



**Master of Clinical  
Mental Health  
Counseling Catalog**

**2018-2019**

# Master of Arts in Clinical Mental Health Counseling

## Catalog 2018-2019

### **WELCOME!**

This catalog is designed to provide information about the Master of Arts in Clinical Mental Health Counseling degree program 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.

# Locations

## Elgin Campus

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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

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Judson's Rockford campus is located in the Swedish American Riverfront YMCA in Rockford. Students can enjoy a total of seven classrooms, kitchen area, student success computer lab, and wireless internet access. This facility is located at 200 Y BLVD, Rockford.

# Affiliations and Accreditation

## Judson University Affiliations

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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 Governing Boards of Universities and Colleges  
Association of Independent Liberal Arts Colleges for Teacher Education  
Association of the Collegiate Schools of Architecture  
Au Sable Institute  
Chicago Area Faculty Development Network  
Chicagoland Collegiate Athletic Conference  
Christians in the Visual Arts  
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  
Sias International University  
State Educator Preparation and Licensure Board (SEPLB) of the Illinois State Board of Education (ISBE)

## Judson University Accreditation

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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**

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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

# Admissions Procedure

Application forms for admission to the graduate program can be obtained by contacting the Graduate Program of Clinical Mental Health Counseling or by using the online application. After the application is submitted, arrange for official transcripts of all previous University work be sent to the University. Please request them to forward to: Judson University, Director of Graduate Program in Clinical Mental Health Counseling, 1151 North State Street, Elgin, IL 60123.

Admission status is determined by the admission review committee for the School of Business and Professional Studies, according to the criteria below.

The requirements for admission to graduate study for the Master of Arts in Clinical Mental Health Counseling degree include:

## **ADMISSION REQUIREMENTS**

- A completed, signed, dated application form and payment of application fee
- A bachelor's degree in Psychology, Sociology, Human Services, or related field from a regionally accredited college or university
- Two years of work experience
- Professional Resume
- A grade-point average of at least 2.50 on a four-point scale
- Official signed and sealed transcripts of all college and graduate work
- Two letters of reference, one from a Pastor or colleague
- One page type essay answering the question: "Why do you want to earn a Master of Arts in Clinical Mental Health Counseling and how will this degree impact your future.
- Interview with the Program Chair
- The whole of the above will be considered regardless of any particular strengths or weaknesses of any single component.

## **CONDITIONAL ADMISSION**

An individual who does not meet regular admission requirements but who desires to pursue work leading to a master's degree at Judson University may be permitted to enroll conditionally in a limited number of graduate courses. Regular status may be gained after removal of deficiencies and/or completion of acceptable work at Judson University of not fewer than eight semester hours of graduate study.

# Statement of Purpose

The Master of Arts in Clinical Mental Health Counseling program, program prepares students to become licensed clinical mental health counselors who address the needs of individuals and groups from a Christian perspective. The program promotes excellence in academics and acquired counseling skills through rigorous coursework and practical experience with community and private agencies. Graduates are prepared to assume a professional identity that contributes to the overall well-being of humanity.

Graduate education at Judson University provides students with advanced learning and skills within a specialized discipline. Graduate students create original work that is rigorously evaluated by professors and peers, demonstrating breadth of scholarship and integrative critical thinking skills. Graduate students demonstrate a high degree of self-motivation in their studies and creatively contribute knowledge and skills to their field.

## **Graduate education provides students with:**

- Advanced learning in a specialized discipline to promote expertise
  - *Academic*- centered on generating original research in a particular discipline
  - *Professional*- developing skills and knowledge for a specific profession
- Advanced skills as applied to an area of study
- Rigorous evaluation of student work by professors and peers
- Opportunity to create original work
  - Breadth of scholarship
  - Ability to think and study independently

## **Graduate education requires:**

- High degree of self-motivation of creating, doing, and advocating
- Original research or experience (internships)
- Creative and effective communication
- Movement from receiving knowledge to enhancing, creating, and owning knowledge
  - Articulate and assume responsibility for own work
  - Demonstration of integrative, independent, critical thinking
- Varied roles, from student, to researcher, teacher, mentor
- Creative contribution to field
  - Collaborative and responsible participation in society
- Familiarity with principal techniques and important literature in the field
- Apply quantitative, qualitative, and creative models of inquiry appropriately
- Demonstrate depth, breadth, and synthesis of learning, and ability to reflect on the significance of that learning

# Distinctive Features

## THE PROGRAM

The Master of Arts in Clinical Mental Health Counseling degree program combines several attractive features to enhance the process of graduate study. Those features include:

- Professors who are experts in their field.
- Focus on practical application of theory.
- Applied experience with practitioners during Practicum and Internship.
- Classes meet one night per week for 4 hours or online.
- Clear plan of the course sequence.
- Completion of the program with a group of about 15.
- Degree completion in under 3 years.
- Tuition payments due in full or on billable terms.



# Graduate Outcomes

The Master of Arts in Clinical Mental Health Counseling will equip its graduates to:

- Summarize historical aspects of counseling theory and practice and associate them with current practice.
- Demonstrate knowledge and application of appropriate counseling techniques with both individuals and groups, including crisis intervention skills and both short and long term plans.
- Exhibit cultural competence in client advocacy and counseling.
- Illustrate how theories, models, and principles of human development apply to service delivery systems in various settings impacting individuals, groups, and communities.
- Analyze career/occupational development theories and trends, and create plans that encourage self-help.
- Explain principles of assessment central to appropriate treatment plans, including biopsychosocial, human development theories, family dynamics, and normal or abnormal pathology.
- Exhibit appropriate use of diagnostic tools such as the current edition of the Diagnostic and Statistical Manual, and appropriately diagnose clinical mental health and substance use disorders.
- Recognize characteristics of individuals, families, and communities served by clinical mental health counseling services, and develop effective strategies for providing access to appropriate resources.
- Acquire an understanding of ethical and legal counseling principles, integrated with Biblical truths and Christian values for effective application in professional practice.
- Articulate personal values, interpersonal style, strengths, and limitations in relation to professional counselor requirements, and be familiar with clinical mental health counseling professional standards

# 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 inquiries 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, photographic and videotaped image, 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

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**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.

Judson University Campus Safety is considered the institution's law enforcement unit, and records created and maintained by that department for law enforcement purposes are excluded from the definition of education records. Campus Safety staff members, and members of the University Behavior Assessment Team, are considered school officials with a legitimate educational interest, and may be granted access to education records as necessary to fulfill their professional responsibilities. Additionally, the FERPA health and safety emergency provision permits information from a student's education record to be disclosed to appropriate parties in the event of a health or safety emergency such as a natural disaster, terrorist incident, or outbreak of an epidemic disease.

For more information regarding FERPA, please contact Judson's Registrar's Office 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.

# Student Information

## Communication with Students

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Important information from various administrative offices is normally communicated to students via email. All current Judson University students are provided an email and MyJudson information account. All students are responsible for checking their Judson email accounts regularly as well as academic and schedule information on their own MyJudson information page. The email accounts are maintained by the Information Technology department. The MyJudson Information System is maintained by the Registrar's Office.

## Student Responsibility

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The student must become familiar with the academic policies, curriculum requirements and associated deadlines as outlined in this catalog (posted on the university web site). The academic adviser will advise the student on all matters related to their program of study and will aid the student in the interpretation of policies whenever necessary. It is ultimately the student's responsibility for meeting all stated requirements for the degree and the policies related thereof.

## MyJudson

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The following features are available within your **MyJudson** account:

- Your Biographical Information
- Your Student Schedule
- Your Grades
- Your Academic Record (Judson and Transfer Courses)
- Your Degree Audit
- Your Financial Aid
- The Judson University Course Catalog/Class Schedule Listings
- The ability to project your grade point average (GPA) based on estimated grades
- Student Forms

If you access the Judson web site from a public area, be sure to close the browser before you leave the computer.

