Master of Education in Literacy
2011-2012

Masters in Literacy

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.

President's Message

A Message for Graduate Students:

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

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

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

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

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

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

Cordially,

Jerry B. Cain
President of Judson University

Locations

Elgin Campus

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

Rockford Campus

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

Affiliations and Accreditation

Judson University Affiliations

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

Judson University Accreditation

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

Judson University Recognition

Division of Higher Education of the United States Department of:

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

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

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, the University Graduate Council, according to the criteria below.

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 features 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 the 1st 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's four-day Summer Literacy Conference featuring national, state, and local experts and authors from the field for two consecutive years
- 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 and evaluate curricular materials for effective instruction.

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

FERPA

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

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

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

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

Right to Know

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

Responsibility of Student

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

Transcripts, Enrollment, and Degree Verification

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

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

1. **Online/Phone Request**: Order online or by phone. There is a $3.00 service fee. You will need a valid major credit card to order transcripts. Orders will be processed with in ***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/?ALUMTR001700**, or call direct at 800-646-1858 with an operator fee of $10.00 when placing an order.
2. **Mail Request**: Order via the U.S. Postal Service. There is a $3.00 postage and handling fee. Orders will be processed within ***7-10 business days*** of receipt of your request form..
3. **Request in Person**: You may request your transcript in person at the Registrar's Office,first floor of the Lindner TowerBuilding. ***Please allow minimum of 30 minutes for processing***. If issued to the student there is no fee. If you need Judson to mail your transcript the $3.00 postage and handling fee will apply.
4. You may use this link to track your transcript order **https://www.credentials-inc.com/CGI-BIN/rechkcgi.pgm?TPORTER**

Degree verification, past enrollment,or present enrollment:National Student Clearinghouse

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

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

Transfer Credit Policy

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

Registration

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 theProgram 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 theVice President and Dean of Adult and Continuing Education Programsin writing. They shall investigate and render a decision. A decision by theV.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 **3 months** prior to his/her planned graduation date to participate in the commencement and hooding exercises according to College policy. Please **click here** for the application for graduation.

Core Requirements

- LIT505 Integrating Technology in Literacy Instruction
- LIT510 Strategies for Effective Writing Instruction
- LIT515 Strategies for Effective Reading Instruction
- LIT520 Reaching Second-Language Readers & Writers
- LIT525 Reaching Reluctant Readers and Writers
- LIT530 Oral Interpretation of Children's Literature
- LIT535 Literacy Conference
- LIT605 Communication in Professional Settings
- LIT610 Literacy Research
- LIT630 Writing for Educators
- 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 Subject in Research

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

Time Limit and Student Load

The Master of Education in Literacy Program is designed as an accelerated program to be completed in a 13-month cycle. If a student does not complete that cycle, a time limit of 6 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 literacy 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 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 materials or from another individual. Plagiarism is dishonest and can be illegal. It is the student's responsibility to be careful and meticulous when taking notes and documenting sources. Unintentional plagiarism may still be considered stealing someone else's work or misrepresenting it as one's own. Further, it is the responsibility of the student to follow the appropriate style of documentation as determined by the instructor or program. If the student has any questions regarding the appropriate style of documentation, the student must be certain to ask his or her instructor.

Policy and Procedure

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

Tuition, 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 2011-2012 Cohort will be $16,800.00. The four 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 $16,800.00
- Tuition may be divided into three billable terms (summer, fall, and spring) with $5,653.00 due on or before the start of each term of the first three terms. A $159.00 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 account office at Judson University. An initial payment of $1,690.00 (which includes the TDP fee of $240.00) is due before the beginning of the program in May. A payment of $1,410.00 is then due the fifteenth of every month for 11 months beginning June 15th and ending with a final payment on April 15th. You may contact the student account office by calling 847/628-2053 to set up this plan.
- For those graduate students who receive tuition reimbursement, an Employer Tuition Reimbursement Plan (ETRP) may be customized based upon the specific parameters of their district's tuition reimbursement program. An additional fee is required for this plan. Specifics may be discussed with the student account office by calling 847/628-2053.

