



Master of Architecture Catalog
2011-2012

Graduate Architecture Catalog 2011-2012

This catalog is designed to provide information about the Master of Architecture and is intended to remain in effect for the period for which it is issued. However, the University reserves the right to revise information, requirements, or regulations at any time. Whenever changes occur, an effort will be made to notify persons who may be affected.

The material in this catalog is for information only and does not constitute a contract between the student and the University. The University reserves the right to revise policies, amend rules, alter regulations, and change financial charges at any time in accordance with the best interest of the institution. The effective date for the policies, regulations and information will be the beginning of each new program cycle. Enrollment in the degree program is designed to lock in financial charges over the scheduled length of the program cycle.

Additionally, the University reserves the right to determine the number of students in each class. If an insufficient number of students enroll, the University reserves the right to cancel the course, to change the time, or to provide a different instructor.

Judson University is in compliance with federal and state requirements for nondiscrimination on the basis of disability, sex, race, color, age, creed, and national or ethnic origin in admission and access to its programs and activities.

Judson University is in compliance with FERPA, the Family Educational Rights and Privacy Act, which is designed to protect the privacy of educational records.

President's Message

A Message for Graduate Students:

Welcome to the community of Christian Higher Education known as Judson University soon to celebrate its Centennial of service in Chicago and around the world.

The pages of this catalog will provide the necessary guidelines to help you thrive at the University. The programs, policies and people that make Judson a consistently Top Tier institution when ranked annually by *US News and World Report* are at your disposal to help you succeed personally, professionally and spiritually.

The graduate programs at Judson were created to prepare students to advance in their professional careers. These academic programs are fully accredited by the Higher Learning Commission of the North Central Association and many of the specialty programs have their own unique accreditations.

The policies at Judson will help you understand the time lines and community expectations for successful academic work. The entire Judson community is at your disposal to help you find the relationships and knowledge base to make an impact on our society.

The people at Judson remain our greatest resource for successful study. Each professor on our staff is a dedicated Christian who has your welfare at heart and who is an outstanding scholar in their own right. The staff who support the academic mission of Judson are ready to assist outside the classroom with knowledge and skills to advance your personal and professional goals.

These programs, policies and people are gathered as a team to launch you into the future. Together we will seek the mind of Christ constantly praying to be transformed by the renewing of our minds. We are glad you have chosen to be a part of the Judson University academic community.

Cordially,

Jerry B. Cain

President of Judson University

Locations

Elgin Campus

Judson is located in Elgin, a city of 100,000 in the Fox River Valley of Illinois. It is 40 miles northwest of Chicago just off the Northwest Tollway (Interstate 90) on State Route 31. To the east is the Chicago metropolitan area; to the west, a broad expanse of farmland. Therefore, it is possible to enjoy the cultural and recreational advantages of metropolitan Chicago plus the openness of the Illinois countryside.

Rockford Campus

Students at Judson's Rockford campus enjoy classes in a building that opened June 2007. This building provides a total of eight classrooms that feature window views and provide wireless internet access. In addition, a new larger Customized Learning Center provides a separate testing room. Students can also enjoy the student lounge complete with a kitchen area. This facility is located at 1055 Featherstone Road, Rockford.

Affiliations and Accreditation

Judson University Affiliations

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Baptist Association of Colleges and Universities
American Baptist Churches in the USA
American College Testing Program
Associated Colleges of the Chicago Area
Association of Christian Schools International
Association of Collegiate Conference and Event Directors International Association of Development Officers
Association of Governing Boards of Universities and Colleges
Association of Independent Liberal Arts Colleges for Teacher Education
Au Sable Institute
Chicago Area Faculty Development Network
Chicagoland Collegiate Athletic Conference
Christian Stewardship Council
Council for Adult and Experiential Learning
Council for Advancement and Support of Education
Council for Christian Colleges and Universities
Council of Independent Colleges
Federation of Independent Illinois Colleges and Universities
Illinois Association for Teacher Education in Private Colleges
Illinois Association of Colleges for Teacher Education
Illinois Association of Collegiate Registrars and Admissions Officers
Illinois Baptist State Association
Illinois Council on Continuing Higher Education
Illinois Regional Library Council
Institute of Holy Land Studies
International Association of Baptist Colleges and Universities
National Architectural Accrediting Board
National Association of Christian College Admissions Personnel
National Association of College Admissions Counselors
National Association of College & University Business Officers
National Association of Foreign Student Advisors
National Association of Intercollegiate Athletics
National Christian College Athletic Association
North Central Association of Colleges and Schools
Private Illinois Colleges and Universities
Regional Educational Alliance of the Fox Valley

Judson University Accreditation

Judson University is accredited by the [Higher Learning Commission](#) (HLC) and a member of the North Central Association. Inquiries concerning Judson's accreditation may be directed to the Association, 30 N. LaSalle, Suite 2400, Chicago IL 60602-2504; (800) 621-7440, Fax 312-263-7462.

Judson University Recognition

Division of Higher Education of the United States Department of:

- Division of Higher Education of the United States Department of Health, Education and Welfare
- Illinois Department of Unemployment Security

- Illinois Board of Higher Education
- Illinois State Board of Education
- Illinois State Scholarship Commission
- National Merit Scholarship Corporation
- U.S. Department of Justice: Immigration and Naturalization Service
- U.S. Department of Defense
- U.S. Department of Veterans Affairs

Mission, Goals, and Objectives

Mission

Judson is an evangelical Christian University which represents the Church at work in higher education. We strive to equip students to be fully developed, responsible persons who glorify God by the quality of their personal relationships, their work, and their citizenship within the community, the nation and the world.

Through a broadly based education in the liberal arts, sciences, and professions, the University enables its students to acquire:

- Ideas and concepts which sharpen their insights
- Skills appropriate to their career goals
- A commitment to lifelong learning

The Judson community experience challenges graduates to be:

- Decisive leaders and active participants in church and society
- Articulate proponents of Biblical Christianity
- Persuasive advocates for the sovereignty of God over all life
- Effective ambassadors for Christ

Educational Goals

Judson graduates will embrace a Christian worldview derived from critical and disciplined interaction with God's Word and God's world. This ultimate goal will be achieved as students attain the following intermediate goals:

1. Embrace Christian ethics for lifelong growth and behavior, model personal commitment to Christ and the church, and articulate that faith.
2. Practice wellness from a Christian stewardship perspective and make responsible lifestyle choices that lead to optimal health and vitality.
3. Appreciate the development, values and limitations of their own and other cultures through personal integration and communication.
4. Engage the complexity of human personality and behavior, developing balanced and critical self-awareness, and demonstrating sensitivity in interpersonal relationships.
5. Develop widening aesthetic appreciation, discernment and expression, including an understanding of the creative process.
6. Acquire critical and creative thinking abilities, read and listen perceptively, and write and speak effectively and responsibly.
7. Develop analytical, research, and problem-solving skills using appropriate mathematics, logic, technology, and scientific methods.
8. Embrace the Christian life, as ethical and redemptive servants, leaders, and stewards.
9. Acquire competencies in a major field and skills for lifelong learning.

Operational Objectives

1. Judson will be a Christ-centered community that cares.
2. The total Judson community will minister to the whole student, addressing academic, spiritual, physical, emotional, and social needs in a multicultural and multinational environment.
3. Judson will deliver Christ-honoring professional service in all operations to all stakeholders.
4. Judson faculty and staff will be spiritually maturing Christians who minister through learning, facilitating, mentoring and advising.
5. Learner-centered education in the liberal arts and sciences will undergird all programs.
6. Judson will be financially healthy.

7. The college will embrace growth in student populations and programs through ongoing strategic planning and assessment.

Student Outcomes

Like any educational institution, Judson University includes students of varying degrees of preparedness, motivation and discipline. This being the case, there will be a variety of student outcomes. Indeed, no college or university can guarantee equality of outcome, but it can do everything in its power to ensure equality of opportunity. Our goal is to provide the finest Christian liberal arts education possible. However, it is up to the individual student to show initiative and take ultimate responsibility for his or her education.

Master of Architecture Admissions

Admission into the Master of Architecture program at Judson University requires:

Successful completion of the Judson University B.A. in Architecture or equivalent.

1. A summary undergraduate GPA of 2.75 or higher.
2. A cumulative architecture course GPA of 3.00 or higher.
3. A comprehensive portfolio of academic, creative and professional work.
4. A letter of intent stating the applicant's abilities and professional aspirations.
5. A complete application form.
6. GRE scores submitted

The whole of the above will be considered regardless of the particular strengths or weaknesses of any single component.

Application Deadline

The complete application is due by February 15 for fall semester priority enrollment, July 1 for fall semester late enrollment or November 15 for spring semester enrollment. Applicants are notified by March 31, August 15 or December 31, respectively, of their application status.

***Note:** Applicants who have earned a B.A. or B.S. degree in Architecture or another field from a regionally accredited institution may apply for admissions as a Post-B.A. student. Applicants must complete all of the application requirements above and supplement the application with an official copy of transcripts from any institution of study, three letters of recommendation from those familiar with their academic and/or professional work, \$100 application fee and GRE scores. In most cases, approved applicants will be required to complete "preparatory courses," as designated by the Architecture Department Chair, which satisfy NAAB and departmental mission requirements in preparation for the graduate program. Upon completion of the preparatory courses, the Post-B.A. student may formally apply to the graduate program.

[Application to the Architecture Program](#)

Please submit to Jean Sharp, Architecture Graduate Admissions Coordinator - Office of Admissions, 1151 N. State Street - Elgin, IL 60123

Privacy/Directory Information

In accordance with the General Education Provisions Act of 1974, Judson University protects the rights of students in regard to the privacy and accuracy of their educational records.

