WELCOME!

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

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

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

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

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

History

Judson’s roots extend back to 1913 and the founding of Northern Baptist Theological Seminary. From its very first day, NBTS offered both graduate and undergraduate education to men and women training for the ministry. When the seminary portion of Northern Baptist moved from Chicago to Lombard, Illinois, in the early 1960's, it was decided to make the college an independent entity. Under the guidance of Dr. Benjamin P. Browne, college and seminary president, the "new" college was founded in 1963 in Elgin, Illinois, along the shores of the Fox River. It was named after Adoniram Judson, the first American missionary to foreign shores.

From its birth on a 19-acre private estate, Judson has grown today to a campus of 90-acres of woods and spacious lawns. Fifteen buildings dot the campus, including four student residence halls, a campus apartment building, a library, a science building, a fine arts building, a fitness center, a campus commons, Creekside South, athletic fields, the Lindner Tower (a seven-story classroom, office and residential facility), and as a center of spiritual life, a 650-seat chapel. A new state-of-the-art academic center to house the Division of Art, Design and Architecture and an expanded library opened the summer of 2007. This facility, the Harm A. Weber Academic Center, employs innovative "green" technology and is one of the most energy efficient and environmentally friendly buildings in the U.S.

Judson's first president, Dr. Browne, retired in 1967. Dr. Amos B. Barton served as president through 1969 and Dr. Harm A. Weber from 1969-1992. In 1992, Dr. James W. Didier was appointed president. He retired in 1998, and Dr. Jerry B. Cain became Judson’s fifth president. Dr. Cain retired in June 2012. Dr. William Crothers joined Judson in July 2012 as Interim President, while the university enters into a formal search process.

Judson 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 degrees in Architecture, Education, Education in Literacy and Organizational Leadership. A majority of Judson’s traditional-aged students live in campus residence halls and apartments.

Judson's size and intimate campus setting allows for close personal associations among students, faculty and staff. Campus life does not end in the classroom; co-curricular activities provide personal recreation and social development. These include intercollegiate and intramural athletics for men and women, Christian ministries, drama, choir, reach-out teams, student publications, volunteer programs, student government and special campus festivities such as Homecoming and seasonal banquets.

In 1994 Judson introduced a new academic division concentrating on continuing education for non-traditional students. Since its inception, the Division of Adult and Continuing Education has offered innovative programs with a high level of student service, both at our main campus in Elgin and our branch campus in Rockford (established in 1999).

Today, Judson University is home to over 1,100 traditional and continuing education students and over 100 master's students from 36 states and 28 countries.

1968 Statement of Purpose

It is the conviction of the faculty, administration, and Board of Trustees of Judson College that education is more than the acquisition of knowledge. Education is also the growth of an individual that results from the total experience of the living-learning situation involving the experiences in the classroom, the chapel, the residence halls, the athletic fields, as well
as other meaningful associations with persons in the college community.

It is the conviction of the faculty, administration, and Board of Trustees of Judson College that education is at its best when it provides experiences of liberation—that is, when it helps to free persons from bigotry, provincialism, and unexamined belief systems. We consider it imperative for intelligent, searching minds that issues be discussed and options evaluated with humility, since education involves a process of discrimination among alternative answers to the great issues of life. Accordingly, we affirm the values of liberal education, realizing that it is as likely to raise questions as it is to provide answers.

It is the conviction of the faculty, administration, and Board of Trustees that higher education at Judson College should involve a personal intellectual encounter with the Christian revelation. Viewed from this perspective, both knowledge and faith are dynamic, not static. This is consistent with our belief that it is not possible to have worthwhile education where there is uncritical devotion only to the accepted, the safe, and the sanctioned. Christian education is at its best when it involves consideration of both new and familiar truths. The Christian, above all, should hold unswerving allegiance to honesty and integrity in the pursuit of knowledge.

It is the conviction of the faculty, administration and Board of Trustees of Judson College that Christian higher education should include a consideration of commitment to Jesus Christ as Savior and Lord. It is hoped that every Judson student will experience this commitment during his years at the college.

