Master of Education in Literacy
2014-2015
Welcome!

This catalog is designed to provide information about the Master of Education in Literacy 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

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

Rockford Campus

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

Judson University Affiliations

American Association for Higher Education
American Association of Collegiate Registrars and Admissions Officers
American Baptist Association of Colleges and Universities
American Baptist Churches in the USA
American College Testing Program
Associated Colleges of the Chicago Area
Association of Christian Schools International
Association of Collegiate Conference and Event Directors International

Association of 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
Judson University Accreditation

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

Judson University Recognition

Division of Higher Education of the United States Department of:

- Division of Higher Education of the United States Department of Health, Education and Welfare
- Illinois Department of Unemployment Security
- Illinois Board of Higher Education
- Illinois State Board of Education
- Illinois State Scholarship Commission
- National Merit Scholarship Corporation
- U.S. Department of Justice: Immigration and Naturalization Service
- U.S. Department of Defense
- U.S. Department of Veterans Affairs
Admission Procedure

Application packets for admission to the Master of Education in Literacy Program can be obtained by contacting the administrative assistant for Graduate Programs in Education at Judson University 847/628-1105.

Completed application packets should be mailed or delivered to the Director of the Master of Education in Literacy Program with all of the ancillary materials provided in full. Mailing Address: Judson University, Dr. Steven L. Layne, Director—Master of Education in Literacy Program, 1151 N. State Street, Elgin, IL, 60123.

Admission

The Master of Education in Literacy program at Judson University offers the prospective graduate student the opportunity to examine and enhance his/her knowledge base and instructional repertoire with regard to effective research-based literacy practices that are grounded in time-tested, best practice methodology. The program does not offer additional certification; rather, it is designed for the practicing classroom teacher who is motivated to become a more accomplished teacher of reading and writing. Applicants to the program who are not classroom teachers must have access to a classroom and the same group of students five days a week in order to become a degree candidate in this program. One full year of teaching experience is required prior to beginning course work.

Admission to the program is open to the most qualified applicants. A prospective student is reviewed on the basis of the profile material submitted with the application and may then be invited to interview with the Program Director and to provide an impromptu writing sample. Admission is offered to the student whose overall profile, interview, and writing sample most closely reflect the ability to succeed in and the ability to contribute to this graduate degree program.

Judson University does not discriminate against any applicant due to race, color, religion, gender, national origin, age, or disability.

Notice of Decision

Decisions regarding admission are determined by the Director of the Master of Education in Literacy Program, the Admissions Committee of the Master of Education in Literacy Program’s Advisory Council, and the School of Education.

Applicants will be notified by mail regarding their application status once the application and all ancillary materials are submitted and have been reviewed. Questions regarding application status may be directed to the administrative assistant for Graduate Programs in Education by calling 847/628-1105.

Note: Application packets that are not complete will not be reviewed.

Required ancillary materials to be submitted in the Application Packet:

- Application form—completed, signed, and dated.
- Application fee of $40.00. Make check payable to Judson University.
- Copy of official teaching certificate.
- Official signed and sealed transcript(s) of all college work. A grade point average of 3.0 or higher on a 4.0 scale is preferred.
- Two letters of reference. One letter should be provided by someone who can speak to the candidate’s professional
experience as an educator. The second letter should address the candidate’s character and should be provided by someone other than a family member. Each letter should be in a sealed envelope with the writer’s signature crossing the seal.

- Typewritten double-spaced essay (not to exceed 500 words) describing an area of literacy instruction (reading, writing, or literature) in which the candidate would like to grow professionally and discussing why growth is needed in this area.

*The whole of the above will be considered regardless of any particular strengths or weaknesses within a single component.*
Statement of Purpose

The Master of Education in Literacy Program at Judson University provides certified teachers with the opportunity to examine as well as enhance their knowledge base and instructional repertoire with regard to effective literacy practices that are research-based and grounded in time-tested, best-practice methodology. This graduate program is designed for the practicing classroom teacher who, rather than seeking additional certification, is motivated to become a more accomplished teacher of reading and writing—a reflective practitioner and master teacher in all areas of literacy instruction. A distinctive of this degree program is a unique set of level-specific anchor courses which will enable graduates to deliver highly effective instruction designed to best meet the needs of today's literacy learners.