The following items are considered Directory Information that may be used in publicity or in response to inquires regarding a student: name, date and place of birth, dates of attendance or graduation, permanent residence, weight and height for members of athletic teams, major, religious preference, degree, awards and honors, participation in official activities, local address and phone number, most recent educational institution previously attended and University employment status. A student who does not want this information made public may indicate his restrictions to the registrar within three days after the end of the registration period for each term.

FERPA

The Family Educational Rights and Privacy Act of 1974 (F.E.R.P.A.), also known as the Buckley Amendment, protects the privacy of student records. This Act provides students the right to inspect and review education records, the right to seek to amend those records, and to limit the disclosure of information from the records. Under FERPA colleges and universities have up to 45 days to comply with a request from a student to view their records.

The Family Educational Rights and Privacy Act strictly limits parental access to the educational records of their University-enrolled children. Judson University intends to comply fully with this Act. However, FERPA guidelines do allow students to voluntarily surrender some of their privacy rights.

As a result, while Judson recognizes the legitimate interest of parents, guardians, and spouses to consult with professional staff about the academic and personal well-being of their students, **the University cannot do so without a written release signed by the student**. Each letter of release should be as specific as possible, specifying what information can be released, to whom it can be released and who at Judson is being authorized to release the specific information.

For more information FERPA, please contact the Office of Registration and Records or visit the Department of Education website at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

Right to Know

In accordance with the provision of Law 93-380, a student currently or formerly enrolled at Judson University has the right to access his or her records.

Students With Disabilities

Judson provides academic support services to students with disabilities including those with learning, mobility, sensory, health, or psychological impairments. These services include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations. Study skills counseling and some tutoring are also available. Students with disabilities are encouraged to contact the Director of Academic Support Services during the application process to discuss required documentation and appropriate accommodations.

Once admitted to Judson, it is the student's responsibility to notify the University of any and all Disabilities for which they will seek accommodations. Prior to the first day of classes, the student must provide appropriate documentation of their diagnosed disability from a qualified professional. This documentation cannot be more than two years old. A "qualified professional" is someone who has been educated at the graduate level to understand the disability being diagnosed and is also qualified to perform and interpret tests used in reaching such a diagnosis.

While the field is constantly changing, these are the tests that are currently recommended for diagnosing a learning disability: the Wechsler Adult Intelligence Scale-III (the most current revision); an individually administered achievement test (the most common are the Woodcock-Johnson-III Tests of Achievement and the Wechsler Individual Achievement Test-II). An IQ and an achievement test are the bare minimum to diagnose a learning disability. Professionals in the field of Learning Disabilities also like the Wechsler Memory Scales-III because it helps us to understand how the student retains information.

Based on the results of these tests, we would also expect the doctor to make recommendations on specific reasonable accommodations, if any, that might help to address any diagnosed learning disabilities. Also, documentation from either a high school and/or college that states the accommodations that the student received while enrolled in a previous educational setting would be helpful in assessing the needs of the prospective student. We would then review the test results, services received in other educational settings and the doctor's recommendations to determine whether accommodations are in order. Our goal is to create a level playing field, but students must still be able to perform the essential requirements of the college or program, with or without a "reasonable accommodation".

All documentation should be directed to Dr. Rolanda Burris, Director of Academic Assistance and ADA compliance officer. Dr. Burris' office is located in the Academic Learning Center on the 2nd floor of the Lindner Tower and her telephone number is (847) 628-1069. Students needing facility adjustments must also contact the Director of Operations, Len Nicosia, at (847) 628-2481, as early as possible in the admission's process.

Responsibility of Student

The graduate student is responsible for knowledge of the regulations and policies as published in the Graduate Catalog. The student should take the initiative in seeing that all necessary forms are completed and returned to the Director of their Master program.

Transcripts, Enrollment, and Degree Verification

An official transcript of a student's academic record at Judson University is available only through the Registrar's Office. Any student who has an obligation to the university will have his/her transcript, degree verification, or past enrollment verification held until the obligation is resolved.

There are three methods available for ordering your **transcripts**. Rush orders will only be processed for transcripts requested through option 1.

1. **Online/Phone Request:** Order online or by phone. There is a \$3.00 service fee. You will need a valid major credit card to order transcripts. Orders will be processed within **2-4 business days**. 1 day processing is possible as long as the student has no outstanding obligation to the university. Log on to <https://www.credentials-inc.com/tplus/?ALUMTRO001700>, or call direct at 800-646-1858 with an operator fee of \$10.00 when placing an order.
2. **Mail Request:** Order via the U.S. Postal Service. There is a \$3.00 postage and handling fee. Orders will be processed within **7-10 business days** of receipt of your request form..
3. **Request in Person:** You may request your transcript in person at the Registrar's Office, first floor of the Lindner Tower Building. **Please allow minimum of 30 minutes for processing**. If issued to the student there is no fee. If you need Judson to mail your transcript the \$3.00 postage and handling fee will apply.
4. You may use this link to track your transcript order <https://www.credentials-inc.com/CGI-BIN/rechkcgi.pgm?TPORTER>

Degree verification, past enrollment, or present enrollment: [National Student Clearinghouse](#)

1. **For Degree Verifications (and past attendance)** Log on to [National Student Clearinghouse](#)
2. **For current enrollment verification,** Log on to [National Student Clearinghouse](#)

For complete ordering information, click on www.judsonu.edu, select Quick Links and click on the Transcript Request form.

Transfer Credit Policy

Graduate credit awarded by outside institutions may not be counted toward a Graduate degree at Judson University.

Registration

Students who register at Judson commit themselves to an academic program for one or more semesters. In order to register, students must be approved by all administrative offices. Students' tardiness in fulfilling obligations or in submitting required credentials may delay or cancel their registration.

Academic advisors will help plan schedules and curricula, and program directors are available for advising regarding optional programs. Students are responsible for understanding and fulfilling graduation requirements. The class schedule and catalog provide curriculum and course information, as well as registration schedules.

Registration policies and procedures differ by type of student. Students are classified as New, Continuing, Unclassified, or Prep. Student registration is available to view via the student web system. It is the student's responsibility to know what courses he/she is registered for. To determine the policy/procedure for each of these student types, please note the following:

- **Continuing Students:** Continuing students who wish to register for any upcoming school year will be allowed to do so each year from "pre-registration" (historically held in April) through 5:00 p.m. on the last day of the spring semester. Verification of attendance for students can be done via the student's web information system. Please contact the registrar's office if you have questions at ext. 1150.
- **New Students:** New students who wish to register for any upcoming school year will be allowed to do so at summer Jump Starts and Orientation Weekends. Any new students who have registered for courses at a summer Jump Start but who need to finish any remaining administrative steps should do so at the Campus Resource Center by the close of Fall Orientation Weekend (historically the Friday, Saturday and Monday before the first day of classes). Adds/drops will be processed for new students during this time.
Any new students who elect not to attend a summer Jump Start but who need to finish any remaining administrative steps should also do so at the Campus Resource Center by the close of Fall Orientation Weekend, or for those students not beginning until the spring semester, at the Campus Resource Center by the close of the Spring Orientation Weekend (historically the Saturday and Monday before the first day of classes). New student adds/drops also will be processed during this time.
- **Unclassified Students:** Unclassified students may register for courses on an ongoing basis at the Registrar's Office. Unclassified students will be held to the same drop/withdrawal policies as traditional students, as defined in the Judson University catalog.
- **Prep Students** Prep students may register beginning from 10:00 a.m. through the end of the first day of the semester or post-term at the Registrar's Office. Prep students will be held to the same drop/withdrawal policies as traditional students, as defined in this catalog. Please see the tuition section of the catalog for semester fees.

Adding and Dropping Courses

To make official changes in student class schedules after classes begin, students must file an add/drop form for each course added or dropped. These must be approved and signed by the students' advisor and course instructors. Verbal requests are not accepted. The date a signed form is filed in the Registrar's Office is the date it is effective.

- **Adding:** Courses may be added until the Friday of the first week of classes, provided students have the permission of their advisor, are qualified to take the courses, and the classes are still open. Only for unusual circumstances will any addition to a student's schedule be permitted after Friday of the first week, upon approval of the advisor, instructor, registrar and provost.
Should a student who is not registered for a course attend, participate, and even be assigned a grade for the course, the unregistered student will not receive a grade nor receive credit for that course.
- **Dropping:** Courses dropped through Friday of the first week of classes are not included in the student's permanent record. Tuition will be recalculated based on the new course load. There is no refund for courses dropped after this date. If the form is received by the Registrar's Office after Friday of the first week, the student is responsible for payment of tuition and a grade is assigned as explained below.
An add/drop fee will be added to any student's account when a course is added or dropped **after** the first Friday of the

first week of classes.

Courses dropped between Friday of the first week and the sixth week are recorded with a W (withdrawal). Courses dropped after the sixth week are assigned a grade of WP or WF as assigned by the professor. A grade of D- or above must be earned as of the withdrawal date if a WP is to be assigned. Beginning the second Friday following midterm week, any drop is automatically recorded as a WF.

- **Prerequisites:** Students must adhere to prerequisite requirements when registering. Instructors may require proof that prerequisites have been met and may not waive prerequisites. Students will be required to drop or withdraw from any course(s) if it is determined that they have not been met.
- **Wait List:** Students who are placed on a wait list for a course must check their student web to see if they have been automatically enrolled in the course. If the student is still waitlisted by the first day of class they may go to class and see if the instructor will allow the student to be added to the course. An add form or wait list form must be returned to the Registrar's Office signed by the instructor as soon as possible. Failure to return the signed form will result in an automatic drop from the course with no credit given.

Should a student register for a course but never attend or cease to attend and never officially drop the course, the registered student will be responsible for payment of tuition and a grade of AWF will be assigned. Faculty members reserve the right to drop the student with an AWF per their course attendance policy.

