Master of Organizational Leadership Catalog
2014-2015
Welcome!

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

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

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

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

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

Elgin Campus

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
Admissions Procedure

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

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

The requirements for admission to graduate study for the Master of Arts in Organizational Leadership degree include:

**ADMISSION REQUIREMENTS**

- A completed application form
- A bachelor’s degree from a regionally accredited college or university
- Employment verification form
- A grade-point average of at least 3.00 on a four-point scale
- Official transcripts
- Two letters of reference, one from a supervisor and one from a Pastor or colleague
- One page paper with your personal philosophy of leadership, or answer the question, "Why do you want to earn a graduate degree in leadership?"

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

**CONDITIONAL ADMISSION**

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

**SPECIAL NON-DEGREE ADMISSION**

An individual who does not plan to become a candidate for the Master of Arts in Organizational Leadership degree at Judson University, but who wishes to enroll in a graduate course may be granted special admission status by submitting all admission application materials and meeting the following requirements:

- A bachelor's degree from an accredited College or University
- Ability to do graduate work as evidenced by transcripts
- Official copies of all University transcripts

A student admitted by special admission is not expected to pursue a degree at the current time at Judson University. Should the desire to pursue a degree occur, an application for a change of status should be filed with the Program Director. Current requirements for regular admission will be applied to the request for change.
Statement of Purpose

In the Master of Arts in Organizational Leadership program, current and future leaders will have the opportunity to integrate leadership theory with practical application built on a Christian worldview. Knowledge learned during the program will be applied to solve classic and current leadership dilemmas that will enhance the students’ ability to grow as leaders and be better prepared to advance in their leadership roles. Graduates of this program will have leadership skills that will enhance their ability to lead regardless where they currently work or may work in the future.
Distinctive Features

The University

Judson University offers the Master of Arts in Organizational Leadership degree program in the context of a Christian environment. Judson University is an American Baptist-affiliated, evangelical Christian university of the liberal arts, sciences and professions. It is coeducational and offers the bachelor of arts degree and master's in architecture, education and organizational leadership. At the same time the University is ecumenical in spirit and is open to all who wish to pursue academic excellence.

The University motto, "Our Calling is Caring," characterizes our Mission that:

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

The Program

The "packaged" concept of the Master of Arts in Organizational Leadership degree program combines several attractive features to enhance the process of graduate study. Those features include:

- Degree completion in only 19 months
- Only one class night per week for 4 hours or online
- Focus on practical application of theory
- Clear plan of the course sequence
- Completion of the program with a group of about 15
- Packaged tuition resulting in a lower cost per course
- Tuition payments due in full or on request arrangements can be made to spread over the life of the program in billable terms
Graduate Outcomes

The Master of Arts in Organizational Leadership will equip its graduates to:

- Motivate people to create, communicate, and achieve a shared vision.
- Communicate clearly and professionally in both oral and written form.
- Use critical thinking and reasoning to solve problems and make logical decisions.
- Develop the ability and knowledge to lead across generations, cultures and distances.
- Demonstrate the character necessary to effectively lead people and organizations in an ethical manner.
- Think strategically and creatively.
- Build effective teams and organizations.
- Evaluate their leadership and that of others.
- Practice leadership principles in an organizational setting.
- Influence people to positively impact their world.
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
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**

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

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

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.
Grading Policy

Judson's Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>Satisfactory</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td></td>
<td>1.33</td>
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<tr>
<td>D</td>
<td>Low Passing</td>
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<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
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<tr>
<td>F</td>
<td>Failure</td>
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<tr>
<td>W</td>
<td>Withdrawal*</td>
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<tr>
<td>WP</td>
<td>Withdrawal Passing*</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
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<tr>
<td>I</td>
<td>Incomplete*</td>
<td></td>
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<tr>
<td>P</td>
<td>Pass*</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit*</td>
<td></td>
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<tr>
<td>NC</td>
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<td></td>
</tr>
<tr>
<td>NR</td>
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<td>IP</td>
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<tr>
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<td>Administrative Withdrawal, Passing*</td>
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</tr>
<tr>
<td>AWF</td>
<td>Administrative Withdrawal, Failing*</td>
<td>0.00</td>
</tr>
<tr>
<td>CEU</td>
<td>Continuing Education Units*</td>
<td></td>
</tr>
</tbody>
</table>

*Not calculated in the grade point average.