Program graduates’ working knowledge of outstanding literature and its successful integration into the curriculum will be current and will cross all genres. They will become competent consumers and evaluators of literacy research and knowledgeable practitioners with regard to technology’s role in dynamic literacy instruction. Graduates will be prepared to address literacy issues across multiple contexts as well as to better meet the needs of those students for whom English is not the primary language. The mission of the Judson University Master of Education in Literacy Program is to graduate knowledgeable, skilled practitioners who are dedicated to improving the literacy skills of children and young adults and who are passionate about inspiring those same students to become lifelong readers and writers.

Instruction will be delivered in an accelerated format over a period of thirteen consecutive months providing opportunity for immediate classroom application and significant retention of literacy practices under study. The expanded base of research, knowledge, and instructional practice relevant to literacy education will equip program graduates to better meet the diverse needs of literacy learners in their school communities as well as to educate various stakeholders in current literacy best practice.

Judson University is an evangelical Christian university ranked in the Top Tier of Midwest Comprehensive Colleges and Universities by U.S. News and World Report.
Program Distinctives

The Master of Education in Literacy Program combines several distinctive feature to enhance our graduates' learning experience

- A significant focus on classroom instruction in the arenas of writing, reading and literature
- Quality professors who are truly experts in the field - some full-time at the university and some still full-time in the classroom
- Three Anchor courses with split sections (one section for K-3 teachers and one section for 4-12 teachers)
- Degree completion in only 13 months
- Class one night per week (Monday) during the school year and one Saturday of each month
- One concentrated summer session and one relaxed summer session
- Cohort size of approximately 20-25 people
- Competitive tuition with payment options including payment in full at the start, payment billable in four terms, tuition deferment plan - allowing for 12 equal monthly payments, or customized payment plan based on school district reimbursement program
- Admission to Judson University four-day Summer Literacy Conference featuring national, state and local experts and authors from the field
- Books for all courses provided by the University
- Complimentary one year membership or renewal in state literacy organization - *The Illinois Reading Council*
Graduate Outcomes

Graduates of the Master of Education in Literacy Program will...

KNOW THE LITERACY LEARNER:
Graduates will broaden their understanding of the process of literacy development and the impact of motivation, language, and culture on the individual learner.

MAKE INFORMED INSTRUCTIONAL DECISIONS:
Graduates will expand working knowledge of current research and their ability to interpret student assessments in order to differentiate instruction to meet the needs of all learners.

SELECT A VARIETY OF LITERATURE TO ENHANCE INSTRUCTION:
Graduates will expand their working knowledge of a broad range of literature and of its role in supporting meaningful instruction, developing accomplished literacy learners, and fostering a lifelong love of reading and writing.

APPLY EFFECTIVE LITERACY PRACTICES:
Graduates will enhance their knowledge of language literacy which includes strategies for the teaching of reading, writing, speaking, listening, and viewing as well as the use of technology to enhance instruction.

ENGAGE IN PROFESSIONAL DEVELOPMENT AS A CAREER-LONG EFFORT AND RESPONSIBILITY:
Graduates will cultivate a deeper understanding and appreciation for the need to continually refine instruction through professional development that challenges personal ideology and teaching practice.
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, local address and phone number, most recent educational institution previously attended and University employment status. A student who does not want this information made public may indicate his restrictions to the registrar within three days after the end of the registration period for each term.

FERPA

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

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

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

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

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 are open to all without regard to race, color, gender, creed, or national and ethnic origin.