All questions related to your student academic record should be directed to the Registrar's Office at 847-628-1155.

## References and Endorsements for Students

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On request, faculty may provide references for students and graduates to assist them in career development and placement. The Career Center or the Student Development Office may also provide helpful information. References provided by faculty are understood to be personal and should not imply formal institutional endorsement whether for graduate work, employment, or the undertaking of a mission or special ministry. Institutional endorsement is granted only when a student is engaged in an activity as an employee of University, or is under the auspices of a direct University program.

# Students With Disabilities

## OUR MISSION

The Student Success Center provides qualified students with disabilities reasonable accommodations and resources in order that they may have equal opportunities for success. Partnerships between faculty, staff and students with disabilities provide equity and access to the resources available to all students.

Under the American Disabilities Act (ADA) of 1990, which was amended as ADAAA in 2008, and Section 504 of the Rehabilitation Act (1973), Judson University will make every effort to provide qualifying students with reasonable accommodations based on individual needs and a licensed clinician's recommendation. All students seeking academic accommodations must provide documentation that is current and from a doctor or licensed clinician. Judson University is only required to accommodate a student's disability if the student has disclosed their disability to the ADA/504 Compliance Coordinator and provided the required documentation.

The most effective way to show that you qualify for reasonable ADA/504 accommodations in the current school term is to obtain a letter from a licensed medical professional/clinician who is familiar with you and your type of disability and has completed applicable, supporting documentation that validate the specific disability. The summary letter must outline the disability, test results, limitations to learning, and reasonable academic accommodations in order to meet the needs of post-secondary coursework.

The documentation must reflect your abilities and limitations at the academic Post-Secondary level at the time you request the accommodation. Please note: The post-secondary school does not have to make changes or adjustments that fundamentally alter the academic prescribed coursework or graduation requirements under the American Disabilities Act (ADA) of 1990, which was amended as ADAAA in 2008, and Section 504 of the Rehabilitation Act (1973).

Under ADA and Section 504, reasonable accommodations or minor academic adjustments may include the following based on required documentation:

- 1. Assigned note takers
- 2. Audio books
- 3. Extended time on tests (time and 1/2)
- 4. Testing in a quiet testing room
- 5. May leave class for short intervals
- 5. Use of calculators
- 6. Sign Language Interpreters for academic coursework
- 7. Computer use for essay exams

Students are afforded:

- 1. Confidentiality of their records.
- 2. Accommodations for which they have been approved.
- 3. Permission to request changes to their accommodations.
- 4. The choice of which classes they may use all or some of their accommodations.

## Service and Emotional Support Animals

As outlined in the Non-Discrimination and Non-Harassment Policy, Judson University provides reasonable accommodations for qualified students with disabilities. The University allows individuals with Service Animals access to buildings on campus,

including Campus Housing. The University will allow qualified students with disabilities to have an Emotional Support Animal (ESA) in Campus Housing on a case-by-case basis according to the policy outlined below.

### **SERVICE ANIMALS**

Per Titles II and III of the Americans with Disabilities Act, Judson University allows a person with a disability to be accompanied by a service animal in all places where students and members of the public are permitted to go, except where animals are specifically prohibited due to a health or safety hazard. Service animals are defined as dogs (miniature horses where reasonable) that are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting a person to sound and alerting/protecting a person who is having a seizure. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for the purposes of defining a service dog. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability.

### **EMOTIONAL SUPPORT ANIMALS (ESAS)**

Per the Fair Housing Act, Judson University provides reasonable accommodations for a student with a disability to have an emotional support animal in campus housing. An emotional support animal is an animal that is necessary to afford a person with a disability an equal opportunity to use and enjoy a dwelling when there is an identifiable relationship or nexus between the person's disability and the assistance the animal provides. Emotional support animals include species other than dogs and miniature horses. Typically an ESA is prescribed to an individual with a disability by a healthcare or mental health professional and is an integral part of a person's treatment process. ESAs are generally only allowed within a student's residence in Campus Housing, though requests for the ESA to accompany the student to other campus locations will be considered on a case by case basis. Requests should be made to the ADAA Compliance Coordinator, located within the Student Success Center. There must be a link between the animal and a disability. Emotional distress resulting from having to give up an animal because of a "no pets" policy does not qualify a person for an accommodation under federal law.

Any questions regarding accommodations at Judson University, please contact Gineen Vargas, Tutor and ADAA Compliance Coordinator at [gineen.vargas@judsonu.edu](mailto:gineen.vargas@judsonu.edu). Phone: 847-628-1556 Fax: 847-628-1007. Gineen's office is located in the Student Success Center - Lindner Tower 2nd floor.

# **Responsibility of Student**

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

# Judson's Non-Discrimination Policy

Judson University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment or its programs and activities, including admission to Judson University, participation in all of its academic and co-curricular programs, eligibility for its various financial aid programs and all college services in compliance with all federal, state and local laws prohibiting such discrimination, including Title IX and its implementing regulations.

The following individual has been designated to handle inquiries regarding the application of Title IX and its implementing regulations to Judson University:

Curtis Sartor  
Judson University  
1151 N State St.  
Elgin, IL 60123  
847-628-1017

The following individual has been designated to handle all other inquiries regarding this non-discrimination statement:

Curtis Sartor  
Judson University  
1151 N State St.  
Elgin, IL 60123  
847-628-1017

For further information on notice of non-discrimination, visit <http://wdcrobcop1.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.



# 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 and/or enrollment verification held until the obligation is resolved

## Transcripts

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

Online Transcript Request by Credentials Solutions: Log on to [www.judsonu.edu](http://www.judsonu.edu). From the MYJU menu, select Transcript Request. A transcript can be delivered by the U.S. Postal Service or sent electronically. The service fee is \$5.00 per transcript. You will need a valid credit card and email address to place the order. In most cases, your request will be processed within 2-4 business days after the order is authorized by Credentials. For an additional fee, you may request Federal Express and one day processing is possible as long as there are no outstanding obligations to the university. If you would like to place an order over the phone (additional fee may apply), need assistance completing the online order form or have order tracking questions contact Credentials Solutions at 847-716-3005. If you have questions regarding your academic records, contact Judson University at 847-628-1155.

Transcript Request by U.S. Postal Service: An institution or a student may forward a transcript request form to the Registrar's Office at Judson University including the following information.

Where the transcript is to be sent

Current first and last name, middle initial and previous name(s) if applicable

Date of birth

Social security number

Dates of attendance and date of graduation if applicable

Student's signature

Cash or check made out to Judson University for \$5.00 per transcript, no credit cards accepted.

Transcript request by postal service will be processed within 7-10 business days of receipt.

Request Transcript in Person: There is no charge for transcripts picked up in the Registrar's office by the student. If you need Judson to mail your transcript, there is a \$5.00 postage and handling. The Registrar's office is located on the first floor of the Lindner Tower and hours are 9 am to 5 pm weekdays. Please allow at least 30 minutes for processing. It is a good idea to call the Registrar's office at 847-628-1155 prior to your visit.

## Enrollment and Degree Verification

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Most Judson University degree and current or past enrollment verifications will be provided by the National Student Clearinghouse at [www.studentclearinghouse.org](http://www.studentclearinghouse.org). Verification request forms are available on MyJudson or in the Registrar's Office for current students. Verification requests from outside institutions may also be delivered to the Registrar's Office for processing. There is no charge to the student.

# Judson University Complaint Procedures

## Informal Complaint Procedures

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It is the wish of the University to provide an education and services of high quality to its students and to provide equity and harmony in the application of policies and procedures. Members of this community of learners-students, faculty, staff and administrators-are expected to treat each other as trustworthy, honest and honorable, in accordance with our Community Standards. When a student has a complaint, the University would encourage resolution to be sought through informal communication with the appropriate instructor, academic dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated.

## Documentation of Formal Process

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For reasons of both efficiency and charity, any appeal should be pursued as close in time to the alleged unfair event as possible. Any appeal must be documented by all involved parties. Standard rules of evidence and strict confidentiality will be observed through any and all appeal steps.