***Students will be required to select one of the above forms of payment at the time of enrollment in the program. Options three and four require advance planning with the student account office.**

The only other fees associated with the Master of Education in Literacy program are the application fee of $40.00 and the graduation fee of $125.00.

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.

Judson University Course Catalog

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College of Lib Arts/Sci		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
MUS510 Professional Apprenticeship	Students receive an additional one-hour private lesson per week from the Judson professor or a guest artist-teacher who actively maintains their performing career. Students should study the graduate-level solo and ensemble repertoire. Offered at the graduate level.		Hours: 2.00
MUS520 Research Seminar	Students will have weekly classes, discuss topics related to their performance area, and receive guidance for their research. Each student will select both individual and collaborative research topics, prepare oral presentations, and submit written papers. Topics will include historical and analytical aspects on solo and ensemble works by major composers, performance practice of a specific musical period, and the influences between different genres shown in major composers' works. The voice majors will be encouraged to choose their topics from solo art songs, oratorios, or opera literature, and the instrumentalists from solo, chamber music, or concerto works. Offered at the graduate level.		Hours: 2.00
MUS530 Performance Forum	A weekly meeting. Students are required to perform at least six times at the meeting each semester. The length of each performance should be at least five minutes. Students should be also able to present the historical and analytical observations on their pieces in the form of a program note. The professor will coach a student's performance and lead a discussion to draw a better performance. Offered at the graduate level. Faculty consent required.		Hours: 1.00

School of Art, Des & Arc		Graduate 2011-2012	
Course Title & Number	Course Description	Course Offered	Course Hours
ARC556 Professional Practice I	An introduction to and survey of the professional practice of architecture. Course content includes a reflection upon the Preceptorship program, a survey of the history of professional practice, a review of the policies of NCARB, IDP, local and national AIA, a familiarization with the various routes to licensure, exposure to a variety of practice types and career paths within the board context of professional practice. Pre-requisites: ARC561 & ARC562	Every Summer	Hours: 2.00
ARC561 Preceptorship I	Student completes a minimum of 5 months of continuous full-time internship under the guidance of an appointed preceptor.	Varies	Hours: 0.00
ARC562 Preceptorship II	Student completes a minimum of 5 months of continuous full-time internship under the guidance of an appointed preceptor. This course concludes with the submission of IDP	Varies	Hours: 0.00

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

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

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

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

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

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

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

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

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

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

EDU640 Prof Communication Techniques	exceptional presentations to a variety of audiences and readers in an educational setting. Skill development includes being better equipped to prepare, research, organize, draft, and present a professional report. Self-directed techniques will be learned and practiced to comfortably and successfully communicate in any setting. An appreciation for the needs and interests of the audience/reader will be emphasized. In a positive environment, the student will develop critiquing skills and benefit from critiquing peers as well as receiving critiques from colleagues. As a result of this course, the educator will be prepared to communicate successfully with students, parents/guardians, peers, the board of education, professional organizations, and the community. Bachelor of Arts and Teacher Certification required.	Every Summer	Hours: 2.00
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 Writing Instruction	This course examines current trends, best practices, research, and challenges in the teaching of writing at the primary, intermediate, and middle school levels (K-12). Major research programs and theoretical perspectives that have contributed to our knowledge about effective writing instruction are studied.		Hours: 2.00
LIT515 Strategies for Effective Reading Instruction	This course explores a repertoire of instructional practices which help students in grades K-12 to acquire, expand, and deepen their ability to comprehend a variety of texts. A focus of the course is preparing teachers to create active literacy classrooms in which children are engaged in reading, writing, and discussion to deepen comprehension.		Hours: 2.00
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
	The intent of this course is to study the effective engagement of K-12		

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

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

LIT650-2 Assessing and Improving Reading Instruction(Grades 4-12)	found in 4-12 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. Students will register for either this course or LIT650-1.		Hours: 3.00

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

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