Judson University seeks to provide a balance in all of its programs and services to women. A self study has been completed to make certain the university is fulfilling all requirements of Title IX concerning nondiscrimination on the basis of sex. No disabled person shall, on the basis of disability, be excluded from admission and no disabled student shall, on the basis of disability, be excluded from participation in or be denied the benefits of any university program, activity or service. No qualified disabled person shall, on the basis of disability, be subject to discrimination in employment under any program or activity of the university. Judson's nondiscrimination policies are coordinated by the Vice President for Business Affairs and the Vice President for Student Development.
Transcripts, Enrollment, and Degree Verification

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

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

1. **Online/Phone Request**: Order online or by phone. There is a $5.00 service fee for online orders and a $10.00 service fee for phone orders. You will need a valid major credit card to order transcripts. Orders will be processed within 2-4 business days. 1 day processing is possible as long as the student has no outstanding obligation to the university. Log on to [https://www.credentials-inc.com/tplus/?ALUMTRO001700](https://www.credentials-inc.com/tplus/?ALUMTRO001700), or call direct at 800-646-1858.

2. **Mail Request**: Order via the U.S. Postal Service. There is a $5.00 postage and handling fee. Orders will be processed within 7-10 business days of receipt of your request form.

3. **Request in Person**: You may request your transcript in person at the Registrar's Office, first floor of the Lindner Tower Building. *Please allow minimum of 30 minutes for processing*. If issued to the student there is no fee. If you need Judson to mail your transcript the $5.00 postage and handling fee will apply.


Degree verification, past enrollment, or present enrollment: [National Student Clearinghouse](https://www.nsc.nationalstudentclearinghouse.com)

1. **For Degree Verifications (and past attendance)** Log on to [National Student Clearinghouse](https://www.nsc.nationalstudentclearinghouse.com)

2. **For current enrollment verification**, Log on to [National Student Clearinghouse](https://www.nsc.nationalstudentclearinghouse.com)

For complete ordering information, click on [www.judsonu.edu](http://www.judsonu.edu), select Quick Links and click on the Transcript Request form.
Transfer Credit Policy

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

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


**Attendance Policy and Grades**

Attendance is an important component which influences the quality of education at any level of study; however, in an accelerated degree program it is paramount. One of the key benefits of the Master of Education in Literacy Program is degree completion in only one year; one of the drawbacks is that this benefit necessitates a strict attendance policy that is adhered to by each professor. Late arrival to class is not acceptable with obvious exceptions being made for unavoidable circumstances. An evident pattern of late arrival will be addressed by the Program Director.

To graduate from this degree program, students must have attended 95% of their classes. This allows for only four absences throughout the entire program, and even those absences must fall within specific parameters:

- No absences are allowed from two-hour courses because these courses only meet on four/five occasions.
- One absence is permitted from a three-hour course. Two absences from the same three-hour course will result in the final grade being lowered by one letter grade.
- Arriving late for class twice within the same course will equal an absence.

A student who misses more than four class sessions throughout the entire program will, under most circumstances, be automatically withdrawn from the program.

Appeals may be made to the Program Director with regard to unusual or extenuating circumstances which impact attendance.

**Grading Policy**

Final grades for the Master of Education in Literacy Program will not contain (+) or (-) signs.

**GRADING SCALE**

- 92-100 A
- 84-91 B
- 76-83 C
- 75 and below F

A grade point average of 3.0 is required to graduate from this program. A graduate student may receive a grade of C as the final grade in one course and remain in the program. Upon receiving a second C as a final course grade, however the graduate student will be required to withdraw from the program. Students receiving a grade of C will need to earn a grade of A in a course (or courses) of equal credit value in order to maintain the GPA needed to graduate.

**TRANSCRIPT COLUMNS INTERPRETATION**

- **Earn** – total semester hours earned that apply toward graduation requirements.
- **Pass** – total hours passed including hours that apply toward graduation requirements along with courses passed that are not applicable to degree requirements.
- **Quality** – total Judson hours passed and/or attempted that receive grade points (includes F, WF, and AWF).
- **Points** – total number of grade points earned by all quality hours
- **Grade Point Average (GPA)** – a measure of a student’s performance. The quality of a student’s coursework is indicated by a session GPA. The quality of work through one or more semesters is indicated by a cumulative GPA.
which includes all Judson courses. A summary GPA includes all transfer work as well as Judson work.