Withdrawing From all Courses During a Semester

Withdrawing from all courses during a semester is to be considered by students only for serious reasons. Students withdrawing from all courses during a term, for any reason, must begin the withdrawal process by completing the "University Withdrawal" form; the withdrawal will not be processed until this form is completed, signed and submitted by the student. Forms are available from the Assistant Dean of Student Services. Refunds will be issued according to the Tuition and Fee Refund Schedule, which can be found in the Finances section of this catalog. Final grades will be issued according to the university Withdrawal Calendar, which is available from the Registrar's Office. Students who leave Judson University during a semester without completing, signing and submitting the University Withdrawal form will be held liable for all tuition and fees, and will receive grades of Administrative Withdrawal Failure (AWF) for all unfinished courses.

- **Military Withdrawal:** Withdrawal for military reasons is total or none; a student is not allowed to withdraw from some courses but not others. A copy of the government's official "Call or Recall to Active Duty" documentation is absolutely required, and should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing. All tuition and fees paid by the student for the semester the student is withdrawing from will be refunded at a rate of 100%; however, room and board will be refunded on a pro rated basis through the date of withdrawal. If, in the future the student wishes to return to Judson University, he or she must reapply in accordance to the university's readmission policy, as outlined in this catalog.
- **Medical Withdrawal:** Withdrawal for medical reasons is total or none; a student is not allowed to withdraw from some courses but not others (rare exceptions may be made by written appeal to the Provost). Written medical documentation from a licensed physician/psychiatrist/other health care provider approved by the university is absolutely required, and will be taken into consideration along with other factors/information in evaluating the requested withdrawal. All documentation should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing. The student is responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the university catalog's Tuition and Fees Refund Policy. However, in the event of a severe or life-threatening medical condition to the student or an immediate family member, the student may appeal in writing to the Provost for consideration above and beyond the normal refund policy. Such appeals must be made in writing, dated and signed. The letter must fully explain the circumstances involved and specify the consideration desired. A signed physician's letter explaining the medical condition must accompany the appeal. All appeals will be reviewed within 30 days of receipt and the student will be notified of the refund determination in writing. The student cannot resume study in a subsequent term until a licensed physician/psychiatrist/other health care provider approved by the university provides written documentation that the student is "now healthy enough to resume university study." The student must then reapply in accordance to the university's readmission policy, as outlined in this catalog.
- **Complete Cancellation:** Students who wish to cancel their registration for a given semester prior to the beginning of that semester must notify the Registrar's Office in writing. Students may cancel their registration prior to the first

day of the semester or post-term with no penalization to their academic record and without financial obligations. However, students who pre-register for courses, but decide not to return to Judson and do not notify the Registrar's Office prior to the first day of the semester, will be held liable for all tuition and fees and will receive grades of Administrative Withdrawal Failure (AWF) for all unfinished courses. Note: If you are pre-registered for both the Fall and Spring semesters, you are responsible for the withdrawal of both terms. It is the students responsibility to check their registration status.

Class Attendance

Class attendance and participation are expected. Class attendance policies are determined by the individual professor and distributed at the beginning of each course.

Semester Final Examinations

Final examinations are scheduled for the last three days of each semester. Examination periods are two hours with breaks of at least 30 minutes between them. Every class meets during its scheduled examination time and attendance is required whether or not a final examination is given.

Students are expected to take final examinations as scheduled. A student who has more than three examinations during one day of the examination period may petition the Registrar's Office for a makeup examination on a different day. Do not schedule early plane, train, or bus departures. Students sharing rides must delay departure from the campus until all riders have completed final exams.

The detailed examination schedule is located on the Registrar's Forms page of the web.

Grading Policy

Judson's Grading System

Grade	Interpretation	Grade Point
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Low Passing	1.00
D-		0.67
F	Failure	0.00
W	Withdrawal*	
WP	Withdrawal Passing*	
WF	Withdrawal Failing	0.00
I	Incomplete*	
P	Pass*	
AU	Audit*	
NC	No Credit*	
NR	Grade Not Received*	
IP	Class In Progress	
ADW	Administrative Withdrawal*	
AWP	Administrative Withdrawal, Passing*	
AWF	Administrative Withdrawal, Failing*	0.00
CEU	Continuing Education Units*	

*Not calculated in the grade point average.

Transcript Columns Interpretation

Earn – total semester hours earned that apply toward graduation requirements.

Pass – total hours passed including hours that apply toward graduation requirements along with courses passed that are not applicable to degree requirements.

Quality – total Judson hours passed and/or attempted that receive grade points (includes F, WF, and AWF).

Points – total number of grade points earned by all quality hours.

Grade Point Average (GPA) – a measure of a student's performance. The quality of a student's coursework is indicated by a session GPA. The quality of work through one or more semesters is indicated by a cumulative GPA which includes all Judson courses. A summary GPA includes all transfer work as well as Judson work.

Sess – current Judson University session

Cum – cumulative Judson University sessions

Sum – cumulative Judson University and transfer course sessions

A semester GPA is calculated by:

1. Multiplying the number of grade points equivalent to the letter grade by the number of semester hours for that course.
2. Adding the semester hours of all courses with grades from A through F, WF and AWF.
3. Adding the grade points received in all courses during the semester.
4. Dividing the total number of grade points by the total number of semester hours.

Refer to the example below to calculate the semester GPA. ESS 101 is excluded because the grade is W and BST 221 is excluded because the grade is P. Divide the 37 grade points by 15 semester hours for a semester GPA of 2.46. The cumulative GPA is determined by the same process using all A through F, WF, and AWF grades received in all courses taken at Judson University. In the example, MAT 081 is excluded because the course is below 100 level. After excluding MAT 081, 12 semester hours and 28 grade points remain. To calculate the cumulative GPA, divide the 28 grade points by 12 semester hours for a cumulative GPA of 2.33.

Example:

Course	Grade	Grade Points	X	Semester Hours	Grade Point
ENG101	AWF	0.00	X	3	= 0
PSY111	A	4.00	X	3	= 12
MAT098	B	3.00	X	3	= 9
BIO171	B	3.00	X	4	= 12
ESS101	W	NA	X		= NA
LMM300	C	2.00	X	2	= 4
BST221	P	NA	X	*	= NA

*A grade of "P" in a course at the 100 level and above would be included in a credit hour count of completed courses but not in GPA calculations.

Repeating a course

Students may repeat a course in which they received a grade lower than C. The attempt with the highest grade will be used to compute the cumulative GPA and apply to semester hours earned for graduation. The course with the lower grade will no longer calculate in the cumulative GPA, but will not be removed from the student's record.

Grade of Incomplete

Incomplete grades will be issued only for extenuating circumstances. All incompletes must meet three criteria:

1. The student must have completed at least 75% of the course work
2. There must be an unusual problem that kept the student from completing the work
3. The student may not be a graduating senior. A student may petition the instructor for a grade of incomplete if they meet the above criteria. The student is responsible for completing the Incomplete Request Form, securing the necessary signatures and documentation, and submitting it to the instructor. The maximum allowable time in which to finish an incomplete is by the end of the sixth week after the course's original end date. The day after the designated due date, the registrar's office will issue a grade of "F" if the grade has not been submitted.

Any student has the right to appeal a questioned grade to the course instructor in writing, if the student believes the instructor has miscalculated the grade, or has not given reasonable and timely assessment of the student's course assignments. The appeal process must conclude within six weeks of the start of the appeal. Grade changes submitted after the six-week deadline will not be processed.

A procedure has been established for resolving those occasions when a student actively disagrees with the grade received in a course.

- No later than two weeks after the student's receipt of the grade report listing the questioned grade, the student must confer with the instructor. If a grade inaccuracy is determined, the instructor will process a grade-change request. Grade changes must be submitted within four weeks of the start of the appeal.
- If agreement cannot be reached, the student may appeal to the division chair in writing. If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed. If no agreement can be reached, or if the instructor is also the division chair, the next step is applicable.
- The student may appeal the decision to the Provost in writing. The Provost shall investigate and render a decision. A decision by the Provost either to change the grade or leave it as it is, will be considered final.
- Approved by the Provost.

Verification

Verification of attendance for students receiving financial aid will be sent on request to agencies supplying that aid. Student verification letters are available on the student's web page. You may also contact the Registrar's Office at ext. 1160.

Pass/No Credit Option (P/NC)

To encourage students to diversify their enrollments, the University has established a pass/no credit elective option which can be exercised according to the following guidelines:

1. To receive a "P" grade, students must have performed at least at the level of "C" (2.00) or above.
2. Students may exercise this option for a limited number of elective credits applied toward the bachelor's degree, according to their classification at entrance to Judson: Freshman - 12 credits Sophomore - 9 credits Junior - 6 credits Senior - 6 credits
3. No more than one P/NC course may be taken per term.
4. This option cannot be used for required courses in the major or minor (except those taught only P/NC).
5. This option cannot be used for general education requirements.
6. For students transferring to Judson, "Pass" credits will not be accepted for major, minor or general education requirements. It is not applicable to CLEP and AP exam scores.
7. The Pass/No Credit approval form must be on file in the Registrar's Office by the end of the first week of classes of the semester the student wishes to exercise the P/NC option.

Architecture Graduation Requirements

All degree candidates must have earned at least a 3.0 grade point average, completed courses and be approved for graduation by the Program Director, the Senior Dean for Graduate, Adult and Continuing Education and the Faculty. No course grade lower than a C will be accepted towards graduation in the program.

The candidate must have all course work completed and their Thesis successfully completed before graduation. The candidate must apply at least **6 months** prior to his/her planned graduation date to participate in the commencement and hooding exercises according to University policy. Please [click here](#) for the application for graduation.

