean of Graduate Studies prior to registration. Students may take no more than four credits of independent study work as part of their program.

College of Engineering

GE 590. Special Topics in Engineering.

Cr. 1-3. An accelerated course discussing various topics in the application of mathematics and science to solve technological problems. Offerings will vary. Typical topics include an introduction to various engineering disciplines and the use of engineering problems and experiments in secondary school settings. Prerequisite: consent of the Dean of Engineering. Not intended for credit transfer to any graduate engineering degree program.

College of Nursing

NUR 518. Integrative Medicine: A Global Perspective.

Cr. 3. Explores approaches to healing and health used by various world cultures and considered alternative to traditional Western medicine. Emphasis is placed on the philosophical, theological, and cultural foundations of these healing strategies. Research and health policy issues associated with these approaches are also discussed.

NUR 551. The Aging Process.

Cr. 3. An introduction to dimensions of aging with emphasis on biologic aging and the developmental, functional, and environmental factors that influence adaptability to age-related changes. May be used as an elective by MALS students with the approval of their advisors.

NUR 552. Introduction to Case Management.

Cr. 3. An introduction to case management in health care. Content includes the role of the case manager, models of case management, the case management process, standards of practice, and outcome management. A field experience with a case manager in an acute care setting is required (8 hours).

NUR 554. Integrating Case Management into Practice.

Cr. 3. A study of the knowledge and skills necessary to implement the case manager role

along the continuum of care. Community resources, the assessment of client support systems, reimbursement systems, cost analysis, networking knowledge, legislative and policy issues, and certification requirements are addressed. A field experience with a case manager in a non-acute care setting is required (8 hours). Prerequisite: NUR 552.

NUR 590. Topics in Advanced Professional Nursing.

Cr. 1-3. An open topic course which may cover specialized areas of advanced nursing, current concepts, nursing concerns of delivery of health services.

NUR 601. Role of the Advanced Practice Nurse.

Cr. 3. Seminar discussion of the role of the advanced practice nurse as clinician, educator, consultant, leader, and researcher. Critical thinking, communication, change, and lifelong learning processes are emphasized. Theories and research findings essential to the advanced practice role in primary, secondary, and tertiary prevention in the dynamic health care environment are discussed.

NUR 605. Advanced Health Assessment.

1+2, Cr. 3 (116 clinical hours) A clinical course focusing on the advanced holistic assessment of persons across the life span. Emphasis is placed on the role of the advanced practice nurse as a clinician.

NUR 606. Pharmacologic Principles for Advanced Practice Nursing.

Cr. 3. The study of pharmacologic principles and nursing prescriptive authority for the management of common health problems.

NUR 630. Clinical Nurse Specialist I.

1.5+1.5, Cr. 3. (87 clinical hours) A clinical course introducing the role of the advanced practice nurse as a clinical nurse specialist. Focus is placed on the role components of clinician, educator, consultant, leader, and researcher. Corequisite or prerequisite: NUR 601, 682, and BIO 590.

NUR 632. Clinical Nurse Specialist II.

1.5+1.5, Cr. 3. (87 clinical hours) A clinical course with a continued focus on developing the advanced practice nurse as a clinical nurse specialist fulfilling the role components of clinician, educator, consultant, leader, and researcher. Prerequisite: NUR 630. Corequisite or prerequisite: NUR 605.

NUR 634. Clinical Nurse Specialist III.

2+4, Cr. 6. (232 clinical hours) A clinical course focusing on the synthesis of the advanced practice nurse role components as a clinical nurse specialist to assist persons in attaining, maintaining, and regaining health. Prerequisite: NUR 632.

NUR 682. Nursing Theory for Advanced Practice.

Cr. 3. The nature and purpose of theory are presented. Selected nursing theories are discussed in relation to their application to advanced nursing practice.

NUR 684. Research Methods in Advanced Practice Nursing.

Cr. 3. The study of scientific research as applied to advanced practice nursing. Emphasis is placed on the role of the advanced practice nurse as researcher. Prerequisite: NUR 682.

NUR 686. Synthesis of Theory, Research, and Advanced Practice.