Example:

- **Sess** – current Judson University session
- **Cum** – cumulative Judson University sessions
- **Sum** – cumulative Judson University and transfer course sessions

**GRADE GRIEVANCE**

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

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

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

**COMMUNICATION POLICY**

The primary method of communication between graduate students and the university will be through electronic mail.

While enrolled in the Master of Education in Literacy program, students have the responsibility to check their Judson University e-mail accounts daily for timely and important communication that may be sent from the program director, professors teaching in the program, or offices of the university.

Students admitted to and entering the Master of Education in Literacy program must accept full responsibility for consequences resulting from a failure to regularly read and respond to e-mails related to coursework or university obligations. Graduate students experiencing difficulty in using a Judson University e-mail account should notify both IT Help Desk 1(847) 628-4357 and the program director (847) 628-1093.
Graduation Requirements

All degree candidates must have earned at least a 3.0 grade point average, have successfully submitted a research-based feature article to a peer-reviewed journal, completed all courses and be approved for graduation by the Program Director, the Dean of the School of Education, Adult and Continuing Education, and the Faculty. No course grade lower than a C will be accepted towards graduation in the program.

The candidate must apply at least 6 months prior to his/her planned graduation date to participate in the commencement and hooding exercises according to College policy.

Core Requirements

Required = 16 courses, 36 hours

- LIT505 Integrating Technology in Literacy Instruction
- LIT510 Strategies for Effective Reading and Writing Instruction
- LIT515 Writing for Educators
- LIT520 Reaching Second-Language Readers & Writers
- LIT525 Reaching Reluctant Readers
- LIT530 Oral Interpretation of Children’s Literature
- LIT535 Literacy Conference*
- LIT601 Developing Consumers of Research
- LIT605 Communication in Professional Settings
- LIT610 Literacy Research
- LIT630 Writing for Professional Journals
- LIT620-1 Evaluating Children’s Literature (K-3)
  - Or LIT620-2 Evaluating Children’s Literature (4-12)
- LIT640-1 Assessing & Improving Writing Instruction (K-3)
  - Or LIT640-2 Assessing & Improving Writing Instruction (4-12)
- LIT650-1 Assessing & Improving Reading Instruction (K-3)
  - Or LIT650-2 Assessing & Improving Reading Instruction (4-12)
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 of Judson University Institutional Review Board prior to undertaking the research.
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 Director. 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 to the program through the Program Director.
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 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.

INITIAL ACTION (Step One)

Upon discovery of evidence of dishonesty, cheating, or plagiarism by a student, the instructor will notify that student via their 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 Dean of the appropriate college. The instructor of the course has the discretion to administer either or both options below:

a. Assess a 0 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 a qualified person appointed by the institution. 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.

APPELLING A DECISION

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)**

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

Appeal to Chief Academic Officer **(Step Three)**
If the student's concern is not resolved after appealing to the Dean of the School, the Chief Academic Office may hear his/her appeal. The CAO 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**

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

1. Library staff if the student is required to take the seminar
2. Student Development
3. Dean of the school in which the student is studying
Tuition, Fees, Refunds

Tuition cost for the Master of Education in Literacy program is established each year as a package price that includes educational materials needed for all courses, membership (or renewal) in the state reading organization (Illinois Reading Council), and all fees associated with the Judson University Literacy Conference.

Tuition for the 2014-2015 Cohort will be $17,775.00.

Payment Options

The three options available for tuition payment are outlined below.

- Tuition may be paid in full with a single payment on or before the start of the program in the amount of $17,775.00.
- Tuition may be divided into three billable terms (summer, fall, and spring) with $5,975.00 due before the start of each of the first three terms. A $150.00 fee for utilizing this payment option is included in the price structure.
- Tuition may be spread out over the course of the program through a tuition deferment plan (TDP) that can be set up with the Student Accounts office at Judson University. An initial payment of $1,575.00 (which includes the TDP fee of $150.00) is due before the beginning of the program in April. A payment of $1,500.00 is then due the fifteenth of every month for 11 months beginning May 15th and ending with a final payment on March 15th. You may contact the Student Accounts office by calling 847/628-2055 to set up this plan.