Graduate of Architecture Program

- Core Requirements
 - [Traditional and Urbanism](#)
 - [Sustainable Design](#)

Core Requirements

WORLDVIEW REQUIREMENTS

Required = 3 Hours

- **ARC691** Christian Worldview and Architecture

PRACTICE REQUIREMENTS

Required = 9 Hours

- **ARC556** Professional Practice I
- **ARC656** Professional Practice II
- **ARC580** Programming and Research Methods in Arch

PRECEPTORSHIP REQUIREMENTS

Required = 0 Hours

- **ARC561** Preceptorship I
- **ARC562** Preceptorship II

COMMUNITY OUTREACH REQUIREMENTS

Required = 4 Hours

- **ARC575** Community Outreach

ELECTIVES REQUIREMENTS

Required = 6 Hours

- **ARC600** 600 Level Architecture Elective

Concentrations

NO CONCENTRATION

Required = 14 Hours

- Option A:
 - **ARC651** Cumulative Design I
 - **ARC652** Cumulative Design II
- Option B:
 - **ARC681** Architecture Thesis I
 - **ARC682** Architecture Thesis II
- Electives (Required = 12 Hours)
 - Any **500/600** level courses

TRADITIONAL ARCHITECTURE AND URBANISM CONCENTRATION

Required = 6 Hours

Choose two courses:

- **ARC600T** Topics in Traditional Arch and Urbanism
- **ARC610** Adv Digital Representation I
- **ARC616** Arch Rendering in Water
- **ARC625** Arch Acoustics Seminar/Lab
- **ARC626** Daylighting in Architecture
- **ARC627** Arch for Conviviality
- **ARC628** Albertian Thoery for ContemporaryUrbanism
- **ARC632** History Arch Theory Seminar
- **ARC634** Urbanism: Precidents for Principles and Practice
- **ARC688T** Directed Research

TRADITIONAL STUDIO REQUIREMENTS

Required = 14 Hours

Must register in T section

- Option A:
 - **ARC651** Cumulative Design I
 - **ARC652** Cumulative Design II
- Or Option B:
 - **ARC681** Architecture Thesis Project I
 - **ARC682** Architecture Thesis Project II

SUSTAINABLE DESIGN CONCENTRATION

Required 6 Hours

Choose two courses

- **ARC600S** Topics in Sustainable Design
- **ARC625** Arch Acoustics Seminar/Lab
- **ARC626** Daylighting in Arch
- **ARC627** Arch for Conviviality
- **ARC629** Multiculturalism in Arch
- **ARC636** Reading in Landscape History
- **ARC688S** Directed Research

SUSTAINABLE STUDIO REQUIREMENTS

Required = 14 Hours

Must register in S section

- Option A:
 - **ARC651** Cumulative Design I
 - **ARC652** Cumulative Design II
- Or Option B:
 - **ARC681** Architecture Thesis Project I
 - **ARC682** Architecture Thesis Project II

IMPORTANT NOTES

- Students may take a maximum of 6 credit hours of graduate elective courses while in the undergraduate program.
- Students may take a maximum of 6 credit hours of graduate electives while completing their preceptorship, but only one course per semester/summer.
- Students may take a maximum of 6 credit hours of ARC688 Directed Research in lieu of graduate electives.
- No grade lower than C will be accepted. GPA must be a 3.0 or higher.

Academic Dishonesty and Plagiarism

Honesty in all matters is a valued principle at Judson University. Members of this community of learners - students, faculty, staff, and administrators are expected to treat each other as trustworthy, honest, and honorable.

Any form of academic dishonesty, which includes cheating, plagiarism, and falsification of documents, constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

Plagiarism is the use of another's words, information or ideas without giving credit to that person. This includes copying, quoting, paraphrasing, or taking an idea from published or broadcast materials or from another individual. Plagiarism is dishonest and can be illegal. It is the student's responsibility to be careful and meticulous when taking notes and documenting sources. Unintentional plagiarism may still be considered stealing someone else's work or misrepresenting it as one's own. Further, it is the responsibility of the student to follow the appropriate style of documentation as determined by the instructor or program. If the student has any questions regarding the appropriate style of documentation, the student must be certain to ask his or her instructor.

Policy and Procedure

1. A student suspected of cheating or plagiarism will receive a zero for that particular paper, assignment or exam. A written incident report will be sent to the appropriate administrator: Vice President of Student Development for traditional students and the Interim Dean of Adult and Continuing Education for adult undergraduate/non-traditional students with a copy sent to the CAO.
2. The student will have an opportunity to demonstrate or prove that he or she did not cheat or plagiarize, but must appeal the charge in writing within two business days of the receipt of notification of the instructor. This appeal to the instructor may be submitted to the instructor via fax or email.
3. If the student is guilty of cheating or plagiarism and the student admits his or her guilt, the instructor has the discretion to:
 - o let stand the zero or F for the paper, assignment, or exam
 - o require the student to redo the project or something similar to it, assessing an appropriate penalty. The instructor may also assess an additional 10% penalty against the student's final grade.
4. If the student is guilty of cheating or plagiarism and the student refuses to admit his or her guilt, the instructor has two options. First, the instructor may allow the zero to stand and assess an additional 10% penalty against the student's final grade. Or, the instructor may assess a zero or F for the entire course. The instructor may decide to assess a zero or F for the entire course especially if the paper, assignment or exam is a cumulative or comprehensive requirement of the course.
5. Once the appeal has been decided, a follow-up written report will be sent, as appropriate, to the Vice President for Student Development or the Interim Dean of Adult and Continuing Education with a copy sent to the CAO.
6. Should there be a second offense of cheating or plagiarism, in the same course or in any other course, the student may be subject to expulsion from the University, and in the case of fraud, appropriate legal action.
7. Further appeals may be heard by the Provost or the Interim Dean of Adult and Continuing Education. Final appeals may be heard by the Campus Judiciary Committee, whose decision is final.

Tuition and Costs

Tuition

Architecture Graduate Program, per credit hour — \$1,000 (Including summer courses)

Room and Board

1. **19 Meal Plan:** Multiple occupancy, per semester — \$4,400 Single occupancy, per semester — \$4,865
2. **14 Meal Plan:** Multiple occupancy, per semester — \$4,285
3. Single occupancy, per semester — \$4,750
4. **10 Meal Plan: (Not available to freshmen and new students): Multiple occupancy,** per semester — \$4,170
5. **Single occupancy,** per semester — \$4,635
6. **Commuter 5 Meal Plan,** per semester \$600
7. **All Students Christmas and Spring Breaks,** room only, per day — \$30
8. Summer 1 term and Summer term: **Summer Term,** room only — \$180/week **Summer 1 Term,** room and board — \$850

Standard Fees

1. **Campus Technology Fee,** per semester - \$175
2. **Supply/Technology Fees:** ARC 575, ARC 651, ARC 652, ARC 681, and ARC682 \$1,100 per semester
3. **Class Reservation deposit** — \$250
4. **Housing Security deposit** — \$150
5. **Health/accident insurance: Basic plan** (fall semester) — \$240 **Basic plan** (spring semester & following summer) — \$390 Students are required to select one of these plans if enrolled for more than five credit hours. Students are not charged when evidence of similar coverage, with completed waiver form, is received by Health Center within 10 days following registration. Refunds cannot be made after this date. A \$25 late charge is assessed for medical records still incomplete 30 days after registration.
6. **Motor vehicle registration,** per semester — \$60 **Fine for not registering vehicle,** per semester — \$100 **Handicapped zone fine** — \$350
7. **Credentials** (placement file) First three orders no charge; thereafter, per order — \$10
8. **I.D. replacement fee** — \$10
9. **Late processing fee** for incomplete medical records 30 days after registration — \$35
10. **Smoking fine, each incident** — \$100
11. **NSF check fee** or rejected **Online Electronic Check** payment— \$25
12. **Rejected Online Electronic Check Fee** - \$15 per occurrence
13. **Diploma Replacement Fee** — \$25

Academic Fees

1. **Graduation fee** — \$125 Cap, gown, master's degree hood, diploma and other Commencement expenses.
2. **Fee for late payment of student bill** — \$150 (Note: Tuition and fees for all semesters and terms are due two weeks prior to the first day of class.)
3. **Deferred Payment Fee** (Judson Deferred Payment Plan) \$75 per semester, \$125 for full year
4. **Deferred Payment Fee per term,** \$100 for employer reimbursement payments
5. **Add/drop course change,** per transaction — \$30 See the Adding and Dropping Courses section of this catalog for details.

New Student Fees

1. **Application Fee** — \$100
2. **Enrollment deposit** — \$250

- Guarantees a place for students; nonrefundable after June 1, but applies to first semester tuition.

***Note:** Subject to change

****Note:** Basic charge for resident full-time students

Payment Policy

Semester charges for tuition, room and board, and all fees are due and payable in full two weeks before the start of each semester's classes. Payment of accounts may be made from personal or family resources, student or parent loans (government or private loans), approved Judson or external financial aid, a confirmed state rehabilitation grant, or any combination of these means. Students who are admitted or enrolled too late to arrange for full payment of their accounts by means other than their personal or family resources or loans by the first day of classes are nonetheless required to make full payment by that date or enroll in the school's Tuition Deferred Program (TDP). If the student subsequently receives funds from some other source, including financial aid, and these funds are applied to the student's account, thereby producing a credit balance in the student's account, then the student will be entitled to a refund of that credit balance if arrangements are properly made with the Student Accounts office. Students having charges that are not paid in full by two weeks before the first day of the semester classes will be subject to cancellation of their registration for classes that semester.

Judson University offers an interest-free, in-house Tuition Deferment Plan (TDP). This plan will allow you to spread the semester's principal charges over a number of months, concluding with the end of that semester. As long as you are current with your payments, no monthly carrying charges are assessed and your account is considered paid in full for purposes of access to online records and pre-registration. The Judson University Tuition Deferment Plan will require a non-refundable TDP Deferment Fee payable upon acceptance of the plan. See the web page listing the University's current charges for the current amount of the TDP Deferment Fee.