Grade grievance procedure

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

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

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

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

The candidate must have their application for graduation, all course work completed and the Applied Research Project by September 1 in order to be a fall graduate or by February 1 for a spring graduate. Please [click here](#) for the application for graduation.

Required Credit Hours = 36 Hours

Course Requirements

CORE REQUIREMENTS

Required = 10 Courses, 30 Hours

- ORL501 Becoming an Effective Leader
- ORL505 Analysis and Research Strategies
- ORL510 Ethical Leadership
- ORL515 Leading High Performance Teams
- ORL520 Organization, Culture, Politics and Communications
- ORL525 Global Leadership: Leading Across Cultures and Distance
- ORL605 Intergenerational Leadership
- ORL610 Leadership, Change and Innovation
- ORL615 Strategic Leadership
- ORL620 Applied Leadership Decision Making

RESEARCH PROJECT

Required = 3 courses, 5 hours

- ORL625a Applied Research Project in Leadership
- ORL625b Applied Research Project in Leadership
- ORL625c Applied Research Project in Leadership

MENTOR ACCOUNTABILITY

Required = 4 Courses, 1 Hour

- ORL601 Leadership Mentor Program (o)
- ORL601 Leadership Mentor Program (o)
- ORL601 Leadership Mentor Program (o)
- ORL601 Leadership Mentor Program (1)
Applied Research Project

The Applied Research Project will be completed over the length of the program through three different courses. In the first course, students will develop their problem statement and proposal for examining a leadership issue within an organization. Upon proposal approval, the students develop the literature review, the main assignment due in the second course. While taking the other courses in the program, students complete their research and develop a formal plan for resolving the issue. In the final course, students submit their completed applied research project.
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.
Time Limit and Student Load

The Master of Organizational Leadership is designed as an accelerated program to be completed in a 19-month cycle. If a student does not complete that cycle, a time limit of six years from the beginning of the first graduate course at Judson University is allowed to complete degree requirements. Policies and charges in effect at the time of reactivation will be applied.

A student will be considered a full-time student if enrolled for the prescribed number of hours in the packaged program during a given term.
Withdrawals and Course Drops

A student withdrawing from the program or dropping a course must complete an Add/Drop form and file it with the Program 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.

APPEALING 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, and Refunds

Tuition and Fees

Tuition cost for the program is established each year. This is designed to lock in costs for the program. Current cost may be obtained from the Program Director. Educational resources are provided by the college. The tuition cost is $21,600:

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$21,600</td>
<td>in full on or before start of program</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$35</td>
<td>with application</td>
</tr>
<tr>
<td>Graduation Fee</td>
<td>$125</td>
<td>applied on final summer billing</td>
</tr>
<tr>
<td>Registration Deposit</td>
<td>$100</td>
<td>required and applied to tuition</td>
</tr>
<tr>
<td>Per Billable Term: (fall, spring, summer, fall)</td>
<td>$21,760</td>
<td>before the start of each new term $5,440</td>
</tr>
<tr>
<td>Tuition Deferment Plan (TDP):</td>
<td>$50.00</td>
<td>Deferment Plan</td>
</tr>
<tr>
<td>Employer Tuition Reimbursement Plan (ETRP)**</td>
<td>$50.00</td>
<td>Payment schedule to align with employer's expected reimbursement.</td>
</tr>
</tbody>
</table>

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 Academic Advisor. 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 schedule:

TUITION REFUND FOR DROPPING A CLASS

- If the drop occurs before the begin date of the dropped class, the cost of the dropped class will be refunded at an effective
hourly rate from the program and assumes the student has returned all Educational Resources in an "Unused/New" condition.

- Dropped classes may be rescheduled at future date and will be billed at an effective hourly rate.
- The effective hourly rate for the program is the calculated rate using the total billable amount divided by the total number of hours in the MAOL program.

If the drop occurs after the beginning date of the dropped class (see exception below), the refund will be calculated based upon the following schedule:

- After 1 night of class = 75% Refund of cost of this class
- After 2 night of class = 50% Refund of cost of this class
- After 3 night of class + 25% Refund of cost of this class
- After 4 or more nights of class = 0% Refund for cost of this class
- EXCEPTION: There is no refund for the first course in the MAOL program if it is dropped after is has started.