*Students will be required to select one of the above forms of payment at the time of enrollment in the program. Option three require advance planning with the Student Accounts office.

The only other fee associated with the Master of Education in Literacy program is the application fee of $40.00.

Refunds

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 the Registrar’s Office. Such formal notice will establish the withdrawal date. If a student withdraws without notification, Judson University will determine a withdrawal date. Refunds will be granted per the following schedules:

TUITION REFUND FOR DROPPING A CLASS

There is no refund for an individual class that is dropped within the program.

The Masters of Education in Literacy program covers a period of approximately 13 months or 56 weeks. Tuition refunds for withdrawal from the Masters of Education in Literacy program:
• Prior to the first class meeting of the program - 100% of the Program Cost
• Prior to the beginning of the fifth week of the program - 75% of the Program Cost
• Prior to the beginning of the eighteenth week of the program - 50% of the Program Cost
• Prior to the beginning of the thirtieth week of the program - 25% of the Program Cost
• Any subsequent withdrawals - $0

Tuition refunds will be calculated on the Program Cost charge only; there will be no per class or hourly rate refund. There will be no refund for an individual course that is dropped.
Financial Aid

FAFSA Forms

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

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

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

Tuition Reimbursement

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

Payment Plan

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

How to File for Financial Aid

1. Apply for a pin number
   - www.pin.ed.gov
   - You can apply for a PIN at any time.
   - Your PIN is considered your e-signature on the FAFSA.
   - Your pin will be mailed to you in a few weeks, or if you supply an email address your pin can be emailed to you in a few days.
   - For more information on what you can do with your pin refer to the website listed above.

2. File the FAFSA
   - www.fafsa.ed.gov
   - The FAFSA is available after January 1st.
   - You will want to file the FAFSA after you have completed the previous year’s taxes.
   - Be sure to list Judson University on the FAFSA using the federal code 001700 in step six.

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

3. **Receive an award letter**
   - Watch for a Financial Aid Award letter to be sent to you. Remember you will need to be admitted before an award letter can be sent.
<table>
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<tr>
<th>Course Title &amp; Number</th>
<th>Course Description</th>
<th>Course Offered</th>
<th>Course Hours</th>
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</thead>
<tbody>
<tr>
<td>MLM501</td>
<td>Practical Theology: Theological Reflection on Ministry Praxis</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM502</td>
<td>Ministry and the Kingdom of God in Theological</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM503</td>
<td>Developmental Perspectives on Ministry</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM504</td>
<td>Developing as a Leader in Ministry</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM505</td>
<td>Biblical History and Culture on Location: Holy Land Study Tour</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM506</td>
<td>Jesus Trail: Spiritual Formation through the Eyes of Pilgrimage</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM601</td>
<td>Cultivating Healthy and Effective Ministry Teams</td>
<td></td>
<td>Hours: 4.00</td>
</tr>
<tr>
<td>MLM602</td>
<td>Strategic Planning for Ministry Effectiveness</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM603</td>
<td>Facilitating Communities of Learning in Christian Ministries</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM604</td>
<td>Walking in Their Shoes: Ministry in Context</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM605</td>
<td>The Theory, Principles, and Practices of Mentoring in Christian Ministry</td>
<td></td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM606</td>
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<td>Course Title &amp; Number</td>
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<tr>
<td>ARC556 Architectural Practice, Leadership and Ethics</td>
<td>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.</td>
<td>Every Summer</td>
<td>Hours: 2.00</td>
</tr>
<tr>
<td>ARC575 Community Outreach</td>
<td>Advanced design studio positioning community outreach and Christian engagement as a vehicle for environmental and social justice. Architecture Program Fee: $950.00.</td>
<td>Every Summer</td>
<td>Hours: 4.00</td>
</tr>
<tr>
<td>ARC580 Programming and Research Methods in Architecture</td>
<td>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.</td>
<td>Every Summer</td>
<td>Hours: 4.00</td>
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<tr>
<td>ARC600 Topics in Architecture:</td>
<td>Pre-requisites: ARC556</td>
<td>Varies</td>
<td>Hours: 3.00</td>
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<tr>
<td>ARC600S Topics in Sustainable Design:</td>
<td></td>
<td>Varies</td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>ARC600T Topics in Traditional Architecture and Urbanism:</td>
<td></td>
<td>Varies</td>
<td>Hours: 3.00</td>
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</tbody>
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ARC610
Advanced Digital Design