Fines assessed during the semester (vehicle fines, dorm damage, etc.) are due 30 days after being assessed on the student's account. If at any time during the course of a semester a student has an account balance owed to the university greater than 30 days past due, a carrying (interest) charge of 1.3 percent, compounded monthly, will be assessed and applied to the unpaid balance after the 15th day of each month. In addition, students having any balance due to the university at the time of pre-registration for an ensuing academic semester, term, or year, will not be permitted to pre-register until the account balance has been paid in full. Students who have pre-registered for an entire academic year, and subsequently have a past due balance as of November 1 of that academic year, will be notified that they have until mid-November to pay their balance in full or their pre-registration for the forthcoming spring semester will be cancelled. Subsequent payment in full of the outstanding account balance will entitle the student to once again pre-register for the spring semester, but class availability from the original registration will not be guaranteed.

Summer term charges for tuition, room and board, and all fees are due and payable in full two weeks before the start of classes for the applicable term. Failure to pay in full by this due date will subject the student to possible suspension from classes and possible involuntary withdrawal. Payment of accounts may be made from personal or family resources, private student or parent loans, a confirmed state rehabilitation grant (if available for post-term or summer term charges), or any combination of these means. A reduced Tuition Deferment Plan (TDP) is also available during the summer months.

Students with outstanding debt to the university may not participate in graduation ceremonies unless that debt is paid in full or arrangements have been confirmed for the debt to be paid within a timely manner. Semester or term grades, transcripts, diplomas, letters verifying course or program completion or any other student credentials will be issued only when all debt to the university has been paid in full. The process of releasing any of the above documents will begin immediately upon the payment of the debt by cash, or certified check or by an online payment. If the debt is settled with a personal or electronic check, the documents will be released upon verification that the appropriate funds have been transferred to the university as a result of the check clearing the bank, usually a 5-7 business day process.

Student Banking Needs

There are a number of fine banks in the local community surrounding the campus that will be happy to set up student savings or checking accounts for the individual student. There is an ATM machine located in the lobby of the Lindner Tower, as well as a number of ATM machines in businesses located near the campus. The Student Accounts Office is not intended to provide full-service banking privileges but does provide the following services during regular business hours of 9:00am to 4:00 pm during the week:

- **Check Cashing:** Checks can be cashed up to a maximum of \$150.00 per check with a maximum of two checks cashed per week per student. There is a \$0.25 processing fee per check. There is also a \$25.00 returned check fee for checks

cashed or applied on student's accounts that are returned from the bank unfunded for any reason. In such cases the fee and returned check will be charged against the student's account. Check cashing privileges are not available to any student carrying a "debt hold" on their account.

- **Petty Cash:** Students can draw up to a maximum of \$150.00 off of their school account if their school account has a minimum \$150.00 credit balance at that time. Students will be limited to one petty cash withdrawal per week in the Student Accounts office and a \$0.25 processing fee will be charged.
- **Refund of Credit Account Balances:** Refunds of credit balances on accounts greater than \$150.00 may be obtained by check or by direct deposit into your checking or savings account after the first week of a semester or term. A written request for the credit balance must be submitted to the Student Accounts office. Processing of the check or direct deposit takes approximately one week.

Financial Aid

FAFSA Forms

To apply for financial aid, you must fill out the Free Application for Federal Student Aid (FAFSA). You may apply online at www.fafsa.ed.gov to receive the fastest service. You will need your previous year's tax statements to complete the form.

By completing the FAFSA, you are applying for loans through the government. **Student Loans** are either subsidized (government pays the interest while the student is in school) or unsubsidized (student is responsible for the interest while in school). Subsidized loans are based upon a demonstrated financial need. Unsubsidized loans are available regardless of your income. Repayment on either of these loans starts six months after you graduate or drop below half-time status.

When you complete the FAFSA, a report will be sent to Judson's Financial Aid Office. Once the report has been received and you have been admitted into the Graduate Program, you will receive an award letter that outlines what aid you are eligible for. Questions regarding financial aid may be directed to the Financial Aid Office at 847-628-2532.

Tuition Reimbursement

Tuition Reimbursement is a benefit provided by some employers. You should discuss your options with your company's human resource office. Contact the Student Accounts Office at 847-628-2053 with specific questions regarding Judson's tuition reimbursement policies.

Payment Plan

Tuition Deferment Plan (TDP) is a service that allows students to set up a monthly payment plan for a minimal charge, in which payments are spread out over the entire term. Contact the Office of Student Accounts at 847-628-2051 for more information.

How to File for Financial Aid

1. Apply for a pin number
 - o www.pin.ed.gov
 - o You can apply for a PIN at any time.
 - o Your PIN is considered your e-signature on the FAFSA.
 - o Your pin will be mailed to you in a few weeks, or if you supply an email address your pin can be emailed to you in a few days.
 - o For more information on what you can do with your pin refer to the website listed above.
2. File the FAFSA
 - o www.fafsa.ed.gov
 - o The FAFSA is available after January 1st.
 - o You will want to file the FAFSA after you have completed the previous year's taxes.
 - o Be sure to list Judson University on the FAFSA using the federal code 001700 in step six.

Approximately four to six weeks after filing the FAFSA you will receive a Student Aid Report (SAR) from the federal processor, listing the information you provided. If you provided an email address on the FAFSA you may receive the SAR via email. Review this information carefully. If corrections need to be made, go to www.fafsa.ed.gov or use Part 2 of the paper SAR to correct the information and send the signed SAR directly to the federal processor. IF the SAR indicates that you are selected for "verification", you will need to provide the Financial Aid office with a signed copy student's taxes and a Verification worksheet.

3. Receive an award letter
 - o Watch for a Financial Aid Award letter to be sent to you. Remember you will need to be admitted before an award letter can be sent.

Judson University Course Catalog

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College of Lib Arts/Sci		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
MUS510 Professional Apprenticeship	Students receive an additional one-hour private lesson per week from the Judson professor or a guest artist-teacher who actively maintains their performing career. Students should study the graduate-level solo and ensemble repertoire. Offered at the graduate level.		Hours: 2.00
MUS520 Research Seminar	Students will have weekly classes, discuss topics related to their performance area, and receive guidance for their research. Each student will select both individual and collaborative research topics, prepare oral presentations, and submit written papers. Topics will include historical and analytical aspects on solo and ensemble works by major composers, performance practice of a specific musical period, and the influences between different genres shown in major composers' works. The voice majors will be encouraged to choose their topics from solo art songs, oratorios, or opera literature, and the instrumentalists from solo, chamber music, or concerto works. Offered at the graduate level.		Hours: 2.00
MUS530 Performance Forum	A weekly meeting. Students are required to perform at least six times at the meeting each semester. The length of each performance should be at least five minutes. Students should be also able to present the historical and analytical observations on their pieces in the form of a program note. The professor will coach a student's performance and lead a discussion to draw a better performance. Offered at the graduate level. Faculty consent required.		Hours: 1.00
School of Art, Des & Arc		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
ARC556 Professional Practice I	An introduction to and survey of the professional practice of architecture. Course content includes a reflection upon the Preceptorship program, a survey of the history of professional practice, a review of the policies of NCARB, IDP, local and national AIA, a familiarization with the various routes to licensure, exposure to a variety of practice types and career paths within the board context of professional practice. Pre-requisites: ARC561 & ARC562	Every Summer	Hours: 2.00
ARC561 Preceptorship I	Student completes a minimum of 5 months of continuous full-time internship under the guidance of an appointed preceptor.	Varies	Hours: 0.00
ARC562 Preceptorship II	Student completes a minimum of 5 months of continuous full-time internship under the guidance of an appointed preceptor. This course concludes with the submission of IDP	Varies	Hours: 0.00

	record or equivalent resume documenting a minimum of 1860 training hours.		
ARC575 Community Outreach	Community-oriented service learning that includes design or design/build projects. Architecture Program Fee: \$1,100 per Semester Pre-requisites: ARC561 & ARC562	Every Summer	Hours: 4.00
ARC580 Programming and Research Methods in Architecture	This course is an introduction to architectural programming, project scheduling, cost estimating, and case study research. Students will produce a research and program compendium. Pre-requisites: ARC561 & ARC562	Every Summer	Hours: 4.00
ARC600 Topics in Architecture:	Customized courses dealing with specific topics not covered in the regular course offerings. Pre-requisites: ARC556	Elective/Varies	Hours: 3.00
ARC600S Topics in Sustainable Design:		Elective/Varies	Hours: 3.00
ARC600T Topics in Traditional Architecture & Urbanism:		Elective/Varies	Hours: 3.00
ARC610 Adv Digital Representation I	This course extends the representational capabilities of the student through various means of advanced explorations of visual, spatial, and formal constructs; as particularly related to the digital medias of modeling and graphics. The student will complete this course with improved communication skills and experiences through the use of digital technology and through the critical integration of a variety of representational methods.	Elective/Varies	Hours: 3.00
ARC611 Adv Digital Representation II	This course extends the representational capabilities of the student through various means of web related media; as particularly related to the digital medias of modeling, graphic, and web systems. Students will explore communication and publication strategies through Internet and Intranet systems as they potentially relate to architectural practice. Students will visit offices in the region that utilize web resources in creative and critical ways, and become familiar with the different possibilities for digital architectural communication. Students will utilize Adobe Go-Live, Live Motion, Auto CAD 2000, Form-Z, Photoshop and Illustrator.	Elective/Varies	Hours: 3.00
ARC616 Architectural Rendering in Watercolor	This course is intended to introduce the students to the history tools, and techniques of watercolor rendering as applied to architectural spaces. This is primarily a studio course, meaning that most of the time will be spent practicing rendering techniques, both in and out of class.	Elective/Varies	Hours: 3.00
	A study of theory, design and		