**Mission Statement and Educational Goals**

Judson is an evangelical Christian university that 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. Through a broadly based education in the liberal arts, sciences and professions, the college enables its students to acquire ideas and concepts that sharpen their insights, develop skills appropriate to their career goals, and develop the skills and commitment for lifelong learning. The Judson community experience challenges graduates to be decisive leaders and active participants in church and society, articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.

**EDUCATIONAL GOALS**

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

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

OPERATIONAL OBJECTIVES

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

STUDENT OUTCOMES

Like any educational institution, Judson University includes students of varying degrees of preparedness, motivation and discipline. This being the case, there will be a variety of student outcomes. Indeed, no college or university can guarantee equality of outcome, but it can do everything in its power to ensure equality of opportunity. Our goal is to provide the finest Christian liberal arts education possible. However, it is up to the individual student to show initiative and take ultimate responsibility for his or her education. Consequently, this catalog represents a snapshot of where we are in our community-wide quest for excellence, rather than an unconditional contract.

An Evangelical and Pan-Baptist Institution

Judson was conceived by a group of American Baptist leaders and intended to be a pan-baptist, evangelical university in terms of its institutional ethos. Among the many ways our Baptist heritage affects the ongoing operation and culture of the university is our firm commitment to having “no creed but the Bible.” Accordingly, we expect all of our employees to be, in the words of our mission statement, “articulate proponents of Biblical Christianity, persuasive advocates for the sovereignty of God over all life, and effective ambassadors for Christ.”

Evangelicalism itself is an extremely broad movement. Indeed, as Larry Eskridge of the Institute for the Study of American Evangelicals points out, it is as much a style of religion as it is a set of beliefs. Thus, it includes such diverse groups as “black Baptists, Dutch Reformed Churches, Mennonites, Pentecostals, Catholic Charismatics, and Southern Baptists.” This diversity has led some to speak of Evangelicalism as a mosaic, while others say it is more like a patchwork quilt in that it is more “folk art . . . than fine art”, and still others insist that a kaleidoscope best captures the diversity that is Evangelicalism. Recognizing the frustrating difficulty of defining Evangelicalism, historian George Marsden once quipped that an evangelical is simply someone who admires Billy Graham!

Not surprisingly then, there are a variety of definitions for the movement, but in general evangelicals are characterized by the following:

- A high view of scripture as the all sufficient guide/rule for faith and practice
- The majesty of Jesus Christ, both as incarnate God and Lord and as the Savior of sinful humanity
- The importance of personal conversion (often referred to by the Biblical allusion to being “born again”) as the
central criterion for salvation

- A commitment to sharing with everyone everywhere the transforming “good news” of new life in Jesus Christ, which is an utterly free gift that comes by grace alone through faith alone in the crucified and risen Savior.

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
Mission, Goals, and Objectives

Mission

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

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

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

The Judson community experience challenges graduates to be:

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

Educational Goals

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

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

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

**Student Outcomes**

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

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

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

1. A summary undergraduate GPA of 2.75 or higher.
2. A cumulative architecture course GPA of 3.00 or higher.
3. A comprehensive portfolio of academic, creative and professional work.
4. A letter of intent stating the applicant's abilities and professional aspirations.
5. A complete Judson University M.Arch application form.
6. A letter of support from the Judson University Department of Architecture faculty or three (3) letters of recommendation if the applicant completed their undergraduate degree elsewhere.
7. Written acceptance by the Graduate Dean in consultation with the Graduate Council.
8. GRE scores submitted.
9. International students must include an IELTS exam transcript with a score of 5.5 or above, or equivalent TOEFL score for consideration.

Application Deadline

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

*Note: Criteria for entry into the Judson University graduate year are:

Applicants who have completed a B.A. or B.S. degree in Architecture or another field from another regionally accredited institution may apply to the graduate program following the above application requirements. In addition, the applicant must take the GRE and have results submitted to the registrar's office. The applicant must also provide three letters of recommendation from those familiar with their academic and/or professional work with their application. In most cases, these applicants will be expected to complete "preparatory courses" as designated by the Architecture Department, which satisfy NAAB and departmental mission requirements for the professional degree. An interview with the department chair is required in conjunction with the application. These applications will be considered on a case by case basis collectively by the School of Art Design and Architecture.