## Formal Complaint Procedures

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This complaint policy does not supersede specific policies involving special cases such as grade appeals, sexual harassment, academic dishonesty, etc. that are further defined in the Student Handbook, Catalog or elsewhere. Click on the links to view specific policies: [FinancialAppeal](#), [AcademicDishonesty](#), [SexualMisconduct](#)

### **INITIAL ACTION (STEP ONE): LODGING A FORMAL COMPLAINT**

A student who wishes to lodge a formal complaint with the University must complete and submit the formal complaint form to the Associate Vice President for Student Success. A form is available in the Registrar's Office, as well as [online](#) (link here).

### **ACKNOWLEDGEMENT (STEP TWO): ADMINISTRATIVE COMPLAINT ACKNOWLEDGEMENT**

Formal student complaints will be forwarded to the administrator most immediately responsible for the area to which the complaint pertains. See 'Administrative Levels for Student Complaints' for more information. The Associate Vice President for Student Success will send a written acknowledgement to the student within five business days of receiving the complaint, indicating:

1. that the formal complaint form has been received,
2. the nature of the complaint,
3. that the student will receive a written response after deliberation within fifteen business days.

Copies of the written student complaint and the acknowledgement letter will be sent to the Dean, Director, Vice President or Provost over that area.

### **ACTION TAKEN (STEP THREE): ADMINISTRATIVE DELIBERATION AND RESPONSE**

If the administrator to whom the complaint is forwarded determines that the nature of the complaint is beyond his/her area of supervision or expertise, the next level administrator in the area should be consulted and may be requested to respond to the student. Administrative disposition of the complaint will generally consist of investigation into the source of the complaint, previous efforts to resolve the issue, and any contingencies that will aid in the deliberation and disposition of the problem. The responding administrator will send the student a written statement of attempted resolution to the problem within fifteen business days of receiving the complaint.

A copy of the deliberation response will be sent to the Associate Vice President for Student Success, who will keep a written log. Upon resolution, all documents will be stored in the student's permanent file.

### **APPEAL (STEP FOUR): STUDENT APPEAL PROCESS**

Upon receiving a deliberation response to the written complaint, if the student does not feel the concern has been resolved, the student has the right of appeal to successive levels of administration, including the Provost and subsequently, the University President. The appeal must be made in writing within five business days of the receiving the administrative response. In each case, the student will receive an acknowledgement of the appeal within five business days upon receipt of the complaint and a deliberation response within fifteen business days from the date of the acknowledgment letter.

## **Administrative Levels for Student Complaints**

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The appropriate office for student complaints will be as follows:

Provost, Academic Deans and Program Chairs: academic, accreditation, institutional research, library, academic departments and programs, athletics

Associate Vice President for Student Success: registrar, student services

Executive Director of Enrollment Services: recruitment, admissions, financial aid

Director of Student Development: residence life, housing, spiritual life, intercultural life, student activities, student organizations

Director of Marketing and Communications: marketing and communications, publications

Director of Alumni Relations, Vice President for Development: alumni, parent relations, fundraising, event services

Vice President for Business Affairs: bookstore, facilities, finance, student accounts, human resources, food services

Vice President for Information Technologies: information technologies, telecommunications

**The only appeal beyond the office listed above is to the President of the University. The appeal timeline stated above applies. The decision of the President will be final.**

# Transfer Credit Policy

A maximum of six credit hours may transfer into the program. These transfer hours must be approved by the program director.

# Registration

This program is designed in a cohort model. Registration for the entire program is completed at the beginning of the first term.

# The Calendar Year

- Judson Traditional and Non-Term Academic term consists of three terms:
  - Fall
  - Spring
  - Summer
- *\*Non-term academic model ends Fall 2017*
- Judson Non-Standard Term consists of two terms:
  - Fall (mid-September-mid-March)
  - Spring (mid-March-mid-September)
- Undergraduate normal load is 12-18 hours per semester (3-4 in the summer).
- Master normal load is 9 hours per semester.
- There are vacations at Thanksgiving and Christmas.
- The unit of credit is the semester hour.

## Credit Hour Policy

Judson University's policy for awarding credit conforms to the federal credit hour definition:

### *FEDERAL CREDIT HOUR DEFINITION:*

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- **(1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester** or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time;
- **(2) at least an equivalent amount of work as required in paragraph (1)** of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward to the award of credit hours. 34CFR 600.2

# Attendance

## Attendance Policy

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Attendance and active participation at all face-to-face class sessions and significant activity in eLearn each week is expected. In the event an absence is necessary, students are encouraged to inform the instructor via email or phone.

Attendance is defined as:

- **Online Course:** activity on the eLearn course site 3 out of 7 days per week
- **Face-to-Face Course:** presence in class during the entire session
  - **Tardiness:** arrival later than 10 minutes after the start of a class session. Three late arrivals equal one absence. Arrivals 90 or more minutes after the start of a class session are considered absences and result in no participation points for that class session or class activity.
  - **Leaving classroom during class sessions:** patterns of this behavior result in diminished participation points for class sessions or activities at the discretion of the instructor.
  - **Leaving class early:** departure prior to the instructor's dismissal result in diminished participation points for the class session or activity at the discretion of the instructor
  - **Participation points:** no points for class participation or activities should be expected by absentees

The following guidelines apply, regardless of course length:

- **One/Two credit hour course:** no absences permitted
- **Three/Four credit hour course:**
  - **One absence:** Acceptable if work can be made up by the student. If not, one letter grade reduction.
  - **Two or more absences:** Administrative Withdrawal Fail (AWF) from the course.

*\*If the student wishes to appeal denial of a substitute assignment, it must be run through the Program Chair to the Division Chair for Professional Studies with signatures from both. If the instructor is willing to accept a substitute assignment, he/she will define it.*

A pattern of absences, e.g., missing class meetings in two or more consecutive courses or missing consecutive Saturday sessions, may result in an administrative withdrawal from the program. Any changes in course schedule also affects financial aid.

## Late Work Policy

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Regardless of reason, all late work will be reduced in grade by the following scale. Work is considered late when it is not completed at the time stated in the curriculum guide. Thus, if work is to be submitted prior to the start of a class session, the work is considered one day late when that class session begins.

- **One day late:** 10% reduction
- **Two days late:** 20% reduction
- **Three days late:** 30% reduction
- **More than three days late:** No points given

*Students who believe a grade reduction has occurred due to a legitimate emergency (e.g., accident, hospitalization, death in family) may appeal their final grade after the final grade has been submitted by the instructor. Written justification such as a letter from a doctor must be submitted with the Request for Grade Change paperwork.*

## Written Assignments

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Students are to follow the rules and guidelines of the APA manual, for all written assignments, which they receive as part of their educational resources. It is always a wise practice to make copies or save all assignments, papers, etc. to your computer hard drive or a flash drive before submitting your paper through eLearn.

## Standards for Oral and Written Work

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All work-oral and written-is to be at university level. Work will be evaluated according to the Professional Studies' written and oral presentation rubrics.

## Electronic Devices

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Cell phones are to be turned off or placed on vibration mode while you are in class; use of laptops, iPads or any other devices is to the instructor's discretion.

## Communication with Instructors

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Students are expected to communicate with instructors if they have questions or concerns. The very best way to communicate is through the instructor's Judson University email account. Students can also email their instructors through their eLearn course site. Instructors may also provide telephone numbers or other email addresses as they wish. Once a course has started, an instructor is expected to respond to students' questions and concerns within 24 hours.

## Course Evaluations

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The final assignment in all courses is to complete the online course evaluation. This must be completed before the instructor can assign a final grade.

## Judson University Professional Studies Program Student Absence Communication Plan

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NOTE: This does not mean the student absence is excused

### **FIELD TRIPS / FACULTY SCHEDULED EVENTS**

Division Chair in which the event is being approved will submit the communication via the Field Trip Notification Distribution List provided for all deans.