Cr. 3. Focus is on the synthesis of theory and research for advanced practice nursing at all levels of prevention. The course culminates in a capstone project. Prerequisite: NUR 684. Prerequisite or corequisite: NUR 624 or 634.

NUR 690. Special Topics in Nursing.

Cr. 1-3. An open topic graduate course which may cover specialized areas of advanced nursing, current concepts, nursing concerns of delivery of health services. The course may be repeated if selected topics vary.

NUR 692. Research Project.

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

NUR 695. Independent Study.

Cr. 3. Investigation of a special topic through readings under supervision of a faculty advisor. Certain departments may also require research, creative work, and a concluding paper. A copy of the paper is to be filed in the department upon completion of the project. Prerequisite: The project just be approved prior to registration.

NUR 707. Managing Health and Illness of Individuals and Families I.

Cr. 3. Focus on the advanced practice nurse as a family nurse practitioner in the coordination and management of health promotion and disease prevention, early diagnosis and treatment of illness, and restoration of health for individuals and families in the context of the community. Prerequisite: BIO 590, NUR 605, 606; NUR 620 or 630, or MSN. Concurrent with NUR 708.

NUR 708. Clinical Application of the Family Nurse Practitioner Role I.

0+3, Cr. 3. (210 clinical hours) A clinical course developing the advanced practice nurse as a family nurse practitioner to develop and implement a plan of care to achieve and maintain optimal health for individuals and families with a

focus on frequently occurring health conditions. Must be taken concurrently with NUR 707. Only offered on S/U Basis.

NUR 709. Managing Health and Illness of Individuals and Families II.

Cr. 3. Continued focus on the advanced practice nurse as a family nurse practitioner in the coordination and management of health promotion and disease prevention, early diagnosis, and treatment of illness, and restoration of health for individuals and families in the context of the community. Prerequisite: NUR 708 and MSN. Must be taken concurrently with NUR 710.

NUR 710. Clinical Application of the Family Nurse Practitioner Role II.

0+5, Cr. 5. (350 clinical hours) A clinical course to further develop the advanced practice nurse as a family nurse practitioner. Continued emphasis on the development and implementation of care to achieve and maintain optimal health for individuals and families with frequently occurring health conditions. Only offered on S/U Basis. Must be taken concurrently with NUR 709.

School of Law (selected courses)

LAW 220. The Legal Profession.

Cr. 2. The law of the lawyer as part of the system of justice and the lawyer's unique professional responsibilities and the ethical dilemmas; including the Code of Professional Responsibility and the ABA Model Rules of Professional Conduct; and including also study of a variety of specific topics and questions, among which are—the lawyer's independent professional standing; the lawyer's roles as advocate negotiator, and counselor; the duty of candor to the tribunal; courtroom etiquette; contempt; conflicts of interest; malpractice; lawyer advertising; the lawyer in government, in the corporation, in public interest practice; lawyer's fees; the clients' right to counsel and to counsel's competent performance of the professional role; the adversary system. Prerequisite or corequisite to LAW 662 Clinic Internship, LAW 664-665 Externships and Indiana 2.1 certification.

LAW 245. Pretrial Skills.

Cr. 3. This course provides training in client interviewing and counseling, case preparation, and negotiation. Coursework includes readings on the lawyer's work, lecture-demonstrations, role-playing, videotapes, and participation in projects that give students experience and feedback for the lawyer's tasks. Pretrial discovery is studied and practiced. Enrollment may be limited. Prerequisite or corequisite to: LAW 660-663 Legal Internship program.

LAW 285. Race Relations and the Constitution.

Cr. 2. This course examines the impact of certain U.S. Supreme Court decisions upon the eradication of Chief Justice Earl Warren's and U.S. Circuit Judge Leon Higgenbotham's "...poisonous legacy..." and the role of the Constitution in that process. Additionally, the course is designed to provide a basic understanding of certain provisions of the Constitution and other federal laws relating to race, and the possible solutions to this long-standing American dilemma.

LAW 442. Civil Rights Legislation and Litigation.