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

Application to the Architecture Program

Please submit to Architecture Graduate Admissions Coordinator- Office of Admissions, 1151 N. State Street - Elgin, IL 60123
Privacy/Directory Information

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

The following items are considered Directory Information that may be used in publicity or in response to 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.
Students With Disabilities

Under the American Disabilities Act, (ADA-Amendments Act, Title III) and Section 504 of the Rehabilitation Act (1973) all student seeking special educational accommodations must provide current notice of the restricting condition to the university. All Clinician reports must be performed while you are an adult age (over the age of 18). The university may not accept Individual Education Plans (IEP’s) from High School as current valid documentation under the ADA guidelines since students are identified as minors and children under the age of 18 while receiving IEP (K-12) services. Colleges and universities are only required to accommodate a student’s disability if the relevant school personnel are aware that the student has a current disability and the student has publicly stated their disability. If you seek a reasonable educational accommodation at Judson University, we must request current proof of your disability.

The most effective way to show that you are entitled to reasonable ADA accommodations in the current school term is to:

- Obtain a licensed clinician’s summery letter outlining the disability, test results and any confirmed, possible limitations to learning, and reasonable academic accommodations in order to meet the needs of the post-secondary coursework. Under AA, reasonable accommodations or minor academic adjustments may include the following samples based on diagnostic test result.
  
  - Allowable recording devices for class lectures
  - Assigned note takers
  - Audio books
  - Extended time on tests (not to exceed time and 1/2)
  - Testing in a quiet testing room
  - Use of calculators (for Dyscalculia)
  - Sign Language Interpreters for academic coursework

- The documentation must reflect your abilities and limitations at the academic Post-Secondary level at the time you request the accommodation.

- Please note: The post-secondary school does not have to make changes or adjustments that fundamentally alter the academic prescribed coursework or graduation requirements under ADA.

Any questions regarding accommodations at Judson University, please contact Gineen Vargas, Tutor and ADAA Compliance Coordinator at gineen.vargas@judsonu.edu. Phone: 847-628-1156 Fax: 847-628-1007. Gineen’s office is located in the Student Success Center - Lindner Tower 2nd floor.
Responsibility of Student

The student is responsible for knowledge of the regulations and policies as published in the Catalog. The student should take the initiative in seeing that all necessary forms are completed and returned to the Director of their program.
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.credentialis-inc.com/tplus/?ALUMTRO001700](https://www.credentialis-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.

4. You may use this link to track your transcript order [https://www.credentialis-inc.com/cgi-bin/rechkcpi.png?TPORTER](https://www.credentialis-inc.com/cgi-bin/rechkcpi.png?TPORTER)

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 enrollement 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.
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>Satisfactory</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></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>
</tr>
<tr>
<td>D</td>
<td>Low Passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal*</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal Passing*</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal Failing</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete*</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Pass*</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit*</td>
<td></td>
</tr>
<tr>
<td>NC</td>
<td>No Credit*</td>
<td></td>
</tr>
<tr>
<td>NR</td>
<td>Grade Not Received*</td>
<td></td>
</tr>
<tr>
<td>IP</td>
<td>Class In Progress*</td>
<td></td>
</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.

Transcript Columns Interpretation

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

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

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

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

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

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

A semester GPA is calculated by:

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

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

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade</th>
<th>Grade Points</th>
<th>X</th>
<th>Semester Hours</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG101</td>
<td>AWF</td>
<td>0.00</td>
<td>X</td>
<td>3</td>
<td>= 0</td>
</tr>
<tr>
<td>PSY111</td>
<td>A</td>
<td>4.00</td>
<td>X</td>
<td>3</td>
<td>= 12</td>
</tr>
<tr>
<td>MAT098</td>
<td>B</td>
<td>3.00</td>
<td>X</td>
<td>3</td>
<td>= 9</td>
</tr>
<tr>
<td>BIO171</td>
<td>B</td>
<td>3.00</td>
<td>X</td>
<td>4</td>
<td>= 12</td>
</tr>
<tr>
<td>ESS101</td>
<td>W</td>
<td>NA</td>
<td>X</td>
<td></td>
<td>= NA</td>
</tr>
<tr>
<td>LMM300</td>
<td>C</td>
<td>2.00</td>
<td>X</td>
<td>2</td>
<td>= 4</td>
</tr>
<tr>
<td>BST221</td>
<td>P</td>
<td>NA</td>
<td>X</td>
<td>*</td>
<td>= NA</td>
</tr>
</tbody>
</table>

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

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

**Mid-Semester Grades**

Faculty are required to submit mid-semester grades for all students.