### **ILLNESS OR SCHEDULED HOSPITALIZATION**

The student is responsible to contact their Adjunct Faculty member, Program Chair, and Advisor.

### **EMERGENCY HOSPITALIZATION / FAMILY EMERGENCY**

The student is responsible to contact their Adjunct Faculty member. The Adjunct Faculty member will contact the Program Chair. Program Chair will contact the Advisor, Registrar, and Director of Retention.



## **MENTAL & EMOTIONAL HEALTH**

The student is responsible to contact their Program Chair. The student will be provided with recommendations for counseling services through local agencies. The Program Chair will talk to the student regarding if they need to submit a Leave of Absence form. The Program Chair is responsible to contact the student's Adjunct Faculty member, Division Chair, Registrar, Advisor, and Director of Retention.

### **Recommended resources are:**

- **Rockford**
  - Jan Selander, Center for Marriage and Family, 815-391-3055  
1463 South Bell School Road, Rockford, IL 61108
- **Elgin**
  - Dr. Mussarat Zahid, 847-697-6464
  - Dr. Syed Anwar, 847-697-2400
  - Dr. Michael Shapiro, 847-697-6290
  - Private practices: Sheilah Mahan, Kim Rapach, Gary Gilles, and Nate Perron.

If a student displays mental and/or emotional health concerns in the classroom to their Adjunct faculty member, the Adjunct Faculty member is responsible to contact the Program Chair and if they feel the student's life is in danger they will contact the area police. If the student displays these concerns, but you do not feel their life is in danger, you may recommend the resources above.

## **SPECIAL ACCOMMODATIONS**

The student is responsible to make this request known to the Tutoring and ADA Compliance Officer. The Compliance Officer will provide the student the documentation to submit to their faculty outlining any accommodations

## **REMOVAL FROM CLASS DUE TO POLICY**

The office enforcing the policy will need to email the student's professors, Dean, Advisor, Registrar, and Director of Retention.

# Grading Policy

## Judson's Grading System

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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.

## Grade grievance procedure

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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 director of the programing writing. If the director of the program 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 director of the program, the next step is applicable.
- The student may appeal the decision to the Dean in writing. The Dean shall investigate and render a decision. A decision by the Dean either to change the grade or leave it as it is, will be considered final.
- Approved by the Dean.

# Graduation Requirements

All degree candidates must have earned at least a 3.0 grade point average, completed their Applied Research project and be approved for graduation by the Program Director, the Professional Studies Division Chair, the Graduate Council and Faculty. No course grade lower than a C will be accepted towards graduation in the program.

## Graduation Application

Applications for graduation must be turned in to the Registrar's Office at least one year prior to the planned graduation date. All degree seeking students at Judson are required to meet with their academic advisor to complete the application. The advisor must review and approve the planned coursework. Applications that are not filled out entirely or do not have a copy of the degree audit attached will be returned to the student for completion. Once the application is accepted by the Registrar's Office, it is the student's responsibility to obtain approval from the registrar for any changes in their plan for completing requirements and to verify that course registration each term matches the approved plan. No late applications will be accepted.

The Application for Graduation form is available via MyJudson/Student Info/Resources – Forms (bottom right hand column).

*Required Credit Hours = 60*

## Course Requirements

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### CORE REQUIREMENTS

*Required = 17 Courses, 51 Credit Hours*

- **MHC501** Foundations of Mental Health Counseling
- **MHC504** Fundamentals of Human Services and Counseling Delivery Systems
- **MHC510** Human Growth and Lifespan Development
- **MHC512** Interpersonal Relations and Leadership Development
- **MHC515** Counseling Theory
- **MHC516** Counseling Techniques
- **MHC517** Professional, Legal, and Ethical Issues in Counseling
- **MHC527** Maladaptive Behaviors and Psychiatric Illness
- **MHC529** Multicultural Counseling
- **MHC532** Research and Evaluation Methods
- **MHC535** Family Dynamics
- **MHC542** Group Counseling
- **MHC545** Substance Use Disorder Treatment
- **MHC607** Clinical Assessment, Diagnosis and Treatment
- **MHC616** Advanced Counseling Skills
- **MHC620** Career Counseling
- **MHC642** Advanced Group Counseling Skills

### PRACTICUM

*Required = 120 Hours, 3 Credit Hours*

- **MHC525** Counseling Practicum

## **INTERNSHIP**

*Required = 600 hours, 6 Credit Hours*

- **MHC625A** Counseling Internship I
- **MHC625B** Counseling Internship II
- **MHC625C** Counseling Internship III
- **MHC625D** Counseling Internship IV

## **PRACTICUM AND INTERNSHIP**

The Practicum and Internship allows students to demonstrate competence in clinical mental health counseling and related tasks through supervised direct service with clients. In the Practicum, students will log 120 clinical hours and in the Internship, students will log 600 hours. In both courses, students will incorporate all of the program goals while interacting with clients and professional staff and will demonstrate competence in the following areas:

- Counseling techniques
- Counseling assessment
- Use of diagnostic tools
- Developing treatment plans
- Evaluating client progress
- Clinical writing skills and documentation
- Agency Administration (internship only)

# Protection of Human Subjects in Research

A student preparing to conduct research involving the use of human subjects, whether or not this is pursued in connection with the Graduate Action Research Project, must secure approval from Judson University **Institutional Review Board** prior to undertaking the research.

# **Time Limit and Student Load**

The Master of Clinical Mental Health Counseling is designed as an accelerated program to be completed in a 36-month cycle. If a student does not complete that cycle, a time limit of six years from the beginning of the first graduate course at Judson University is allowed to complete degree requirements. Policies and charges in effect at the time of reactivation will be applied. A student will be considered a full-time student if enrolled for the prescribed number of hours in the packaged program during a given term.

# Withdrawals and Course Drops

A student withdrawing from the program or dropping a course must complete an Add/Drop form and file it with the Program Chair. Withdrawals will be processed as of the date the Add/Drop form is received in the Registrar's Office. Financial Aid will be refunded to the awarding sources as per the federal regulations. The student will be placed on inactive status and must reactivate within the six-year period in order to complete the degree. Once a student has been inactive for more than one semester they must reapply, through the readmission process, to the program through the Program Chair.

## Dismissal Policy

All Judson University graduate students must meet the specific requirements of the individual program.

A graduate student will be placed on Academic Warning when the overall cumulative GPA falls below the minimum program graduation requirements. The student will work with the program chair to develop a plan for raising the GPA (e.g., improvement within the next two courses; one term) to the respective requirements. If the student is unable to increase the GPA within the documented plan requirements, the student is automatically withdrawn from the University.

Graduate students must be in a position in which they are making continual progress toward earning a degree. If situations arise in which the student is unable to progress toward graduate degree completion, the student's academic standing will be reviewed and determined by the Graduate Academic Policies Committee.



# 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 material 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. Further instruction is available at the library.

## DOCUMENTATION OF APPEAL PROCESS

For reasons of both efficiency and clarity, any appeal should be pursued as close in time to the alleged unfair event as possible. Any appeal must be documented by all involved parties. Standard rules of evidence and strict confidentiality will be observed through any and all appeal steps.

## INITIAL ACTION (Step One)

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Upon discovery of evidence of dishonesty, cheating, or plagiarism by a student, the instructor will notify that student via his/her university email account of the infraction. The instructor may also schedule a meeting with the student either prior or subsequent to the official notification via email. Students are responsible for checking their university email account until all course grades are submitted or the appeal process is concluded.

- I. The student will have an opportunity to appeal the charge in writing within two business days of the receipt of the email notification from the instructor. This appeal to the instructor must be submitted to the instructor via university email. If the instructor concludes student is guilty of dishonesty, cheating, or plagiarism, a written incident report will be sent to the Registrar who will notify the Chair of the appropriate program. The instructor of the course has the discretion to administer either or both options below:
  - a. Assess a O or F for the paper, assignment, or exam
  - b. Assess an additional 10% penalty against the student's final grade

Once the course of action has been decided, the professor will notify the student via email, and a follow-up written report will be sent to the Registrar's office.