Cr. 3. A survey of civil rights legislation, including the reconstruction era acts and more recent acts prohibiting discrimination - in public accommodations, housing, employment, education and programs receiving federal financial assistance - on the basis of race, sex and physical or mental handicap. The course is designed to emphasize enforcement of legislation through private litigation. Therefore, it will focus on the scope and coverage of each act, the availability of a cause of action and jurisdiction, defenses, the type of proof required and remedies.

LAW 446. Employment Law.

Cr. 2-3. An examination of existing and evolving legal rules governing the workplace in the non-union setting. The course provides an introduction to the rights and duties of employers and employees that are unrelated to the law on employee organization. Topics covered will include: the erosion of the employment-at-will doctrine; the hiring of employees; the use of lie detectors; drug testing and HIV testing in hiring and discharge decisions; employer liability for negligent hiring; and the terms and conditions of employment.

LAW 483. Law and Feminism.

Cr. 3. This course will be a study of feminist legal history, epistemology and methodology and then consider issues concerning women in the workplace, women in the family and women in the legal world. The casebook includes the scholarly work of feminist theorists as well as cases exploring both the impact of law on women and the impact of women on the law. You will examine and assess the influence of our Constitution on the feminist struggle and will also look generally at the impact of feminist theory on legal process. Some of the specific topics studied and discussed are the sameness/difference debate and formal equality, rape, pornography, prostitution, and sexual harassment.

LAW 485. Family Law.

Cr. 3. A study of legal theories and practice regarding family, parenthood, marriage and issues attendant to divorce. Additional topics include alternative reproductive technologies, termination of parental rights, etc.

LAW 486. Law and Health Care Process.

Cr. 2-3. A study of the application of law and legal processes to problems and policies relating to health and health care services. Students will read and evaluate traditional legal materials (cases, statutes, etc.) as well as materials drawn from economics, ethics, and the health sciences. Special attention will be paid to issues embedded in access to services, financing the health care system, decision-making (e.g., informed consent, involuntary commitments, bioethical issues in treatment decisions, etc.), distribution and allocation of scarce resources, confidentiality and privacy concerns.

LAW 487. Elder Law.

Cr. 3. As a growing percentage of the general population, senior citizens face complex financial management and health care issues which often require legal assistance for effective resolution. Focusing on the need for specialized legal services to the elderly, the topics covered in this course include ageism, the unique ethical dilemmas which can arise in an elder law practice, special counseling skills, preventative financial planning measures in anticipation of incapacity or disability, advance health care directives, long term care alternatives and financing, public benefit programs and elder abuse and neglect.

LAW 488. Selected Topics in Elder Law.

Cr. 2. An examination of three pressing legal topics affecting representation and care of the elderly: a) health maintenance organizations and the legal rights and duties of consumers and providers in such organizations; b) special housing needs (congregate housing, assisted living, nursing homes, age-restricted housing); c) elder abuse and neglect (civil and criminal protective statutes, remedies, etc.). Nonlegal readings will supplement xeroxed cases and statutory materials. Law 487 Elder Law is not a prerequisite.

LAW 495-B. Children and the Law.

Cr. 2. This course will focus on the treatment of juveniles in the various contexts in which they come in contact with the court systems. Topics include Child in Need of Services proceedings; juvenile delinquency, adoption and paternity proceedings with an emphasis on available options for courts to meet the best interests of the child. The issues of child emancipation in a variety of legal contexts will also be explored as well as the rights of parents.

LAW 495-K. Alternative Dispute Resolution.

This course will examine the many processes available for resolving disputes and how they fit into the justice system. Students will critically examine each process in terms of its purposes, implementation, effectiveness, and appropriateness and gain experience in choosing or designing appropriate dispute resolution systems for clients. Students will complete a negotiation simulation, an arbitrator's opinion, and a dispute resolution system design. Enrollment is limited.

LAW 662. Clinic Internship.

Cr. 2-3. The Law School maintains a law clinic at heritage Hall, adjacent to Wesemann Hall, that is open to low income individuals in the community who are in need of legal representation. The law clinic is a fully staffed law office in which licensed faculty instructors supervise the law practice of legal interns. To participate in clinic, students enroll as interns in one of six clinic programs. Interns receive a limited license to practice law from the Supreme Court of Indiana.