**Grade of Incomplete**

Incomplete grades are to be issued only for extenuating circumstances. Below are the guidelines for instructors to use if considering an Incomplete for a student:

**Approved Incomplete must meet three criteria:**

1. The student must have completed at least 70-75% of the course work.
2. There must be an unusual problem that kept the student from completing the course.
3. The student may not be a graduating senior.

**Valid Reasons:**

- Long-term health problems (or hospitalization), as verified with specific written explanation by the student’s attending physician.
- Family or personal emergency (death of immediate family member or emotional trauma), as verified by the Vice President for Student Development.
- Extreme circumstances that are beyond the planning and control of the student. (Examples: Field placement was canceled; internship ended after last day of term, research data did not arrive on time.)

**Invalid Reasons:**

- Student did not make good use of time and needs more time to complete the coursework.
- Student had a heavy work schedule that prevented completion of the coursework.
- Student did not contact the instructor (in the case of an online course, independent or individualized study, directed research or readings course).

Instructors need to advise their students accordingly. All Incompletes must be requested before the end of the course, with enough time left for the students to actually complete the coursework if the instructor rejects their requests. If students wait until the end of the course to voice their requests, they run the risk of the instructor rejecting the request and it is then too late for them to finish their work. The instructor would then be forced to issue an F (or whatever grade the student had earned at that point). In the case of last-minute situations, please contact the Provost as soon as possible.

On the Incomplete Request Form, the instructor must specify the **exact** date the incomplete work is due to the instructor and the date the grade will be submitted to the registrar’s office. The maximum allowable time in which to finish an Incomplete is by the end of the sixth week after the course’s original end date.

The day after the designated due date, the registrar’s office will issue a grade of F if a grade has not been submitted. The registrar’s office will, at any time, issue a list of pending Incompletes to any instructors who request it, but will not notify
instructors of impending F grade changes. It is the instructor's responsibility to keep track of his/her Incomplete due dates and to notify the registrar's office of the assigned grade when the work is completed, by filling out a Change of Grade Request.

Grade Grievance

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

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

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

Verification

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

Pass/No Credit Option (P/NC)

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

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

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

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

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

- **Continuing Students:** Continuing students who wish to register for any upcoming school year will be allowed to do so each year from "pre-registration" (historically held in April) through 5:00 p.m. on the last day of the spring semester. Verification of attendance for students can be done via the MyJudson information system. Please contact the registrar’s office if you have questions at ext. 1150.

- **New Students:** New students who wish to register for any upcoming school year will be allowed to do so at summer Jump Starts and Orientation Weekends. Any new students who have registered for courses at a summer Jump Start but who need to finish any remaining administrative steps should do so at the Campus Resource Center by the close of Fall Orientation Weekend (historically the Friday, Saturday and Monday before the first day of classes). Adds/drops will be processed for new students during this time. Any new students who elect not to attend a summer Jump Start but who need to finish any remaining administrative steps should also do so at the Campus Resource Center by the close of Fall Orientation Weekend, or for those students not beginning until the spring semester, at the Campus Resource Center by the close of the Spring Orientation Weekend (historically the Saturday and Monday before the first day of classes). New student adds/drops also will be processed during this time.

- **Unclassified Students:** Unclassified students may register for courses on an ongoing basis at the Registrar’s Office. Unclassified students will be held to the same drop/withdrawal policies as traditional students, as defined in the Judson University catalog.

- **Prep Students** Prep students may register beginning from 10:00 a.m. through the end of the first day of the semester or post-term at the Registrar’s Office. Prep students will be held to the same drop/withdrawal policies as traditional students, as defined in this catalog. Please see the tuition section of the catalog for semester fees.