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. 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

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. This course will consist of lectures, seminars, readings and field trips to large meeting rooms for speech and/or music, such as places of worship, theaters, concert halls, auditoriums, etc., etc. There will be two tests, three case studies, several field trips and several homework assignments. Students will work individually on the design of a class project, competition project or a actual building project by Varies Hours: 3.00
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Hours:</th>
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<tbody>
<tr>
<td>ARC625</td>
<td>Arch Acoustics Seminar/Lab</td>
<td>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. The purpose of this course is to learn how to make use of visual and physical changes that enhance the quality of the built environment. The works of Aalto, Kahn, Mies, Wright, among others have controlled the sensory environmental qualities such as heat, light and sound to accentuate their design concepts. Architectural lighting studies and practice includes the task of providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large. 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.</td>
<td>Varies</td>
<td>3.00</td>
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<tr>
<td>ARC626</td>
<td>Daylighting in Architecture</td>
<td>Varies</td>
<td></td>
<td>3.00</td>
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<tr>
<td>ARC627</td>
<td>Architecture for Conviviality</td>
<td>Varies</td>
<td></td>
<td>3.00</td>
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<tr>
<td>ARC628</td>
<td>Albertian Theory for Contemporary Urbanism</td>
<td>Elective/Varies</td>
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<td>3.00</td>
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ARC630
Chicago Arch After the Fire

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.

Hours: 3.00

ARC632
History Arch Theory Seminar

Study of primary works of architectural theory from antiquity to the modern period, considering how each reflects its writer's culture and personal values, and informs his/her architectural design, and broader contemporary practice. Major thinkers (Vitruvius, Palladio, Laugier, Ruskin, Corbusier, etc.) and themes (the classical tradition, human analogy, materialism, morality, historicism) will knit together the chronological study. Historical values will be considered within a contemporary Christian world view.

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 with limited exposure to color. The study of shades and shadow casting, or sciography, will also be

Hours: 3.00
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.

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.

Architecture Program
Fee: $950.00.

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.

Architecture Program
Fee: $950.00.

Pre-requisites: ARC651

Every Fall Semester Hours: 7.00

ARC652
Advanced Architecture Studio

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

This course investigates contemporary approaches to sustainable design. Students gain an understanding of relationships 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, etc.)

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 undergirded 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.

Architecture Program Fee: $950.00.

ARC682
Architecture Thesis Project II

Continuation and completion of ARC681. Includes reviews by faculty committee as scheduled by committee chair, final presentation to committee and written documentation.

Architecture Program Fee: $950.00.

Pre-requisites: ARC681

Intensive research experience under the direction of an
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<tr>
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<th>Course Hours</th>
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</thead>
<tbody>
<tr>
<td>ARC688</td>
<td>Directed Research/Architecture</td>
<td>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.</td>
<td>Minimum Hours: 1.00 Maximum Hours: 6.00</td>
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<tr>
<td>ARC688S</td>
<td>Directed Research in Sustainable Design</td>
<td>Faculty consent required.</td>
<td>Minimum Hours: 1.00 Maximum Hours: 4.00</td>
<td></td>
</tr>
<tr>
<td>ARC688T</td>
<td>Directed Research in Traditional Architecture and Urbanism</td>
<td>Faculty consent required.</td>
<td>Minimum Hours: 1.00 Maximum Hours: 4.00</td>
<td></td>
</tr>
<tr>
<td>ARC691</td>
<td>Christian Worldview and Architect</td>
<td>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</td>
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<tr>
<td>ARC692</td>
<td>Architecture for Christian Worship</td>
<td>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</td>
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School of Education Graduate 2014-2015