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

**WITHDRAWAL FROM THE MAOL PROGRAM**

If the withdrawal occurs before the beginning of the billing period, there will be no cost for that period. If the withdrawal occurs after the beginning date of the first class of the billing period, the refund will be calculated according to the DROPPING A CLASS process.

A Term consists of multiple courses with the same registration date, taught in consecutive order. Tuition refunds will be calculated on the Term 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.
## College of Lib Arts/Sci

<table>
<thead>
<tr>
<th>Course Title &amp; Number</th>
<th>Course Description</th>
<th>Course Offered</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLM501</td>
<td>Practical Theology: Theological Reflection on Ministry Praxis</td>
<td>Hours: 3.00</td>
<td></td>
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<tr>
<td>MLM502</td>
<td>Ministry and the Kingdom of God in Theological</td>
<td>Hours: 3.00</td>
<td></td>
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<tr>
<td>MLM503</td>
<td>Developmental Perspectives on Ministry</td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM504</td>
<td>Developing as a Leader in Ministry</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>Hours: 3.00</td>
<td></td>
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<tr>
<td>MLM506</td>
<td>Jesus Trail: Spiritual Formation through the Eyes of Pilgrimage</td>
<td>Hours: 3.00</td>
<td></td>
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<tr>
<td>MLM601</td>
<td>Cultivating Healthy and Effective Ministry Teams</td>
<td>Hours: 4.00</td>
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<tr>
<td>MLM602</td>
<td>Strategic Planning for Ministry Effectiveness</td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM603</td>
<td>Facilitating Communities of Learning in Christian Ministries</td>
<td>Hours: 3.00</td>
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<tr>
<td>MLM604</td>
<td>Walking in Their Shoes: Ministry in Context</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>Hours: 3.00</td>
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<tr>
<td>MLM606</td>
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<tr>
<td>Course Title &amp; Number</td>
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<td>Course Hours</td>
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<tr>
<td>ARC556</td>
<td><strong>Architectural Practice, Leadership and Ethics</strong>&lt;br&gt;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</td>
<td><strong>Community Outreach</strong>&lt;br&gt;Advanced design studio positioning community outreach and Christian engagement as a vehicle for environmental and social justice. Architecture Program Fee: $950.00.&lt;br&gt;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>
</tr>
<tr>
<td>ARC580</td>
<td><strong>Programming and Research Methods in Architecture</strong>&lt;br&gt;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>
</tr>
<tr>
<td>ARC600</td>
<td><strong>Topics in Architecture</strong>: Pre-requisites: ARC556</td>
<td>Varies</td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>ARC600S</td>
<td><strong>Topics in Sustainable Design</strong></td>
<td>Varies</td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>ARC600T</td>
<td><strong>Topics in Traditional Architecture and Urbanism</strong></td>
<td>Varies</td>
<td>Hours: 3.00</td>
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</tbody>
</table>
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
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.
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.

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

Varies

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

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.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Pre-requisites</th>
<th>Semester</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ARC651</td>
<td>Advanced Architecture and Urbanism Studio</td>
<td></td>
<td>Every Fall Semester</td>
<td>7.00</td>
</tr>
<tr>
<td>ARC652</td>
<td>Advanced Architecture Studio</td>
<td>ARC651</td>
<td>Every Spring Semester</td>
<td>7.00</td>
</tr>
<tr>
<td>ARC656</td>
<td>Architectural Practice, Law and Management</td>
<td>ARC556</td>
<td>Every Fall Semester</td>
<td>3.00</td>
</tr>
<tr>
<td>ARC671</td>
<td>Advanced Case Studies in Sustainable Design</td>
<td></td>
<td>Varies</td>
<td>3.00</td>
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</tbody>
</table>
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 under girded by the student's research including case studies. The investigative medium may be writing or it may be design; however, the original and critical nature of an investigation by design must be articulated in words as must be the scholarly context and the supporting research. The proportion between written and design components may vary but the design portion must be substantive. The written and design components of the Thesis shall demonstrate excellence of high degree in scholarship, design, use of media, and presentation. Architecture Program Fee: $950.00.

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
ARC688
Directed Research/Architecture

architecture faculty member. Directed research forms are available on the College website and must be approved by the Department Chair and the Graduate Dean. Faculty consent required.

Minimum Hours: 1.00
Maximum Hours: 6.00

ARC688S
Directed Research in Sustainable Design:

Faculty consent required.