Adding and Dropping Courses

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

- **Adding:** Courses may be added until the Friday of the first week of classes, provided students are qualified to take the courses, and the classes are still open. Only for unusual circumstances will any addition to a student’s schedule
be permitted after Friday of the first week, upon approval of the advisor, instructor, registrar and provost. Should a student who is not registered for a course attend, participate, and even be assigned a grade for the course, the unregistered student will not receive a grade nor receive credit for that course.

- **Dropping**: Courses dropped through Friday of the first week of classes are not included in the student's permanent record. Tuition will be recalculated based on the new course load. There is no refund for courses dropped after this date. If the form is received by the Registrar's Office after Friday of the first week, the student is responsible for payment of tuition and a grade is assigned as explained below.

An add/drop fee will be added to any student's account when a course is added or dropped **after** the first Friday of the first week of classes.

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

- **Prerequisites**: Students must adhere to prerequisite requirements when registering. Instructors may require proof that prerequisites have been met and may not waive prerequisites. Students will be required to drop or withdraw from any course(s) if it is determined that they have not been met.

- **Wait List**: Students who are placed on a wait list for a course must check their MyJudson account to see if they have been automatically enrolled in the course. If the student is still waitlisted by the first day of class they may go to class and see if the instructor will allow the student to be added to the course. The instructor must then complete a course authorization on their MyJudson account; this will then allow the student to register themselves for the wait listed course.

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

**Withdrawing From all Courses During a Semester**

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

- **Military Withdrawal**: Withdrawal for military reasons is total or none; a student is not allowed to withdraw from some courses but not others. A copy of the government's official "Call or Recall to Active Duty" documentation is absolutely required, and should be attached to the withdrawal form. Grades of "W" for "Withdrawal" are recorded on the official academic record; these grades are non-penalizing. All tuition and fees paid by the student for the semester the student is withdrawing from will be refunded at a rate of 100%; however, room and board will be refunded on a pro rated basis through the date of withdrawal. If, in the future the student wishes to return to Judson University, he or she must reapply in accordance to the university's readmission policy, as outlined in this catalog.

- **Medical Withdrawal**: Withdrawal for medical reasons is total or none; a student is not allowed to withdraw
from some courses but not others (rare exceptions may be made by written appeal to the Provost). Written medical
documentation from a licensed physician/psychiatrist/other health care provider approved by the university is
absolutely required, and will be taken into consideration along with other factors/information in evaluating the
requested withdrawal. All documentation should be attached to the withdrawal form. Grades of "W" for
"Withdrawal" are recorded on the official academic record; these grades are non-penalizing. The student is
responsible for tuition and other appropriate charges up to the day of official withdrawal as outlined in the
university catalog’s Tuition and Fees Refund Policy. However, in the event of a severe or life-threatening medical
condition to the student or an immediate family member, the student may appeal in writing to the Provost for
consideration above and beyond the normal refund policy. Such appeals must be made in writing, dated and
signed. The letter must fully explain the circumstances involved and specify the consideration desired. A signed
physician’s letter explaining the medical condition must accompany the appeal. All appeals will be reviewed within
30 days of receipt and the student will be notified of the refund determination in writing. The student cannot
resume study in a subsequent term until a licensed physician/psychiatrist/other health care provider approved by
the university provides written documentation that the student is "now healthy enough to resume university study."
The student must then reapply in accordance to the university’s readmission policy, as outlined in this catalog.

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

### Class Attendance

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

### Semester Final Examinations

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

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

The detailed examination schedule is located on the Registrar’s Forms page of the web.
Architecture Graduation Requirements

All degree candidates must have earned at least a 3.0 grade point average, completed courses and be approved for graduation by the Department, Faculty and Grad Council. No course grade lower than a C will be accepted towards graduation in the program.