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<tr>
<th>Course Title &amp; Number</th>
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<th>Course Hours</th>
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<tbody>
<tr>
<td>EDU513 Cross-Cultural Education</td>
<td>Every Spring Semester</td>
<td>Hours: 3.00</td>
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<tr>
<td>EDU514 Foundations of Language Minority Education</td>
<td>Every Fall Semester</td>
<td>Hours: 3.00</td>
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</tr>
<tr>
<td>EDU611 Technology Instruction/Teachers of Language Minority Students</td>
<td>Every Summer</td>
<td>Hours: 3.00</td>
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</tbody>
</table>
EDU614
Assessment of English Language Learners

Every Fall Semester  Hours: 3.00

EDU616
Linguistic Considerations for Reading and Writing/New Language

Every Fall Semester  Hours: 3.00

EDU617
Methods/Materials of Teaching English as a Second Language

Every Spring Semester  Hours: 3.00

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.

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...

Hours: 3.00
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<tr>
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<th>Course Title</th>
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<tr>
<td>LIT515</td>
<td>Writing for Educators</td>
<td>A significant portion of the class will provide grammatical instruction to help students avoid common errors in their writing, especially with respect to sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation. Students will also format and document their papers following APA style rules.</td>
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<td>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.</td>
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<td>The intent of this course is to study the effective engagement of K-8 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.</td>
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<td>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</td>
</tr>
<tr>
<td>LIT520</td>
<td>Reaching Second-Language Readers and Writers</td>
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<tr>
<td>LIT525</td>
<td>Reaching Reluctant Readers and Writers</td>
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<tr>
<td>LIT530</td>
<td>Oral Interpretation of Children's Literature</td>
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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.

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.

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 process. 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.

This course will help the students to better communicate orally as an individual and orally in group presentations by studying and practicing strategies and methods for exceptional presentations to a variety of audiences and readers in an educational setting.

In order for students to develop the research skills discussed in LIT601, they will be guided through the processes of researching an area of

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<tbody>
<tr>
<td>LIT535</td>
<td>Literacy Conference</td>
<td>2.00</td>
</tr>
<tr>
<td>LIT601</td>
<td>Developing Consumers of Research</td>
<td>Every Summer</td>
</tr>
<tr>
<td>LIT605</td>
<td>Communication in Professional Settings</td>
<td>3.00</td>
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</table>
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 on the topics related to literacy research, instructor and student presentations, written assignments, and feedback though group and one-on-one interaction.

This course explores a wide variety of literature for K-3 children including fiction, nonfiction, traditional literature, picture books, big books, short novels, plays, and poetry. Emphasis will be on both expanding the teacher's knowledge of books, authors, and illustrators as well as creating engaging, meaningful curriculum for children that uses 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.
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<tbody>
<tr>
<td>LIT630</td>
<td>Writing for Professional Journals</td>
<td>Discussion will extend the teacher's ability to implement literature in the classroom and creating in students a lifelong love of reading. 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.</td>
<td>3.00</td>
</tr>
<tr>
<td>LIT640-1</td>
<td>Assessing and Improving Writing Instruction (Grades K-3)</td>
<td>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.</td>
<td>3.00</td>
</tr>
<tr>
<td>LIT640-2</td>
<td>Assessing and Improving Writing Instruction (Grades 4-12)</td>
<td>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.</td>
<td>3.00</td>
</tr>
<tr>
<td>LIT650-1</td>
<td>Assessing and Improving Reading Instruction (Grades K-3)</td>
<td>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</td>
<td>3.00</td>
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</table>
and implementation of a comprehensive reading curriculum. Students will enroll in either this course or LIT650-2.