## PLAGIARISM SEMINAR REQUIREMENT

If a student is found guilty of his/her first offense of plagiarism, he/she will be required to attend a plagiarism seminar led by the writing center. The student must attend this seminar within six months of the incidence of plagiarism. Failure to attend will result in further disciplinary action. The student will also be charged a fee.

## APPEALING A DECISION

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As a Christian community, all Judson University personnel live under the authority of biblical standards and the direction of the Holy Spirit, sharing mutual accountability for ethical and just behavior. As a human community, we will make mistakes. Students at Judson University have the right to appeal academic decisions.

## **APPEAL PROCESS**

If a student has appealed to the faculty member and disagrees with the faculty member's decision that student has, without fear of penalty or reprisal, the right to pursue one or more of the following appeal steps:

### **Appeal to the Dean of the School (Step Two)**

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If the student's concern is not resolved after communicating with the faculty member, he/she may appeal in writing to the appropriate Chair within two days of receiving a written response from the faculty member. The Chair will send a written report to the Registrar once a resolution has been reached.

### **Appeal to Associate Provost of Curriculum (Step Three)**

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If the student's concern is not resolved after appealing to the Chair, the Associate Provost of Curriculum may hear his/her appeal. The AP will notify the student of the final decision and send a written report to the Registrar.

## **SECOND OFFENSE**

Should there be a second offense of dishonesty, cheating, or plagiarism, in the same course or in any other course, the student may be dismissed from the University and, in the case of fraud, appropriate legal action will be taken.

### **Action by the Registrar**

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The Registrar will, upon receipt of resolution documentation, notify the appropriate parties.

1. Writing Center if the student is required to complete the plagiarism seminar
2. Student Development
3. Chair of the Program in which the student is studying

# Tuition, Fees, and Refunds

## Tuition and Fees

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Tuition cost for the program is established each year. This is designed to lock in costs for the program. Current cost may be obtained from the Program Director. Educational resources are provided by the college.

<b>TYPE:</b>	<b>AMOUNT:</b>	<b>DUE:</b>
<b>Per credit hour, billing rate:</b>	\$685 per credit hour	Payment in full required 2 weeks prior to the start of each term
<b>Graduation Fee:</b>	\$125	Applied on term that student graduates
<b>Payment Plan**:</b>	\$50.00 per billable term	Monthly Payment Plan

\*\*Students must log into MyJudson to establish a Payment Plan, per term.

## Refunds

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### DEFINITIONS:

- \*Refund - a credit entered on a student's account to reduce the amount of charges.
- \*Drop - refers to cancellation of registration for individual classes.
- \*Withdrawal - refers to cancellation of registration to all classes for a specific term.

### TUITION REFUND FOR WITHDRAWAL

Students who withdraw from the University must file a withdrawal form with Academic Advisor. Such formal notice will establish the withdrawal date. If a student withdraws without notification, Judson University will determine a withdrawal date.

### TUITION REFUND FOR DROPPING A CLASS

- If the drop occurs before the begin date of the dropped class, the cost of the dropped class will be refunded at an effective hourly rate from the program and assumes the student has returned all Educational Resources in an "Unused/New" condition.
- If the drop occurs after 6 p.m. on the beginning date of the dropped class, no tuition refund will be issued.
- Dropped classes may be rescheduled and will be billed at an effective hourly rate.

- A fee of \$30 is charged when dropping and/or adding a class.

The cost of the class is calculated using the effective hourly rate as described above.

# Financial Aid

The university has a strong financial aid program to help the student meet the costs of a Judson education. Funds are awarded in the form of grants, scholarships, loans, and earnings from work study employment. To apply for financial aid, the student must complete the Free Application for Federal Student Aid (FAFSA). Through this form, they are applying for federal, state, and university aid. For more detailed information concerning the university's financial aid program, contact the Financial Aid Office (847-628-2532) for a brochure.

## Judson Funded

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Judson's scholarship and grant funds are maintained by organizations and individuals interested in helping students attain a university education. Grants vary in amount and are based on need as computed by the federal formula. Scholarships are based on merit and awarded for academic achievement, leadership, talent in the arts, or athletic ability, or graduates of high schools in the Fox Valley area. A student must be full time to be eligible for Judson funded scholarships and grants.

## Federally Funded

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Students enrolled at Judson are eligible to apply for grants, loans, and work study funded by the federal government. To be eligible, the student must submit a Free Application for Federal Student Aid (FAFSA), demonstrate need, be a U.S. citizen or eligible non-citizen, be in compliance with selective service regulations, not be in default on a student loan nor owe a refund on a federal or state grant, carry at least six hours per semester and be making academic progress toward a degree. Refund of excess financial aid: credit on account can be refunded to the student a minimum of 15 days after the semester start date, provided financial aid is posted on account to effect a credit after charges are paid in full.

## Veterans

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Students who are eligible for Veterans Administration benefits should apply at their VA offices. The registrar's staff certifies enrollment and reports any significant change in the student's status. Probationary status jeopardizes the continuance of such benefits.

## State Funded

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Illinois Student Assistance Commission grants are awarded to eligible Illinois residents. Application for these grants is made through the Free Application for Federal Student Aid (FAFSA). Requirements are the same as those for federal funds. The Department of Rehabilitation Services (DORS) provides assistance for students with special needs. Application must be made to the DORS office.

## Financial Aid/Retention Policy

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Financial aid may be retained as long as the student is meeting the academic standards for continuing at Judson, is making satisfactory progress toward a degree, and maintains eligibility for any specific award. Financial aid is subject to change based on a change in need as determined by the federal formula. Students who return after dismissal will be denied all aid-federal, state, and university until they have earned a grade point average, based on at least 12 hours, of 2.00 or higher, at any accredited university. Full-time students are expected to finish their degree requirements in eight semesters; however, a maximum of 10 semesters of institutional financial aid eligibility is allowed to cover special circumstances. Details of this policy are available in the Financial Aid Office.

## **Course Load**

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Students must carry at least six hours per semester to be eligible for any financial aid. Students must be full time (12 credit hours) for Judson aid.

## **Refund Policy**

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Financial aid which has been awarded to students who withdraw or are dismissed will be returned to the proper funds per a refund schedule which is consistent with current government regulations. This schedule is on file in the Financial Aid Office.

## **Annual Financial Reports**

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Annual financial reports of the university are available for review, on request, in the Business Affairs Office.

# Judson University Course Catalog

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2. [Business](#)
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4. [Liberal Arts](#)

Architecture, Art&Design

Graduate 2018-2019

Course Title & Number	Course Description	Course Offered	Course Hours
ARC522 Environmental Technology III	A comprehensive overview of environmental systems that serve large buildings including HVAC, electrical transportation, communication and water systems.	Every Spring Semester	Hours: 3.00
ARC531 History of Architecture after the Industrial Revolution	Topics in the history of architecture starting in the Industrial Revolution and through another period of significant technological development, the Digital Age. Investigates various responses by architects to technological change, including aesthetics, construction materials and methods, means of communication, and professionalization, in the midst of social, religious, economic and political contexts in the period starting ca. 1750.	Varies	Hours: 3.00
ARC532 Architecture of Cities	Topics in city- and landscape-making are investigated chronologically; long-standing cultural habits, political and religious representation, effects of the modern economy, American suburbanization, and Western intellectual history for the city. Major attention given to Western cities and landscapes, lesser to non-Western cities.	Every Fall Semester	Hours: 3.00
ARC541 Adv Architectural Structures	Structural design and analysis of buildings, for architects, including steel, concrete, timber and long-span structures. Applications of concepts of tension/compression, bending and shear stress, combined stresses, structural connections, load resolution, member sizing and wind loading on multi-story buildings. Course content addresses traditional as well as current techniques, applications, materials and methods for designing structural solutions.	Every Spring Semester	Hours: 4.00
ARC552 Integrative Architectural Design Studies II	Advanced integrated architectural design thinking and making with particular considerations of building envelope, environmental systems, life safety, accessibility, conveyance, and sit in the shaping of public oriented building type. Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors.	Every Spring Semester	Hours: 5.00