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

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

Core Requirements

WORLDVIEW REQUIREMENTS

*Required = 3 Hours*

- [ARC691](#) Christian Worldview and Architecture

PRACTICE REQUIREMENTS

*Required = 9 Hours*

- [ARC556](#) Architecture Practice, Leadership and Ethics
- [ARC656](#) Architecture Practice, Law and Management
- [ARC580](#) Programming and Research Methods in Architecture

PRECEPTORSHIP REQUIREMENTS

*Required = 0 Hours*

Preceptorship requirement of 1600 hours of NCARB-IDP equivalent practicum

COMMUNITY OUTREACH REQUIREMENTS

*Required= 4 Hours*

- [ARC575](#) Community Outreach Studio

ELECTIVES REQUIREMENTS

*Required = 12 Hours*

- [ARC600](#) 600 Level Architecture Electives

Concentrations

NO CONCENTRATION

*Required = 14 Hours*

Choose Option A or Option B

- Option A:
  - [ARC651](#) Advanced Architecture and Urbanism Studio
  - [ARC652](#) Advanced Architecture Studio
- Option B:
  - [ARC681](#) Architecture Thesis Project I
  - [ARC682](#) Architecture Thesis Project II
TRADITIONAL ARCHITECTURE AND URBANISM CONCENTRATION

Required = 6 Hours

Choose two courses:

- **ARC600T** Topics in Traditional Arch and Urbanism
- **ARC610** Advanced Digital Design
- **ARC616** Arch Rendering in Watercolor
- **ARC625** Arch Acoustics Seminar/Lab
- **ARC626** Daylighting in Architecture
- **ARC627** Arch for Conviviality
- **ARC628** Albertian Theory for Contemporary Urbanism
- **ARC632** History Arch Theory Seminar
- **ARC634** Urbanism: Precedents for Principles and Practice
- **ARC642** Advanced Architectural Drawing
- **ARC688T** Directed Research in Traditional Arch & Urbanism

TRADITIONAL STUDIO REQUIREMENTS

Required = 14 Hours

Must register in T section

- Option A:
  - **ARC651** Advanced Architecture and Urbanism Studio
  - **ARC652** Advanced Architecture Studio
- Or Option B:
  - **ARC681** Architecture Thesis Project I
  - **ARC682** Architecture Thesis Project II

SUSTAINABLE DESIGN CONCENTRATION

Required 6 Hours

Choose two courses

- **ARC600S** Topics in Sustainable Design
- **ARC625** Arch Acoustics Seminar/Lab
- **ARC626** Daylighting in Arch
- **ARC627** Arch for Conviviality
- **ARC629** Multiculturalism in Architecture
- **ARC636** Reading in Landscape History
- **ARC671** Advanced Case Studies in Sustainable Design
- **ARC688S** Directed Research in Sustainable Design

SUSTAINABLE STUDIO REQUIREMENTS

Required = 14 Hours

Choose Option A or B (Must be registered in section S)

- Option A:
  - **ARC651** Advanced Architecture and Urbanism Studio
- **ARC652** Advanced Architecture Studio
- Or Option B:
  - **ARC681** Architecture Thesis Project I
  - **ARC682** Architecture Thesis Project II

**IMPORTANT NOTES**

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

Honesty in all matters is a valued principle at Judson University. Members of this community of learners—students, faculty, staff, and administrators—are expected to treat each other as trustworthy, honest, and honorable. Any form of academic dishonesty, which includes cheating, plagiarism, and falsification of documents, constitutes a serious breach of trust. No form of academic dishonesty will be tolerated. Plagiarism is the use of another's words, information or ideas without giving credit to that person. This includes copying, quoting, paraphrasing, or taking an idea from published or broadcast 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 misrepresented 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 throughout 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.