LAW 664. Extern Programs.

Cr. 2-15. Generally graded S/U. Students can receive no more than 15 hours of externship and clinic credit during their law school career. Further, a third-year student enrolled in more than 3 hours of a pass/fail externship in any semester may not exercise the pass/fail option for any graded course. Academic credit will not be awarded if a student is receiving financial compensation for their work.

In order to receive academic credit, students must make arrangements with the extern faculty supervisor prior to the semester in which they expect to extern and formally register for the designated externship in the registrar's office. A student should check current registration materials for the name of the extern faculty supervisor.

Student externs are expected to work at least 45 hours per credit. For a three credit externship, a student must work 135 hours of approximately 10 hours per week during the 14 week semester. Individual faculty supervisors may require more hours to be worked. Academic credit is never extended retroactively for work already undertaken. A student may not participate in an externship before successful completion of the first year curriculum.

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The Administration 2005-2006

President	Alan F. Harre, Ph.D.
Provost and Vice President for Academic Affairs	Roy A. Austensen, Ph.D.
Associate Provost	Renu Juneja, Ph.D.
Vice President for Student Affairs	Bonnie L. Hunter, M.B.A., Ph.D.
Vice President for Admissions, Financial Aid, and Marketing	Katharine E. Wehling, J.D.
Vice President for Institutional Advancement	Richard L. Maddox, J.D., M.Div.
Vice President for Administration and Finance	Charley E. Gillispie, M.B.A., C.P.A.
Executive Director of Electronic Information Services	J. Michael Yohe, Ph.D.
Dean of the College of Arts and Sciences	Albert R. Trost, Ph.D.
Dean of the College of Business Administration	Thomas E. Boyt, Ph.D.
Dean of the College of Nursing	Janet M. Brown, Ph.D.
Dean of Graduate Studies and Continuing Education	David L. Rowland, Ph.D.
Dean of Library Services	Richard A. AmRhein, M.L.S.
University Registrar	Ann F. Trost, B.A.
Director of Valparaiso Union	Larry Mosher, M.S.
Director of University Police	Edward Lloyd

The Graduate Council
Voting Membership

Provost	Ex officio
Dean of Graduate Studies and Continuing Education	Ex officio
	Term Ends
Prof. James Albers	2006
Prof. Virginia Shingleton	2006
Prof. Douglas Tougaw	2006
Prof. Maryann Dudzinski	2007
Prof. Michael Kumpf	2007
Prof. Charlotte Strahm	2007
Prof. Dean Schroeder	2008
Prof. Peter Weiss	2008
Prof. Bart J. Wolf	2008

Non-Voting Membership

Academic Deans	Ex Officio
University Librarian	Ex Officio
University Registrar	Ex Officio
Graduate Program Directors and Coordinators	By Invitation

**Faculty Making Significant Contribution
to the Graduate Division
Fall 2003 – Summer 2005**

James Albers, Theology
Kurt Acton, Education
Elise Alverson, Nursing
Roy Austensen, History
Meredith Berg, History
Alan Bloom, History
Alan Brandhorst, Education
Janet Brown, Nursing
Mikelle Calhoun, MBA
Mary Christ, MBA
LeRoy Christ, MBA
Doris Cole, Education
Stewart Cooper, Psychology
Maryann Dudzinski, Education
John Ellis, Education
Gene Evans, Biology
Christina Grabarek, Education
Christoffer Grundmann, Theology
Donna Guydan, MBA
Patricia Hershberger, Nursing
Stanley Hughes, Psychology
Zhenhu Jin, MBA
Theresa Kessler, Nursing
Julie Koch, Nursing
Zhimin Lin, Political Science
Larry Mainstone, MBA