	<p>The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.</p>		
ARC556 Architectural Practice, Leadership and Ethics	<p>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.</p>	Every Summer	Hours: 2.00
ARC575 Community Outreach Studio	<p>Advanced design studio positioning community outreach and Christian engagement as a vehicle for environmental and social justice. Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors. The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.</p>	Every Summer	Hours: 4.00
ARC580 Programming and Research Methods in Architecture	<p>This course is an introduction to architectural programming, project scheduling, cost estimating, and case study research. Students will produce a research and program compendium in preparation for the Cumulative Studio or Thesis project.</p>	Every Summer	Hours: 4.00
ARC581 Architectural Study Tour	<p>Observe and analyze selected European urban sites and architecture using various methods and media. Visits to museums may be included. On-site design project may be featured. This course has a supply fee of \$100.00 and a trip/travel fee of \$5,600.00. Please attend informational meetings for itinerary, required preparations and specific details. Art/Design Fee: \$100.00</p>	Every Summer	Hours: 5.00
ARC600 Topics in Architecture:	<p>Customized courses dealing with specific topics not covered in the regular course offerings.</p>	Varies	Hours: 3.00
ARC600S Topics in Sustainable		Varies	Hours: 3.00



Design:

ARC600T Topics in Traditional Architecture and Urbanism:		Varies	Hours: 3.00
ARC610 Advanced Digital Design I	Advanced Exploration of theories of digital design informing all stages of architectural production. Facilitate exploration into analytical, parametric, environmental and material dimensions of digital design in architecture.	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.	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.	Varies	Hours: 3.00
ARC625 Adv Architectural Acoustics	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. Students will work individually on the design of a class project, competition project or an 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.	Varies	Hours: 3.00
ARC626 Daylighting in Architecture	The purpose of this course is to learn how to make use of visual and physical changes that enhance the	Varies	Hours: 3.00

	<p>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 comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.</p>		
ARC627 Architecture for Conviviality	<p>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.</p>	Varies	Hours: 3.00
ARC630 Chicago Arch After the Fire	<p>Chicago's buildings, spaces and arteries, concentrating on the period following the Great Fire of 1872. Addresses issues of design, culture and technology; emphasizes Chicago's diverse architectural traditions, urban planning and promotion of sustainable design. Lecture/discussion; field trips. Status as master's candidate in architecture of permission of instructor.</p>	Varies	Hours: 3.00
ARC632 History Arch Theory Seminar	<p>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.</p>	Varies	Hours: 3.00
ARC642 Advanced Architectural Drawing	<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 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</p>	Varies	Hours: 3.00

	<p>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.</p>		
<p>ARC651 Advanced Architecture and Urbanism Studio</p>	<p>Advanced Studio involving the analysis of urban patterns at a variety of scales, investigates the contribution of building and site design to challenges in formal context, sustainability, urban regeneration, and the vitality of social systems. Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors. The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.</p>	<p>Every Fall Semester</p>	<p>Hours: 7.00</p>
<p>ARC652 Advanced Architecture Studio</p>	<p>Advanced studio offering elective variety to prepare students for design in contemporary practice: intense investigations include typology, tectonics, sustainability (design, materials, and systems), and context. Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors. The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture. Pre-requisites: ARC651</p>	<p>Every Spring Semester</p>	<p>Hours: 7.00</p>
<p>ARC656 Architectural Practice, Law and Management</p>	<p>A seminar that continues the content of Professional Practice I, extending the subject into areas of law, ethics, regulation, professional registration, marketing, finance, business accounting, business structure, project delivery methods, contracts and client relations. Every Semester Pre-requisites: ARC556</p>	<p>Every Fall Semester</p>	<p>Hours: 3.00</p>
<p>ARC671 Advanced Case Studies in Sustainable Design</p>	<p>This course investigates contemporary approaches to sustainable design. Students gain an understanding of relationships</p>	<p>Varies</p>	<p>Hours: 3.00</p>

between radical energy conservation and production measures including: politics of green design, design for passive, measuring and controlling energy and material movement, designing for renewable energy and site regeneration, life cycle implications of design, and post-occupancy assessment and retro-commissioning. Students gain critical practice knowledge, and complete the course prepared to understand green building design certification of various types (i.e. LEED, LBC, Cradle to Cradle, ect.)

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 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.

ARC681  
Architecture Thesis Project  
I

Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors. The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.

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. Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors.

Every Spring Semester Hours: 7.00

The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.  
Pre-requisites: ARC681

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: 6.00

ARC688S  
Directed Research in  
Sustainable Design:

Faculty consent required.

Minimum Hours: 1.00  
Maximum Hours: 4.00

ARC688T  
Directed Research in  
Traditional Architecture and  
Urbanism:

Faculty consent required.

Minimum Hours: 1.00  
Maximum Hours: 4.00

ARC691  
Christian Worldview and  
Architecture

The Worldview and Architecture Seminar presents the opportunity for a capstone critical study of worldview, of theological implications, and evangelical approaches, in the philosophy and practice of architecture.

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.

Varies Hours: 3.00

Business

Graduate 2018-2019

Course Title & Number

Course Description

Course Offered Course Hours

BUS505  
Business Analytics

Focuses on correct problem identification and employs the use of business statistics to make business recommendations. You must be enrolled in a graduate program to register for this course.

Hours: 3.00

BUS510  
Managerial Accounting

Course focuses on leaders' and managements' role in Managerial Accounting. The course covers topics that include managerial accounting and cost concepts, job-order and process costing, variable costing, activity based costing, profit planning, flexible budgets, standard costing, performance measurements, differential analysis, capital budgeting, statement of cash flows, and financial statement analysis.  
Prerequisite: Foundational knowledge of accounting principles as typically acquired through an undergraduate course in

Hours: 3.00

	accounting. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the accounting module of the MBATutor.	
BUS520 Financial Management	Course will cover the basic issues in Financial Management of Organizations including the role of the Chief Financial Officer; Financial Staff Organization; Financial Statement analysis and use; Financial Forecasting; Working Capital and Current Asset Management; Sources of Financing, Long & Short Term; Time Value of Money; Capital Budgeting; Capital Markets; & International Financial Issues. Current developments in the overall environment will also be discussed. Prerequisite: Foundational knowledge of finance as typically acquired through an undergraduate course. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the finance module of the MBATutor.	Hours: 3.00
BUS530 Operations/Project Management	Course will help students to gain an introduction to the field of Operations Management. Operations Management is the management of systems or processes that create goods and/or services to the end user. The operations discipline contains many activities such as forecasting, capacity planning, scheduling, job design, inventory management, facilities selection, and more. This course will cover the traditional subjects of Operations Management including Forecasting, Systems Design, and Inventory Management. This course will also cover the contemporary subjects of Operations Management including Quality Management, Supply Chain Management, and Project Management. Though none of these subjects will be covered exhaustively, for entire volumes have been written on each one, the student will receive a detailed overview appropriate to research the subject comprehensively. Having a comprehensive understanding of this subject, the student will be able to participate as a decisive leader in the operations management process in a business, social, and ethically moral way at all levels of a business organization whether at a for profit or non-profit organization.	Hours: 3.00
BUS540 Marketing	Course focuses on the marketing function in organizational management. Students will learn to use the tools required to: Collect relevant data from the marketplaces their organization serves, critically analyze the data, and compose projective estimates of the organizations opportunities and challenges.	Hours: 3.00
BUS550 Managerial Economics	Course will help students to 'think beyond stage 1'. Students will think beyond the immediate consequences of decisions implemented within and outside of a corporation to the long-term repercussions of those decisions, which are often different and longer lasting. Additionally, as many of the economic decisions managers will face are a direct result of politics and social policies, the interplay of 'government with economics' will be a recurring theme in this course. Prerequisite: Foundational knowledge of economics as typically acquired through an undergraduate course. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the economics module of the MBA Tutor.	Hours: 3.00
BUS601 Business Strategies	Course will help students to understand the purpose and elements of effective business strategy.	Hours: 3.00
BUS615 Current Issues in Business	Course enables the students to demonstrate analytical thinking that sharpens their insights, develops their existing capabilities, and fosters an appreciation for life-long learning.	Hours: 3.00
HSA512 Do Not Use should be MHC512	In this course, students will reflect on their own interpersonal relational and leadership styles and gain a conscious awareness of their professional selves. Topics covered in this course include value clarification, conflict resolution, and developing self-care strategies for oneself and clients.	Hours: 3.00
HSA522	In this course, students will learn about ethics and legal	Hours: 3.00