<p>ARC623 Art/Industry for Arch: 1851-1914</p>	<p>technology in the period 1851-1914, during which the industrialized nations of the world transformed from a period of relative peace to one of comparative chaos. Among general architectural issues considered against this backdrop, this course emphasizes the conflicts and resolutions stemming from shifting trends in industrialized processes and individual creativity.</p>	<p>Elective/Varies</p>	<p>Hours: 3.00</p>
<p>ARC624 A Search for Authenticity in Architecture</p>	<p>Sometimes we encounter a building, which moves us with so much awe, beauty, and force that we can not help acknowledging an inexplicable emotional and spiritual impact beyond its own utilitarian, cultural, stylistic, or historical confinements. Our seminar is structured to instigate a critical inquiry into this immanent 'authenticity' through the eye of the 'designer.' What is 'authenticity'? Why is 'authenticity' important for architecture and to its designer? How does 'authenticity' relate to architects and architecture in the past, present, and future? Along with a biblical text, we will examine many theories and ideas, which derive from various architects and their architectural expressions of urban, social, cultural, and political contexts through the epistemology of the era in which they lived. As a result, we hope to deepen the gift of discernment in the 'act of design.</p>	<p>Elective/Varies</p>	<p>Hours: 3.00</p>
<p>ARC625 Arch Acoustics Seminar/Lab</p>	<p>This course will consist of lectures, seminars, readings and field trips to large meeting rooms for speech and/or music, such as places of worship, theaters, concert halls, auditoriums, etc., etc. There will be two tests, three case studies, several field trips and several homework assignments. Students will work individually on the design of a class project, competition project or a actual building project by establishing acoustical design goals for different spaces in a building. The purpose of studying these themes of architectural acoustics is to learn how to make use of sonic and physical changes that enhance the quality of the built environment. Consequently, architectural acoustics studies and practice will include the topic of providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.</p>	<p>Elective/Varies</p>	<p>Hours: 3.00</p>
<p>ARC626 Daylighting in Architecture</p>	<p>The purpose of this course is to learn how to make use of visual and physical changes that enhance the quality of the built environment. The works of Aalto, Kahn, Mies, Wright, among others have controlled the sensory environmental qualities such as heat, light and sound to accentuate their design concepts. Architectural lighting studies and practice includes the task of providing</p>	<p>Elective/Varies</p>	<p>Hours: 3.00</p>

	comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.		
ARC627 Architecture for Conviviality	Students consider the warnings that industrialized objects, including buildings, tend to cause our disengagement. We will consider how buildings may have potential for building community and for enhancing engagement with created reality. All of us will be challenged to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.	Elective/Varies	Hours: 3.00
ARC628 Albertian Theory for Contemporary Urbanism	The seminar students stage a community charrette with stakeholders like the Quincy Charrette 2005. The seminar considers contemporary applications from Albertis treatise on architecture that T.N.Rajkovich described recently as articulating the fundamental principles of good city-making nearly 500 years before the Charter of the New Urbanism.	Elective/Varies	Hours: 3.00
ARC630 Chicago Arch After the Fire	Develops the understanding and skills needed to build, communicate, and implement an effective organization budget that will effectively meet the financial needs of the organization and all stakeholders. Status as master's candidate in architecture of permission of instructor.	Spring, even years	Hours: 3.00
ARC632 History Arch Theory Seminar	Study of primary works of architectural theory from antiquity to the modern period, considering how each reflects its writer's culture and personal values, and informs his/her architectural design, and broader contemporary practice. Major thinkers (Vitruvius, Palladio, Laugier, Ruskin, Corbusier, etc.) and themes (the classical tradition, human analogy, materialism, morality, historicism) will knit together the chronological study. Historical values will be considered within a contemporary Christian world view.	Elective/Varies	Hours: 3.00
ARC634 Urbanism: Precedents for	Building on architectural history courses, undergraduate TAU studios, and particularly ARC332, this course introduces students to disciplinary research realms that can contribute to urban planning and civic architecture. There will be a reading review of contemporary related practice. Course focuses on projects enabling the student to practice what has been learned in reading. Fieldtrips will be taken to study Chicago's urbanism. In some situations, it may be possible to fashion projects that are related to TAU studio projects or thesis research. When a public design charrette is an available opportunity, then most of all research and practice		Hours: 3.00

Principles and Practice	<p>projects will be geared toward the charrette work and presentation. Students in this class meet every other Thursday in a seminar meeting to discuss week's readings and to present projects. On other Thursdays, these students will meet with the Arc332 undergraduates to assist them in their projects and to consult with students in undergraduate studios, especially but not limited to those in the TAU studios.</p> <p>May be taken as ARC434 for undergraduate credit.</p> <p>Pre-requisites: ARC332 & ARC451 & ARC381</p>		
ARC636 Readings in Landscape History	<p>Architecture is intimately tied to the landscape, both literally and metaphorically. Landscape design has its own rich history. Consideration of the tradition and history of landscape design will enrich the student' views of the context and possibilities of architectural design.</p>	Elective/Varies	Hours: 3.00
ARC639 Contemp Theory of Architecture	<p>Acquire knowledge of architectural pre-history including Boullée, Polychromy Debate, Semper, Ruskin, Viollet-le-Duc, Wagner, and Loos. Acquire an overview of intellectual history leading to present dominant interest in form and the counterarguments. Acquire an overview of critical literary theory and its antecedents (Saussure, Peirce, Barthes, Etc.). Grasp an overview and read representative examples in French phenomenology. Read representative examples in Heidegger, Gadamer (and Habermas), and Arendt. Acquire an overview and read representative examples of contemporary architectural theory; Christopher Alexander, Peter Eisenman (and Derrida), Leon Krier, Colin Rowe, Joseph Rykwert, and David Watkin. Read contemporary Christian intellectuals whose reflections may apply to theorizing architecture (e.g., Jeremy Begbie, Albert Borgmann, Charles Taylor, and Margaret Visser). Students will be exposed to a range of theoretical applications and problems including social construction, commodification, technology, sustainability, etc. It is hoped that the course will nurture architecture and philosophy projects of many kinds. Note, however, that this description is subject to change as the course is developed.</p>	Elective/Varies	Hours: 3.00
ARC642	<p>This course is intended to build on the skills acquired in the prerequisite courses of ART111 Drawing I (sketching) and ARC122 Design II (drafting). Using a series of studio exercises and sketchbooks, it will expose the student to the intersection of these two types of drawing to develop a unique blend of controlled sketching with architectural sensibilities and conventions. The</p>		

Advanced Architectural Drawing	student will be introduced to the history tools and techniques of sketching as applied to architectural subjects. The use of black and white will be emphasized with limited exposure to color. The study of shades and shadow casting, or sciography, will also be covered in some detail. This class will be particularly useful to students who want to develop their drawing skills in preparation for Europe Study Tour or other travel experiences.		Hours: 3.00
ARC651 Cumulative Design I	The final architectural design studio of the studio sequence, this studio is a two-semester sequence which deals with advanced problems in architectural design. The student engages a design process that begins with urban design, transitioning into building design, and concluding with building detail development. The design studio revisits previous design studio methods, integrates newly developed professional knowledge and experience from the preceptorship, and allows the student to further refine their mastery of architectural design. Architecture Program Fee: \$1,100 per Semester Pre-requisites: ARC561 & ARC562	Every Fall Semester	Hours: 7.00
ARC652 Cumulative Design II	A continuation of the two-semester cumulative design sequence. Architecture Program Fee: \$1,100 per Semester Pre-requisites: ARC651	Every Spring Semester	Hours: 7.00
ARC656 Professional Practice II	A Seminar that continues the content of Professional Practice I, extending the subject into areas of law, ethics, registration, marketing, regulation, finance, project delivery, contract documentation, contracts, and client relations. Pre-requisites: ARC556	Every Fall Semester	Hours: 3.00
ARC661 Design Construct, Synthesis in Craft	Design: Construct is a pedagogically rich method of blending theory, design, representation, construction, and community service. As such, it represents an approach to teaching and learning that engages both passive and active learning and results in an application of knowledge that corresponds directly to the mental and tactile stimuli that are often the focus of architectural education, particularly design.	Elective/Varies	Hours: 3.00
	The Architecture thesis makes an original, critical, and supported argument adding to the disciplinary discourse; original, meaning that the argument is unique and authored by the student; critical in that the investigation is advanced in the light of present scholarship, the history of architecture, and biblical wisdom; supported, meaning that the argument is defended intellectually and under girded by the student's research including case studies. The		

ARC681 Architecture Thesis Project I	investigative medium may be writing or it may be design; however, the original and critical nature of an investigation by design must be articulated in words as must be the scholarly context and the supporting research. The proportion between written and design components may vary but the design portion must be substantive. The written and design components of the Thesis shall demonstrate excellence of high degree in scholarship, design, use of media, and presentation. Architecture Program Fee: \$1,100 per Semester Pre-requisites: ARC561 & ARC562	Every Fall Semester	Hours: 7.00
ARC682 Architecture Thesis Project II	Continuation and completion of ARC681. Includes reviews by faculty committee as scheduled by committee chair, final presentation to committee and written documentation. Architecture Program Fee: \$1,100 per Semester Pre-requisites: ARC681	Every Spring Semester	Hours: 7.00
ARC688 Directed Research/Architecture	Intensive research experience under the direction of an architecture faculty member. Directed research forms are available on the College website and must be approved by the Department Chair and the Graduate Dean. Faculty consent required.		Minimum Hours: 1.00 Maximum Hours: 4.00
ARC688S Directed Research in SustainableDesign:	Faculty consent required.		Minimum Hours: 1.00 Maximum Hours: 4.00
ARC688T Directed Research in TraditionalArchitecture & Urbanism:	Faculty consent required.		Minimum Hours: 1.00 Maximum Hours: 4.00
ARC691 Christian Worldview & Architect	A Seminar that discusses a Christian worldview and its impact on architectural design. Imagery, aesthetic theory, stewardship, service and communication are reviewed as avenues of impact. A final paper documenting the student's worldview and its relationship to one's individual design approach and goals is required.	Every Spring Semester	Hours: 3.00
ARC692 Architecture for Christian Worship	Humanity has chosen to worship the Triune God communally through the design and use of particular built environments. This class is designed to provoke critical reflection on how these spaces for worship have helped to articulate and shape people's understanding and experience of God. We will examine many different architectural expressions of worship space through time with an eye toward discerning how church buildings of the past may provide insight for church designs in the present and future.	Elective/Varies	Hours: 3.00
School of Education		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
	This course is designed to introduce		