Michael McCuddy, MBA
Kristen Mauk, Nursing
James Moore, Theology
James Nelson, Psychology
Paul Newsom, MBA
Ceyhun Ozgur, MBA
John Steven Paul, Theatre
Carole Pepa, Nursing
Wendy Pirie, MBA
Jaishankar Raman, Economics
Ann Reiser, Education
Perry Riffel, Education
John Ruff, English
Nola Schmidt, Nursing
David Schroeder, MBA
Dean Schroeder, MBA
Virginia Shingleton, Economics
Arvid Sponberg, English
Jerome Stieger, Physical Education
Charlotte Strahm, Nursing
Sandra Strasser, MBA
James Stück, Business Administration
Paul Trapp, MBA
Peter Weiss, Engineering
Bart Wolf, Geography

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Office Phone Numbers

University Switchboard	464.5000
Graduate Division Office	464.5313
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Graduate Division Toll Free	800.821.7685
Continuing Education Division Office	464.5313
Financial Aid Office	464.5015
Registrar's Office	464.5212
Student Accounts Office	464.5101
 College of Arts and Sciences	 464.5314
Art	465.7803
Biology	464.5386
Chemistry	464.5387
Communication	464.5271
Education	464.5077
Economics	464.5696
English	464.5268
Geography and Meteorology	464.5140
History	464.6001
Mathematics	464.5182
Music	464.5454
Physical Education	464.5235
Political Science	464.5266
Psychology	464.5440
Sociology and Criminology	464.5306
Theatre and Television Arts	464.5213
Theology	464.5281
College of Business Administration	464.5040
College of Engineering	464.5085
College of Nursing	464.5289
School of Law	465.7834
Christopher Center for Library and Information Resources	464.5366
Book Center	464.5421
Chapel	464.5093
Health Center	464.5060
Radio Station WVUR (95 FM)	464.5383
Union Information Desk	464.5415
University Police	464.5430