APEALING 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
**Time Limit and Student Load**

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 9 hours of credit.
Tuition and Costs

Tuition

Architecture Graduate Program, per credit hour — $1,075 (Including summer courses)

Room and Board

1. 19 Meal Plan: Multiple occupancy, per semester — $4,540
   Single occupancy, per semester — $5,025
2. 14 Meal Plan: Multiple occupancy, per semester — $4,425
   Single occupancy, per semester — $4,910
3. 10 Meal Plan: Multiple occupancy, per semester - $4300
   Single occupancy, per semester - $4785
4. Commuter 5 Meal Plan, per semester $620
5. All Students Christmas and Spring Breaks, room only, per day — $30
6. Summer Term, Room only - $150/week

Standard Fees

1. Campus Technology Fee, per semester - $200
2. Supply/Technology Fees: ARC575, ARC651, ARC652, ARC681, and ARC682 $950 per semester
3. Class Reservation deposit — $250
4. Housing Security deposit — $150
5. Health/accident insurance: Basic plan (fall semester) — TBA
   Basic plan (spring semester & following summer) — TBA
   Students are required to select one of these plans if enrolled for more than five credit hours.
   Students are not charged when evidence of similar coverage, with completed waiver form, is received by Health Center within 10 days following the semester start. Refunds cannot be made after this date. A $25 late charge is assessed for medical records still incomplete 30 days after registration.
6. Motor vehicle registration, per semester — $60
   Fine for not registering vehicle, per semester — $100
   Handicapped zone fine — $350
7. Credentials (placement file) First three orders no charge; thereafter, per order — $10
8. I.D. replacement fee — $10
9. Late processing fee for incomplete medical records 30 days after registration — $35
10. Smoking fine, each incident — $100
11. NSF check fee or rejected payment payment— $25 per occurrence
12. Rejected Online Electronic Check Fee - $15 per occurrence
13. Diploma Replacement Fee — $25

Academic Fees

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

## New Student Fees

1. **Application Fee** — $100
2. **Enrollment deposit** — $250
   - Guarantees a place for students; nonrefundable after June 1, but applies to first semester tuition.

*Note: Subject to change

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

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

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

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

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

Students with outstanding debt to the university may not participate in graduation ceremonies unless that debt is paid in full or arrangements have been confirmed for the debt to be paid within a timely manner. Semester or term grades, transcripts, diplomas, letters verifying course or program completion or any other student credentials will be issued only when all debt to the university has been paid in full. The process of releasing any of the above documents will begin immediately upon the payment of the debt by cash, or certified check or by an online payment. If the debt is settled with a personal or electronic check, the documents will be released upon verification that the appropriate funds have been transferred to the university as a result of the check clearing the bank, usually a 5-7 business day process.
There are a number of fine banks in the local community surrounding the campus that will be happy to set up student savings or checking accounts for the individual student. There is an ATM machine located outside the dining hall in Lindner Commons, as well as a number of ATM machines in businesses located near the campus. The Student Accounts Office is not intended to provide full-service banking privileges but does provide the following services during regular business hours of 9:00am to 4:00 pm during the week:

- **Check Cashing:** Checks can be cashed up to a maximum of $150.00 per check with a maximum of two checks cashed per week per student. There is a $0.25 processing fee per check. There is also a $25.00 returned check fee for checks cashed or applied on student’s accounts that are returned from the bank unfunded for any reason. In such cases the fee and returned check will be charged against the student’s account. Check cashing privileges are not available to any student carrying a "debt hold" on their account.

- **Petty Cash:** Students can draw up to a maximum of $150.00 off of their school account if their school account has a minimum $150.00 credit balance at that time. Students will be limited to one petty cash withdrawal per week in the Student Accounts office and a $0.25 processing fee will be charged.

- **Refund of Credit Account Balances:** Refunds of credit balances on accounts greater than $150.00 may be obtained by check or by direct deposit into your checking, direct deposit or prepaid debit card after the first week of the semester. Processing of the refund takes approximately one week.
Financial Aid

FAFSA Forms

To apply for financial aid, you must fill out the Free Application for Federal Student Aid (FAFSA). You may apply online at [www.fafsa.ed.gov](http://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](http://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](http://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