<p>EDU501 Introduction to Action Research</p>	<p>students to the philosophical foundations, purposes and methodologies of action research. Students will be guided through the process of developing an action research proposal relevant to their vocational setting and professional development. Bachelor of Arts and Teacher Certification required.</p>	<p>Every Summer</p>	<p>Minimum Hours: 1.00 Maximum Hours: 3.00</p>
<p>EDU513 Cross-Cultural Education</p>	<p>This course examines diverse cultures and how they differ and are the same relating to the following: religion, politics, economics, ideology, education, and social order. We explore cultural universals so that students will have a better understanding of the needs of the underrepresented populations. We will discuss strategies that promote understanding, tolerance, overcoming prejudice, and that celebrate diversity.</p>	<p>Every Spring Semester</p>	<p>Hours: 3.00</p>
<p>EDU514 Foundations of Language Minority Education</p>	<p>This course offers an overview of the historical, sociological, philosophical, political and legislative foundations of language minority education. Specific topics include legal, historical, and social perspective; multi-cultural perspectives with implications of bilingual education; program models; approaches to language minority education in other countries; and current national and state issues in language minority education.</p>	<p>Every Fall Semester</p>	<p>Hours: 3.00</p>
<p>EDU518 Methods & Materials for Teaching Bilingual Education</p>	<p>This course is designed to provide strategies, methods, and materials that are appropriate for teaching bilingual students. The emphasis of the course will be on examining and supporting children's literacy development in the native language as well as learning the content areas. Techniques for managing multilevel classrooms and curriculum development will be studied. Throughout the course, we will discuss what the research and the practice of master teachers indicate about how children develop as readers and writers.</p>	<p>Every Spring Semester</p>	<p>Hours: 3.00</p>
<p>EDU520 Cognition & Learning</p>	<p>Certified teachers have a foundational knowledge of educational psychology. This course, which builds on that foundation, focuses on cognitive psychology and its implications for education. It will examine applications of the research on cognition and the brain (including gender differences) to the design of instruction. The fundamental processes of cognition - how individuals perceive information, store it in memory, and retrieve it for later use - will be emphasized. Graduate candidates will investigate theories and research on learning styles and multiple intelligences and ways to adapt instruction for these individual student differences. The theory of emotional intelligence as it affects both the teacher and the</p>	<p>Every Spring Semester</p>	<p>Hours: 3.00</p>

	learner will be explored. Bachelor of Arts and Teacher Certification required.		
EDU530 Action Research I	This independent study course is to assist graduate students in the development of the action research projects which they began during the summer term. To successfully pass this course, graduate students will have satisfactorily written a research proposal containing at least the following components: (1) the action research introduction, (2) the literature review, (3) a timeline/outline for data collection, (4) forms for data collection, and (5) prepared informed consent requests to be submitted to the Institutional Review Board (IRB). Graduate students who do not earn a passing grade for this course will need to re-enroll in the course each term until the requirements are met. It is expected that graduate students will have made and continue to make the necessary appointments with their action research advisor in order to ensure that course outcomes are successfully completed in a timely manner. . Bachelor of Arts and Teacher Certification required.	Every Fall Semester	Hours: 1.00
EDU535 Scholarship in Teaching	Teachers have a powerful, long-lasting influence on their students. Teachers directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another. This course explores the attributes of excellent teaching and learning and offers a structure to help experienced professionals become more effective learning specialists. Coursework will include a survey of current literature on the qualities of effective teachers, a formative assessment of individual classroom practice and opportunities to participate in discussions and reflections on the qualities of excellent teaching. Bachelor of Arts and Teacher Certification required.	Every Fall Semester	Hours: 2.00
EDU611 Technology Instruction/Teachers of Language Minority Students	The use of computers and interactive media for instructional purposes in linguistically and culturally diverse classroom is discussed. The selection and use of software and interactive media (acknowledging copyright prohibitions) within various content areas are also presented. Demonstrations of software and hands-on activities are included to provide teachers with the information necessary to successfully integrate technology instruction into their classrooms.	Every Summer	Hours: 3.00
	This course will provide participants with a comprehensive knowledge foundation in the study and development of language programs for ESL/Bilingual students. It will have		

<p>EDU614 Assessment of English Language Learners</p>	<p>an emphasis on the review of various bilingual and dual language program models as well as assessment of English Language Learners (ELLs). The course promotes the use of balanced assessments models for students' evaluation and gives attention to the development of valid and effective teacher-made tests that include a variety of question types, modalities, promote higher-order thinking and provides allowances for students with different learning needs. Participants investigate a variety of language assessment tools including journals, logs, portfolios, group projects, reflective papers, student's interviews, self-evaluations, and meta-cognition. Participants will relate to the usefulness and applicability of particular assessment tools and models top appropriate elements in lesson planning and instruction.</p>	<p>Every Fall Semester</p>	<p>Hours: 3.00</p>
<p>EDU616 Lingusitic Considerations for Reading & Writing/New Language</p>	<p>This course develops graduate students' understanding of language development in the hfirst eight years of life and the principles that govern the process. The language learning process is studied as an integral part of both the development and thinking and the child's sense of self. The purpose of the couse is also to provide a framework for considering how language development in bilingual indiiduals is different from that o fmonolinguals. This course is designed to assist educators in understanding how the multiple realities of bilingualism interact with the educational context and therefore may influence the academic performance of bilingual students. Students learn how the various contexts both inside and outside of a child's home interact with factors such as age, sex, race, social class, and cultureal experiences to influence language competence and performance. Students examine the role of adults, peers, and siblings in fostering language development, and learn how group experiences in early childhood programs can be arranged to maximize language development in new language learners.</p>	<p>Every Fall Semester</p>	<p>Hours: 3.00</p>
<p>EDU617 Methods/Materials of Teaching English as a Second Language</p>	<p>This course is focused on the relevant topics concerning English as a second language. Students will master strategies for teaching English to speakers of other languages, using naturalistic second language learning strategies and methods. Applications to particular groups of different aged, abilities levels, and cultural backgrounds are presented. Strategies that foster both language acquisition and academic achievement in speaking, reading, writing, and listening will be presented.</p>	<p>Every Spring Semester</p>	<p>Hours: 3.00</p>
	<p>The focus of this course is an exploration of the learner's total environment as it influences the</p>		

<p>EDU620 Learning Environment</p>	<p>learning process. Certified teachers will build on their current knowledge of and experience with the learning environment by studying the following topics: classroom management and discipline models, methods for increasing student motivation, and teaching strategies which address students' needs. session Bachelor of Arts and Teacher Certification required.</p>	<p>Every Summer</p>	<p>Hours: 2.00</p>
<p>EDU630 Action Research II</p>	<p>This classroom based and independent study course is to assist graduate students in the continuing development of their action research project. To successfully pass this course, graduate students will have satisfactorily completed the data collection process and will have made significant progress towards identifying trends in the data analysis that will assist in answering the questions being addressed in the action research project. The graduate student who does not earn a passing grade for this course will need to re-enroll in the course each term until the requirements are met. It is expected that the graduate students will have made and continue to make the necessary appointments with their action research advisor in order to ensure that course outcomes are successfully completed in a timely manner. Bachelor of Arts and Teacher Certification required.</p>	<p>Every Spring Semester</p>	<p>Hours: 1.00</p>
<p>EDU635 Reading & Writing for Learning</p>	<p>This course will focus on the necessity of incorporating reading and writing in every content area, including science, math, social studies, and literature. The course will build on the experienced teacher's classroom practice of reading and writing instruction by adding such explicit strategies as questioning, summarizing, comprehension monitoring, and using graphic organizers to help readers to learn to retain, organize, and evaluate the information they read. The course will include a survey of current literature on reading and writing in the content areas and opportunities to participate in discussions and reflections on the use of content literacy practices. The use of student-choice book discussion groups will focus coursework to specific content areas. Bachelor of Arts and Teacher Certification required.</p>	<p>Every Summer</p>	<p>Hours: 3.00</p>
	<p>With past experience communicating both orally and in written format, certified teachers will enhance and expand this knowledge base with techniques and skills that build confidence and success. This course will help students to better communicate orally as individuals, in group presentations, and in written format by studying and practicing strategies and methods for</p>		

<p>EDU640 Prof Communication Techniques</p>	<p>exceptional presentations to a variety of audiences and readers in an educational setting. Skill development includes being better equipped to prepare, research, organize, draft, and present a professional report. Self-directed techniques will be learned and practiced to comfortably and successfully communicate in any setting. An appreciation for the needs and interests of the audience/reader will be emphasized. In a positive environment, the student will develop critiquing skills and benefit from critiquing peers as well as receiving critiques from colleagues. As a result of this course, the educator will be prepared to communicate successfully with students, parents/guardians, peers, the board of education, professional organizations, and the community. Bachelor of Arts and Teacher Certification required.</p>	<p>Every Summer</p>	<p>Hours: 2.00</p>
<p>LIT505 Integrating Technology in Literacy Instruction</p>	<p>This course will examine the role of technology integration in the four main tenets of traditional literacy instruction - reading, writing, speaking and listening, as well as provide the opportunity to examine the pedagogical decisions for integrating technology in the classroom. The focus throughout the course is to teach candidates to integrate technology with literacy instruction in a dynamic way that affords students the opportunity to access content and learning in a way that was not possible prior to the advent of specific emerging technologies.</p>		<p>Hours: 3.00</p>
<p>LIT510 Strategies for Effective Writing Instruction</p>	<p>This course examines current trends, best practices, research, and challenges in the teaching of writing at the primary, intermediate, and middle school levels (K-12). Major research programs and theoretical perspectives that have contributed to our knowledge about effective writing instruction are studied.</p>		<p>Hours: 2.00</p>
<p>LIT515 Strategies for Effective Reading Instruction</p>	<p>This course explores a repertoire of instructional practices which help students in grades K-12 to acquire, expand, and deepen their ability to comprehend a variety of texts. A focus of the course is preparing teachers to create active literacy classrooms in which children are engaged in reading, writing, and discussion to deepen comprehension.</p>		<p>Hours: 2.00</p>
<p>LIT520 Reaching Second-Language Readers and Writers</p>	<p>This course examines theory and application related to teaching reading and writing to second language learners. The emphasis is on various instructional strategies and materials facilitating the assessment and development of English language learners in elementary and middle grade levels.</p>		<p>Hours: 3.00</p>
	<p>The intent of this course is to study the effective engagement of K-12</p>		