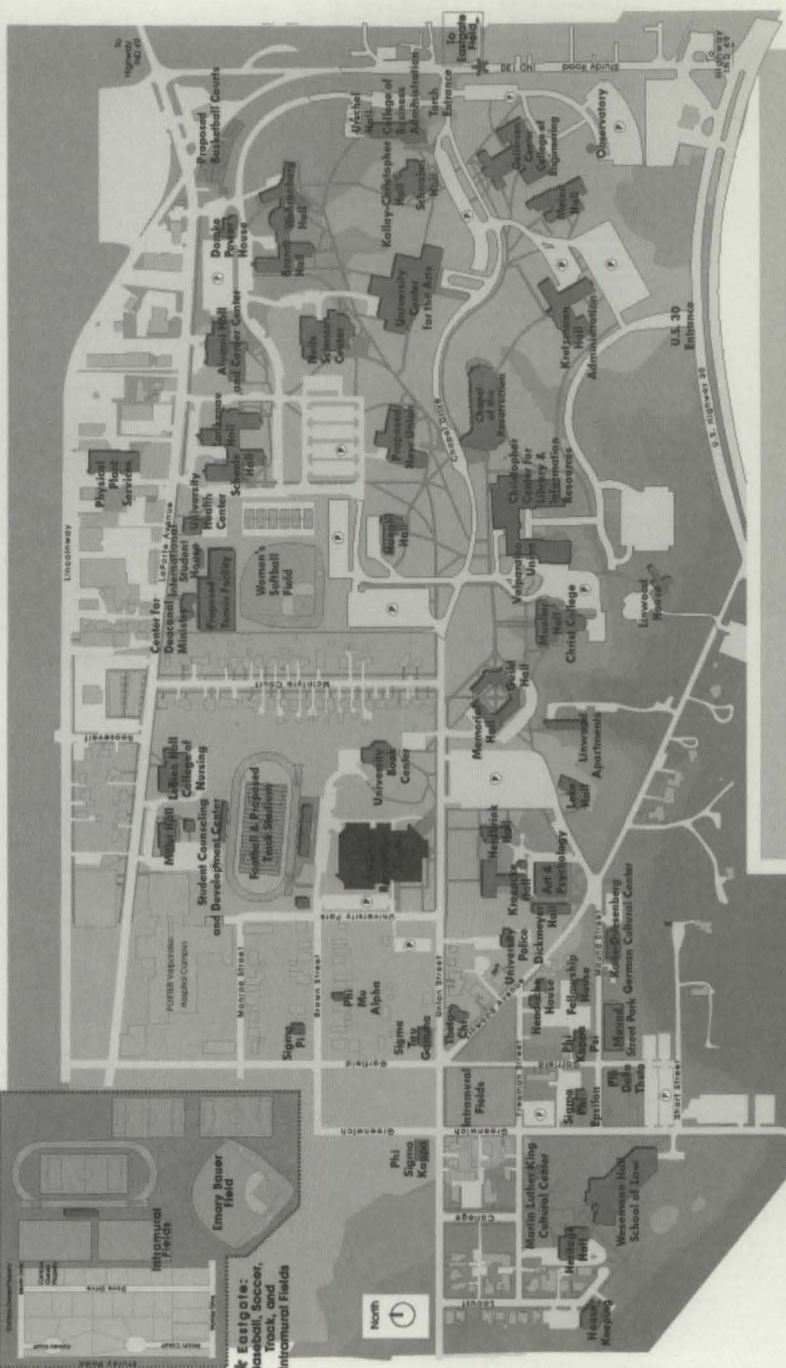
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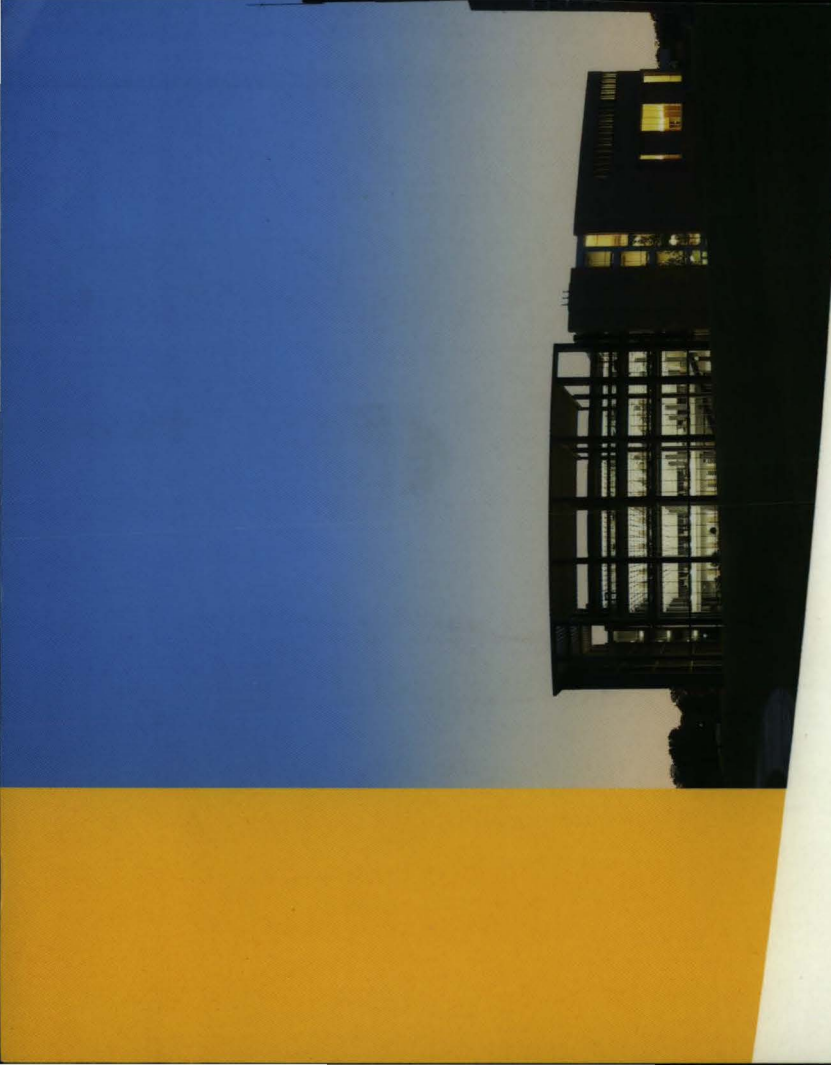


* Eastgate:
Baseball, Soccer,
Track, and
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