Minimum Hours: 1.00
Maximum Hours: 4.00

ARC688T
Directed Research in Traditional Architecture and Urbanism:

Faculty consent required.

Minimum Hours: 1.00
Maximum Hours: 4.00

ARC691
Christian Worldview and Architect

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.

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.

Every Spring Semester Hours: 3.00

ARC692
Architecture for Christian Worship

Varies Hours: 3.00

School of Education

Graduate 2014-2015

Course Title & Number

Course Description

Course Offered

Course Hours

EDU513
Cross-Cultural Education

Every Spring Semester Hours: 3.00

EDU514
Foundations of Language Minority Education

Every Fall Semester Hours: 3.00

EDU611
Technology Instruction/Teachers of Language Minority Students

Every Summer Hours: 3.00
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU614</td>
<td>Assessment of English Language Learners</td>
<td>Every Fall Semester</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU616</td>
<td>Linguistic Considerations for Reading and Writing/New Language</td>
<td>Every Fall Semester</td>
<td>3.00</td>
</tr>
<tr>
<td>EDU617</td>
<td>Methods/Materials of Teaching English as a Second Language</td>
<td>Every Spring Semester</td>
<td>3.00</td>
</tr>
<tr>
<td>LIT505</td>
<td>Integrating Technology in Literacy Instruction</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>LIT510</td>
<td>Strategies for Effective Reading and Writing Instruction</td>
<td></td>
<td>3.00</td>
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</table>

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.

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
LIT515
Writing for Educators

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.

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.

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.

Hours: 3.00

LIT525
Reaching Reluctant Readers and Writers

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

Hours: 3.00

LIT530
Oral Interpretation of Children's Literature

order. A significant portion of the class will provide grammatical instruction to help students avoid common errors in their writing, especially with respect to sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation. Students will also format and document their papers following APA style rules.

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.

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.

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.

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
LIT610
Literacy Research

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 through 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.

LIT620-1
Evaluating Children's Literature (Grades K-3)

Hours: 4.00

LIT620-2
Evaluating Children's Literature (Grades 4-12)

Hours: 4.00

Minimum Hours: 0.00
Maximum Hours: 3.00
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.

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.

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.

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
LIT650-2 Assisting and Improving Reading Instruction (Grades 4-12)

This course will focus on the implementation of effective reading instruction for the range of readers found in 4-12 classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. Students will register for either this course or LIT650-1.

Course Title & Number | Course Description | Course Offered | Course Hours
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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.

Prerequisite: Foundational knowledge of finance as typically acquired through an undergraduate course. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the finance module of the MBATutor.

Hours: 3.00

BUS530  
Operations 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

Hours: 3.00

BUS540  
Marketing  
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

Hours: 3.00

BUS550  
Managerial Economics  
and Current Asset Management; Sources of Financing, Long & Short Term; Time Value of Money; Capital Budgeting; Capital Markets; & International Financial Issues. Current developments in the overall environment will also be discussed. Prerequisite: Foundational knowledge of finance as typically acquired through an undergraduate course. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the finance module of the MBATutor.

Hours: 3.00
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.

**BUS601**  
**Business Strategies**  
Course will help students to understand the purpose and elements of effective business strategy.  
Hours: 3.00

**BUS615**  
**Current Issues in Business**  
Course enables the students to demonstrate analytical thinking that sharpens their insights, develops their existing capabilities, and fosters an appreciation for life-long learning.  
Hours: 3.00

**ORL501**  
**Leadership Theories and Practice**  
Analyzes various leadership theories. Explores strategies for personal, team, and organizational leadership. Examines issues of personal development, teamwork, motivation, influence, power, and change. Students will develop a framework for understanding and practicing leadership. Core questions related to leadership will be considered: What is leadership? Who can lead: What are the characteristics of effective leaders? What do effective leaders do? How is leadership developed?  
Hours: 3.00

**ORL505**  
**Analysis and Research Strategies**  
Employs key analysis and research strategies for critically evaluating data related to planning and other organizational functions. Students will learn effective research and analysis skills fundamental to any leadership role. By using these skills, students can critically evaluate information: how and where it was acquired, how it is to be used, and how it should be communicated.  
Hours: 3.00

**ORL510**  
**Ethical Leadership**  
Provides an overview of character as the foundation for effective leadership. Students will learn the impact of values 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**  
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. 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.

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.

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.

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.
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
<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>
</tr>
</tbody>
</table>