LIT525 Reaching Reluctant Readers and Writers	students whose motivation and interest in reading and/or writing is lacking. The course will take a focused look at affective elements related to literacy instruction such as rapport, student choice, teacher modeling, and authentic assignments. Throughout this course, students will have opportunity to make use of a variety of specific strategies intended to increase motivation and interest in reluctant readers and writers in their own classrooms.		Hours: 2.00
LIT530 Oral Interpretation of Children's Literature	This course will focus on the types of literature and various oral methods which can be used in teaching literature in elementary and middle school. The ongoing focus of the course will be drawing in the interest of students through the creative use of solo and group oral reading. This approach combines performance with some stagecraft. Literature will draw from children's books, poetry, short story, newspapers, diaries and the novel. The course will develop the vocal capabilities of the participants, such as pitch, pace, pause and force.		Hours: 2.00
LIT535 Literacy Conference	The culmination of this degree program will be a literacy conference featuring a variety of contemporary literacy topics explored and expounded upon by experts from around the country. Students will be actively involved in hosting this annual event.		Minimum Hours: 1.00 Maximum Hours: 2.00
LIT605 Communication in Professional Settings	This course will help the students to better communicate orally as an individual and orally in group presentations by studying and practicing strategies and methods for exceptional presentations to a variety of audiences and readers in an educational setting.		Hours: 3.00
LIT610 Literacy Research	The purpose of this course is to introduce students to foundational and current research in literacy. This course will cover the major quantitative methods (survey, correlational, experimental designs), qualitative methods (grounded theory, ethnography, narrative), mixed methods, and action research. Students will also learn sampling techniques and data collection and analysis techniques associated with these methods. This course will develop the skills needed for the initiation, activation, and completion of the Capstone Project.		Hours: 4.00
LIT620-1 Evaluating Children's Literature(Grades K-3)	This course explores a wide variety of literature for K-3 children including fiction, nonfiction, traditional literature, picture books, big books, short novels, plays, and poetry. Emphasis will be on both expanding the teacher's knowledge of books, authors, and illustrators as well as creating engaging, meaningful curriculum for children that uses		Hours: 3.00

	literature to support and extend content learning. Students will enroll in either this course or LIT620-2.		
LIT620-2 Evaluating Children's Literature (Grades 4-12)	This course will focus on the evaluation of literature for use with readers in Grades 4-12. Emphasis will be on expanding the teacher's knowledge of contemporary literature and exploring its use to create engaging, best practice curricular experiences. Reading and class activities will focus on supporting and extending literacy learning, promoting interest in diverse texts, and evaluating literature from a professional perspective rather than a personal bias. Students will enroll in either this course or LIT620-1.		Hours: 3.00
LIT630 Writing for Educators	The purpose of this course is to help students develop graduate-level writing skills. Students will create papers with a clear thesis statement and with well-supported main ideas which are presented in a logical order that reveals a definite pattern of organization. A significant portion of the class will provide grammatical instruction to help students avoid common errors in their writing, especially with respect to sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation.		Hours: 4.00
LIT640-1 Assessing and Improving Writing Instruction (Grades K-3)	This course will focus on the rationale and methods for developing expertise in writing instruction in kindergarten through third grade. The emphasis throughout the course is on recognizing the developmental aspects of writing ability and devising appropriate lessons and methods of assessment to help students become better writers. Students will enroll in either this course or LIT640-2.		Hours: 3.00
LIT640-2 Assessing and Improving Writing Instruction(Grades 4-12)	This course will focus on the rationale and methods for developing expertise in writing instruction in grades four through eight. The focus throughout the course is on recognizing the developmental aspects of writing ability and devising appropriate lessons and methods of assessment to help students become better writers. Students will enroll in either this course or LIT640-1.		Hours: 3.00
LIT650-1 Assessing and Improving Reading Instruction (Grades K-3)	This course will focus on the implementation of effective reading instruction for the range of readers found in K-3 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. Students will enroll in either this course or LIT650-2.		Hours: 3.00
	This course will focus on the implementation of effective reading instruction for the range of readers		

LIT650-2 Assessing and Improving Reading Instruction(Grades 4-12)	found in 4-12 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. Students will register for either this course or LIT650-1.		Hours: 3.00
School of Leadership/Bus		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
ORL501 Becoming an Effective Leader	Analyzes various leadership theories. Explores strategies for personal, team, and organizational leadership. Examines issues of personal development, teamwork, motivation, influence, power, and change. Students will develop a framework for understanding and practicing leadership. Core questions related to leadership will be considered: What is leadership? Who can lead: What are the characteristics of effective leaders? What do effective leaders do? How is leadership developed?		Hours: 3.00
ORL505 Analysis and Research Strategies	Employs key analysis and research strategies for critically evaluating data related to planning and other organizational functions. Students will learn effective research and analysis skills fundamental to any leadership role. By using these skills, students can critically evaluate information: how and where it was acquired, how it is to be used, and how it should be communicated.		Hours: 3.00
ORL510 Ethical Leadership	Provides an overview of character as the foundation for effective leadership. Students will learn the impact of values and ethical behavior on their leadership ability and the organization. Using classical and contemporary ethical case studies, students will learn how to analyze a situation to arrive at a values-based decision consistent with Scripture.		Hours: 3.00
ORL515 Leading High Performance Teams	Provides theoretical and practical knowledge that can be applied immediately to students' work teams. Using a variety of models and perspectives is essential to becoming an effective leader in today's society, whether in business, non-profit management or church leadership. Students will be able to use the skills learned in this course in a variety of team driven settings.		Hours: 3.00
ORL520 Organization, Culture, Politics and Communications	Examines behavioral science theory as well as various factors that influence the culture and politics of an organization. Students will learn how to analyze the culture of an organization, determine appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today's society. By combining organizational theory with real-life organizational examples, learners will be able to analyze culture and politics and develop communication strategies that will assist in improving overall performance. Students will have the opportunity to analyze their own organization and learn practical approaches for improvement.		Hours: 3.00
ORL525 Global Leadership: Leading Across Cultures and Distance	Explores cultural differences and variables. Focuses on developing necessary strategies to become effective global leaders. To this end, multicultural awareness and sensitivity, coupled with interpersonal tools and skills for leadership across distances and cultures, are essential. Theory and practice are blended in this course and provide insight into the many facets of working with individuals and organizations in various cultural frameworks.		Hours: 3.00

	Students will be enabled to understand the impact of culture and diversity, as well as expand their cross-cultural capabilities, which include creating mutually beneficial partnerships around the world.		
ORL601 Leadership Mentor Program	Enables students to discuss key leadership lessons learned and the lessons' specific applications to their personal and professional life. Students will interact with knowledgeable, experienced advocates who hold students accountable for aspiring to become effective leaders.		Minimum Hours: 0.00 Maximum Hours: 1.00
ORL605 Intergenerational Leadership	Recognizes generational issues as one aspect of diversity. Focuses on the characteristics of Veterans, Boomers, Xers and Nexters and the impact these characteristics have on the relationships that exist in the workplace. For example, students will explore communication preferences of each group, and their effect on recruiting, managing, and retaining employees. Students will develop skills that will facilitate leading a multigenerational workplace. Theory and practice will be integrated in this course through the use of current research and case studies and journaling by the students.		Hours: 3.00
ORL610 Leadership, Change & Innovation	Focuses on the development of a creative and innovative mind that balances that need of the organization with the need of people within the organization for stability. Students will learn how to develop a creative mind, how to implement innovations, and how to help an organization and its people through the process of change so that innovations can be implemented smoothly and with minimal disruption to the organization.		Hours: 3.00
ORL612 Organizational Finance	Develops the understanding and skills needed to build, communicate, and implement an effective organization budget that will effectively meet the financial needs of the organization and all stakeholders.		Hours: 3.00
ORL614 Strategic Communication	Develops the understanding and skills needed to lead the development of internal and external communication strategies, deal with crisis communication, and effectively handle national and international media.		Hours: 3.00
ORL615 Strategic Leadership	Examines the leaders role in determining the mission and from that working with others in the organization to develop a strategic vision and corresponding strategic initiatives to meet the needs of the changing internal and external environment. The roles and interrelationships of human resources, finance, logistics, technology and marketing within an organizational context in building an effective overall strategy will be explored. Students will increase their understanding of the leader's role in strategic planning and leading organizations using resources, both technological and human, in a way that embraces Christian stewardship.		Hours: 3.00
ORL620 Transformational Leadership	Uses the foundation of one's values and the assessment of one's strengths to determine a sphere of influence in which to become a leader. Students will articulate their unique messages and use them to identify their future potential impact in the world.		Hours: 3.00
ORL625 Applied Research Project in Leadership	Challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout the Master of Arts in Organizational Leadership program into one comprehensive project.		Hours: 5.00