Professional, Legal and Ethical Issues in Human Services	standards in the human services field. Students will explore a personal ethical framework and apply it to their professional role in the field. They will also explore legal and ethical issues related to governing an organization.	
HSA623 Human Services Program Planning, Delivery and Evaluation	This course examines how direct services are planned, implemented, funded, and evaluated. Topics covered include program analysis, funding, grant writing, program evaluation, and outcome measurement. Students will gain practical experience designing a program proposal and presenting the program plan to peers.	Hours: 3.00
MHC501 Foundations of Mental Health Counseling	This course provides an overview of the historical, ethical, and clinical scopes of mental health counseling. This course also examines information related to professional practice in the mental health field, including settings and services, counselor roles and responsibilities, professional affiliations, and credentialing.	Hours: 3.00
MHC504 Fundamentals of Human Services Counseling and Delivery Systems	This course provides a survey of the Human Services and Counseling professions. Course content includes the historical development of the field, including how legislation affects service delivery, roles in the field, and ethical issues.	Hours: 3.00
MHC510 Human Growth and Lifespan Development	This course studies an integrative perspective of human growth and development. Course content explores how individuals develop from birth to older adulthood physically, cognitively, and emotionally, and examines how external factors impact development at all life stages. Students will develop strategies for assisting individuals at all life stages.	Hours: 3.00
MHC515 Counseling Theory	This course is designed to provide students with a comprehensive overview of counseling theories and emphasizes application and integration of major theories. Students will not only critically analyze theories and develop a personal theory of counseling, but they apply theory with practice with case management simulation.	Hours: 3.00
MHC516 Counseling Techniques	In this course, students will learn and practice essential counseling skills such as assessment, goal setting, intervention strategies, and evaluation of client outcomes. Students will also develop a counseling strategy and examine the role of helping relationships.	Hours: 3.00
MHC517 Professional, Legal and Ethical Issues in Counseling	In this course, students will learn about ethics and legal standards in the counseling field. Students will explore a personal ethical framework and apply it to their professional role in the field. They will also examine legal and ethical standards of professional accrediting bodies.	Hours: 3.00
MHC525 Counseling Practicum	The Counseling Practicum provides students with the first level of professional counseling exposure. In this course, students prepare to practice in the field within a highly supervised environment. Counseling practicums require 120 hours at a site agency, including a minimum of 40 hours of direct service with actual clients. Students will also meet together as a class to discuss professional development and debrief about experiences. **Prereq: MHC542 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC542	Hours: 3.00
MHC527 Maladaptive Behaviors and Psychiatric Illness	This course provides an overview of psychopathology and maladaptive behaviors that occur across the lifespan. In this course students will define abnormality and underlying issues, identify symptoms and types of psychological disorders, study how cultural and social factors impact maladaptive behavior, and explore cultural stereotypes that impact access to direct services. **Prereq: MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC516	Hours: 3.00
MHC529 Multicultural Counseling	This course equips students with the knowledge and skills to gain multicultural competency as professional counselors. Students will study various ethnic, social, and religious	Hours: 3.00

	<p>groups to gain an understanding of their cultural norms and determine whether counseling techniques and advocacy efforts should be adapted to suit the needs of diverse clientele. Students will also examine their own cultural framework in order to eliminate professional bias.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p>Pre-requisites: MHC516</p>	
MHC532 Research and Evaluation Methods	<p>This course examines research designs and methods with an emphasis on developing a critical approach to program planning and treatment methods within the clinical mental health counseling field. Topics covered include research tools, skills, and processes, hypothesis testing, statistical application in research, psychological tests, measures, and evaluation methods.</p>	Hours: 3.00
MHC535 Family Dynamics	<p>This course provides students with the knowledge and skills to work with families in a therapeutic setting. Students will explore the history of families and family therapy. Course topics include family systems theories, approaches to family therapy, cultural influences on families, and research and assessment.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p>Pre-requisites: MHC516</p>	Hours: 3.00
MHC542 Group Counseling	<p>This course exposes students to the theories and principles of group counseling. Students will participate in group counseling experiences as both a facilitator and participant to gain insight into group process. Topics include theories of group counseling, group process, and application to various settings and among various groups.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p>Pre-requisites: MHC516</p>	Hours: 3.00
MHC545 Substance Use Disorder Treatment	<p>This course introduces students to substance use disorder counseling. Students will deepen their understanding of substance use disorders and develop competencies associated with substance abuse counseling, including assessment, treatment, and evaluation of substance abuse disorders. Course topics include theories of addiction and addiction treatment, treatment process, and professional development and licensure.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p>Pre-requisites: MHC545</p>	Hours: 3.00
MHC607 Clinical Assessment, Diagnosis and Treatment	<p>In this course, students will learn the concepts and techniques used for clinical mental health assessment, diagnosis, and treatment. Topics for this course include an introduction to causes, characteristics, and classifications of abnormal behavior, diagnostic criteria, treatment, and prevention of various mental and emotional disorders. Students will examine how external factors such as crisis situations and culture impact assessment and diagnosis.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p>Pre-requisites: MHC516</p>	Hours: 3.00
MHC616 Advanced Counseling Skills	<p>This is an extension of MHC 516 Counseling Techniques and provides an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring.</p> <p>Pre-requisites: MHC516</p>	Hours: 3.00
MHC620 Career Counseling	<p>This course examines theories, assessments, and processes related to career development and career counseling. Students will gain knowledge of the contextual factors that influence career development throughout the lifespan and as it applies to special populations. Additional course topics include multicultural considerations in career development and counseling, using and interpreting tools and assessments, and career counseling in educational settings.</p>	Hours: 3.00



MHC625A Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will begin their internship, which requires 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625B Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will continue pursuing 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625C Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will continue pursuing 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625D Counseling Internship	dThe Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will complete 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC642 Advanced Group Counseling Skills	This is an extension of MHC 542 Group Counseling and provides an integration of group counseling theories, methods, and strategies. The topics covered are group counseling microskills, theoretical integration, and specialized group counseling procedures. Pre-requisites: MHC542	Hours: 3.00
ORL501 Leadership Theories and Practice	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	Hours: 3.00

	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.	
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 Organizational Culture and Politics	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. 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.	Hours: 3.00
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.	Hours: 3.00
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 and Innovation	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
ORL612 Organizational Finance	Develops the understanding and skills needed to build, communicate, and implement an effective organization budget that will 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

ORL616 Strategic Leadership and Communication	Students will examine the leader's role in determining a strategic vision and initiatives for meeting the needs of the changing internal and external environment. Students will practice the skills necessary to effectively communicate to both internal and external stakeholders in both proactive and reactive situations.	Hours: 3.00
ORL620 Applied Leadership Decision Making	Students will evaluate their own decision-making skills and consider optimal ways of reaching decisions individually and in a group context. The psychology of decision making will be explored with an emphasis on the biases and motivations that may prejudice our decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. Students will continue to develop their research techniques and will use the critical thinking skills they develop to identify, explore, and research an issue of their choosing.	Hours: 3.00
ORL625 Applied Research Project in Leadership	This course 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 program into on comprehensive project. Pre-requisites: ORL505	Hours: 4.00
ORL625A Applied Research Project	This course 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 program into one comprehensive project.	Hours: 1.00
ORL625B Applied Research Project	This course 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 program into one comprehensive project. Successful completion of ORL625A is required to take ORL625B.	Hours: 2.00
ORL625C Applied Research Project		Hours: 2.00