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 register for either this course or LIT650-1.

**LIT650-2**  
Assessing and Improving Reading Instruction (Grades 4-12)  
Hours: 3.00

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<th>Course Title &amp; Number</th>
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| **BUS501**  
Business Functions | Course provides students with the knowledge and understanding needed to lead an effective organization. The course discussions and assignments focus on business functions as well as the leadership elements necessary for a successful business. Christian values are examined, in light of the various business elements, in order to understand how a focus on the needs of others and fairness in all dealings create sustainable outcomes for all stakeholders. | Graduate 2014-2015 | Hours: 3.00 |
| **BUS505**  
Business Analytics | Focuses on correct problem identification and employs the use of business statistics to make business recommendations. | | 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 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. | | Hours: 3.00 |

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.
BUS520 Financial 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.

BUS530 Operations and Project Management

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.

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.

Bus 601
Business Strategies
Course will help students to understand the purpose and elements of effective business strategy.

Bus 615
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.

Orl 501
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?

Orl 505
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.

Orl 510
Ethical Leadership
Provides an overview of character as the foundation for effective leadership. Students will learn the impact of values and ethical behavior on their leadership ability and the organization. Using classical and contemporary ethical case studies, students will learn how to analyze a situation to arrive at a values-based decision consistent with Scripture.

Orl 515
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.

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
ORL520
Organization, Culture, Politics and Communications
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.
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

ORL525
Global Leadership: Leading Across Cultures and Distance
Enables students to discuss key leadership lessons learned and the lessons' specific applications to their personal and professional life. Students will interact with knowledgeable, experienced advocates who hold students accountable for aspiring to become effective leaders.
Minimum Hours: 0.00
Maximum Hours: 1.00

ORL601
Leadership Mentor Program
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

ORL605
Intergenerational Leadership
Focuses on the development of a creative and innovative mind that balances that need of the organization with the need of people within the organization for stability. Students will learn how to develop a creative mind, how to implement innovations, and how to help an organization and its people through the process of change so that innovations can be implemented smoothly and with minimal disruption to the organization.

Hours: 3.00

ORL610
Leadership, Change and Innovation
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORL612</td>
<td>Organizational Finance</td>
<td>Develops the understanding and skills needed to build, communicate, and implement an effective organization budget that will effectively meet the financial needs of the organization and all stakeholders.</td>
<td>3.00</td>
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<tr>
<td>ORL614</td>
<td>Strategic Communication</td>
<td>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.</td>
<td>3.00</td>
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<tr>
<td>ORL615</td>
<td>Strategic Leadership</td>
<td>Examines the leaders role in determining the mission and from that working with others in the organization to develop a strategic vision and corresponding strategic initiatives to meet the needs of the changing internal and external environment. The roles and interrelationships of human resources, finance, logistics, technology and marketing within an organizational context in building an effective overall strategy will be explored. Students will increase their understanding of the leader's role in strategic planning and leading organizations using resources, both technological and human, in a way that embraces Christian stewardship.</td>
<td>3.00</td>
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<tr>
<td>ORL620</td>
<td>Applied Leadership Decision Making</td>
<td>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.</td>
<td>3.00</td>
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<tr>
<td>ORL625</td>
<td>Applied Research Project in Leadership</td>
<td>Challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout the Master of Arts in Organizational Leadership program into one comprehensive project.</td>
<td>5.00</td>
</tr>
<tr>
<td>ORL625A</td>
<td>Applied Research Project</td>
<td>Student will present initial proposal for Applied Research Project within the Ethical guidelines for IRB.</td>
<td>1.00</td>
</tr>
<tr>
<td>ORL625B</td>
<td>Applied Research Project</td>
<td>Student will complete first three chapters of Applied Research Project.</td>
<td>2.00</td>
</tr>
<tr>
<td>ORL625C</td>
<td>Applied Research Project</td>
<td>Student will complete last two chapters of Applied Research Project.</td>
<td>2.00</td>
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</table>