Division of Education

Graduate 2018-2019

Course Title & Number	Course Description	Course Offered	Course Hours
LIT505 Integrating Technology in Literacy Instruction	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.		Hours: 3.00
LIT510 Strategies for Effective Reading and Writing Instruction	This course examines current trends, best practices, research, and challenges in the teaching of reading and writing at a variety of grade levels. Degree candidates are exposed to professional resources from the field of literacy that invite an exploration of reader's/writer's workshop and readers/writers notebook. Additionally, candidates will focus throughout the course on the development of effective lessons and assessments for student readers and writers.		Hours: 3.00
LIT515 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 presented in a logical order. 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,		Hours: 2.00

	pronoun usage, and punctuation. Students will also format and document their papers following APA style rules.	
LIT520 Reaching Second- Language Readers and Writers	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.	Hours: 3.00
LIT525 Reaching Reluctant Readers and Writers	The intent of this course is to study the effective engagement of K-9 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: 3.00
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: 3.00
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.	Hours: 2.00
LIT601 Developing Consumers of Research	In order for students to become mindful consumers of research, this course will introduce students to foundational and current research in literacy. This course will cover the major quantitative methods, qualitative methods, mixed methods, and action research processes. Students will also learn sampling, data collection, and analysis techniques associated with these methods. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction.	Hours: 1.00
LIT605 Communication in Professional Settings	This course will help the students to better communicate 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	In order for students to develop the research skills discussed in LIT 601, they will be guided through the processes of researching an area of literacy, developing a literature review, designing and implementing a small-scale study to be conducted in the student's classroom, and, finally, writing a 'publication-ready' article that combines both the literature review and the findings of the study. Students will develop the 'Implementation' section of this article in order to convey practical application of the findings to the reading audience. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction.	Hours: 3.00
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	Hours: 4.00

LIT620-2 Evaluating Children's Literature (Grades 4-12)	engaging, meaningful curriculum for children that uses literature to support and extend content learning. Students will enroll in either this course or LIT620-2.  This course will focus on the evaluation of literature including fiction, non-fiction and poetry for use with readers in Grades 4-12. Emphasis will be on both expanding the teacher's knowledge of contemporary literature and how it is used in creating engaging, best- practice curriculum. Reading and class activities will focus on the uses of literature to support and extend literacy learning. Discussion will extend the teacher's ability to implement literature in the classroom and creating in students a lifelong love of reading. Students will enroll in either this course or LIT620-1.	Hours: 4.00
LIT630 Writing for Professional Journals	The purpose of this course is to help students revise, edit, and submit articles to professional journals. Students will revise their articles for content, organization, language, and sentence structure. APA Style rules will be used for formatting and documentation. Students will also edit their articles for errors in sentence structure, subject-verb agreement, verb tense, pronoun usage and punctuation.	Hours: 3.00
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 twelve. 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
LIT650-2 Assessing and Improving Reading Instruction (Grades 4-12)	This course will focus on the implementation of effective reading instruction for the range of readers 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 enroll in either this course or LIT650-1.	Hours: 3.00

Liberal Arts

Graduate 2018-2019

Course Title & Number	Course Description	Course Offered	Course Hours
MLM501 Practical Theology: Theological Reflection on Ministry Praxis	Too often, theology and life can seem disconnected. The purpose of this course is to prepare students to be theologically grounded scholar-leaders in ministry through engagement with an ongoing, intentional process of practical theology. As one aspect of this process, students will develop competency in using a electronic biblical studies tool such as Logos Bible Software.		Hours: 3.00
MLM502 Ministry and the Kingdom of God in Theological Perspective	In this course, students will evaluate various theological positions as well as articulating and defending one's understanding of these positions on foundational areas of Christian theology in relationship to ministry praxis. Traditional theological categories will be addressed within the broader theme of the Kingdom of God narrative (Creation, fall, redemption, vocation, consummation).		Hours: 3.00

MLM503 Developmental Perspectives on Ministry	From infancy to elderhood, God created people with a natural process of development in the physical, intellectual, emotional, social, and spiritual realms. Building on an understanding of theological anthropology, this course will focus on applying the insights of developmental psychology to the critique and design of ministry strategies and programs for persons throughout the lifespan.	Hours: 3.00
MLM504 Developing as a Leader in Ministry	The purpose of this course is to facilitate the development of the student's character, spiritual life, and leadership through a process of self-reflection in interaction with a mentor, supervisor, ministry peers, and ministry participants.	Minimum Hours: 0.00 Maximum Hours: 3.00
MLM505 Biblical History and Culture on Location: Holy Land Study Tour	Biblical interpretation is grounded in an understanding of the ancient worlds in which they are rooted. The purpose of this course is to develop students' understanding of and appreciation for biblical history, geography, and cultures through a study tour of the Holy Land.	Hours: 3.00
MLM506 Jesus Trail: Spiritual Formation Through the Eyes of Pilgrimage	Ministry is the overflow of one's life in deep connection with the Spirit of God into the lives of others. The purpose of this course is to encourage and enable students to cultivate that ongoing connection with God through the experience of pilgrimage on the Jesus Trail in Israel. Multiple spiritual disciplines will be incorporated into the aspects of the pilgrimage.	Hours: 3.00
MLM601 Cultivating Healthy and Effective Ministry Teams	What are the factors influencing the development of ministry teams? How can the leader cultivate healthy and effective teams in ministry organizations? The purpose of this course is to equip and empower students to cultivate healthy and effective ministry teams, whether volunteers and staff. The course will engage students in the biblical, theological, and theoretical foundations related to teams, as they assess the needs of and create a development plan for a team in their ministry setting as well as critique popular thought on leadership in Christian ministry.	Hours: 3.00
MLM602 Strategic Planning for Ministry Effectiveness	This course will challenge students to think and act strategically in the development and practice of ministry, through the development of a theology, philosophy, strategy, and praxis of ministry for one's context. Students will research and critique a variety of models in one's area of ministry and then construct a model of ministry for their organizational and community context.	Hours: 3.00
MLM603 Facilitating Communities of Learning in Christian Ministries	The facilitation of growth and learning are central to the practice of Christian ministry. In this course, students will integrate an understanding of the theological, biblical, and theoretical foundations of teaching and learning into the development of a curriculum plan and teaching materials for a Christian ministry. Attention will be given to the variety of instructional contexts available in a ministry setting.	Hours: 3.00
MLM604 Walking in Their Shoes: Ministry in Context	Ministry is the incarnation of God's mission and purposes within the life of a particular community. In this course students will evaluate and apply various approaches to contextualization for use in their ministry context. Taking advantage of Judson's location, this class will include interaction with ministry leaders in Chicagoland area.	Hours: 3.00
MLM605 The Theory, Principles, and Practices of Mentoring in Christian Ministry	The purpose of this course is to evaluate and apply redemptive principles in intentional relationships understood through mentoring theory and principles, reflecting the theological foundations of	Hours: 3.00

spiritual formation. The practice of mentoring and discipleship in ministry will also be emphasized as students utilize the skills in the development of a mentoring relationship and the creation of a mentoring ministry within a Christian ministry organization.

MLM606  
Applied Research Seminar

Serving as the capstone experience for the MLM program, the focus of this course is on the integration of research skills and knowledge developed throughout the program into an applied research project. The course will also encourage students to reflect on their growth and development related to each of the program goals.

Minimum Hours: 0.00  
Maximum Hours: 3.00

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