#### Index

1. College of Lib Arts/Sci  
2. School of Art, Des & Arc  
3. School of Education  
4. School of Leadership/Bus

<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></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM502</td>
<td>Ministry and the Kingdom of God in Theological</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM503</td>
<td>Developmental Perspectives on Ministry</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM504</td>
<td>Developing as a Leader in Ministry</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM505</td>
<td>Biblical History and Culture on Location: Holy Land Study Tour</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM506</td>
<td>Jesus Trail: Spiritual Formation through the Eyes of Pilgrimage</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM601</td>
<td>Cultivating Healthy and Effective Ministry Teams</td>
<td></td>
<td>Hours: 4.00</td>
</tr>
<tr>
<td>MLM602</td>
<td>Strategic Planning for Ministry Effectiveness</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM603</td>
<td>Facilitating Communities of Learning in Christian Ministries</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM604</td>
<td>Walking in Their Shoes: Ministry in Context</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM605</td>
<td>The Theory, Principles, and Practices of Mentoring in Christian Ministry</td>
<td></td>
<td>Hours: 3.00</td>
</tr>
<tr>
<td>MLM606</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Title &amp; Number</td>
<td>Course Description</td>
<td>Course Offered</td>
<td>Course Hours</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ARC556 Architectural Practice, Leadership and Ethics</td>
<td>An introduction to and survey of the professional practice of architecture. Course content includes a reflection upon the Preceptorship program, a survey of the history of professional practice, a review of the policies of NCARB, IDP, local and national AIA, a familiarization with the various routes to licensure, exposure to a variety of practice types and career paths within the board context of professional practice.</td>
<td>Every Summer</td>
<td>Hours: 2.00</td>
</tr>
<tr>
<td>ARC575 Community Outreach</td>
<td>Advanced design studio positioning community outreach and Christian engagement as a vehicle for environmental and social justice. Architecture Program Fee: $950.00.</td>
<td>Every Summer</td>
<td>Hours: 4.00</td>
</tr>
<tr>
<td>ARC580 Programming and Research Methods in Architecture</td>
<td>This course is an introduction to architectural programming, project scheduling, cost estimating, and case study research. Students will produce a research and program compendium in preparation for the Cumulative Studio or Thesis project.</td>
<td>Every Summer</td>
<td>Hours: 4.00</td>
</tr>
<tr>
<td>ARC600 Topics in Architecture: Pre-requisites: ARC556</td>
<td>Varies</td>
<td>Hours: 3.00</td>
<td></td>
</tr>
<tr>
<td>ARC600S Topics in Sustainable Design:</td>
<td>Varies</td>
<td>Hours: 3.00</td>
<td></td>
</tr>
<tr>
<td>ARC600T Topics in Traditional Architecture and Urbanism:</td>
<td>Varies</td>
<td>Hours: 3.00</td>
<td></td>
</tr>
</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.

ARC611
Adv Digital Representation II
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

ARC616
Architectural Rendering in Watercolor
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.
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.

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
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>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Semester</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC651</td>
<td>Advanced Architecture and Urbanism Studio</td>
<td>Every Fall Semester</td>
<td>7.00</td>
</tr>
<tr>
<td>ARC652</td>
<td>Advanced Architecture Studio</td>
<td>Every Spring Semester</td>
<td>7.00</td>
</tr>
<tr>
<td>ARC656</td>
<td>Architectural Practice, Law and Management</td>
<td>Every Fall Semester</td>
<td>3.00</td>
</tr>
<tr>
<td>ARC671</td>
<td>Advanced Case Studies in Sustainable Design</td>
<td>Varies</td>
<td>3.00</td>
</tr>
</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
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.

Every Spring Semester
Hours: 3.00

ARC692 Architecture for Christian Worship
Humanity has chosen to worship the Triune God communally through the design and use of particular built environments. This class is designed to provoke critical reflection on how these spaces for worship have helped to articulate and shape people's understanding and experience of God. We will examine many different architectural expressions of worship space through time with an eye toward discerning how church buildings of the past may provide insight for church designs in the present and future.

Varies
Hours: 3.00

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>Delivery</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>
</tr>
</tbody>
</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.

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.

LIT520  Reaching Second-Language Readers and Writers

LIT525  Reaching Reluctant Readers and Writers

LIT530  Oral Interpretation of Children's Literature

order. 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIT535</td>
<td>Literacy Conference</td>
<td>2.00</td>
</tr>
<tr>
<td>LIT601</td>
<td>Developing Consumers of Research</td>
<td>Every Summer 1.00</td>
</tr>
<tr>
<td>LIT605</td>
<td>Communication in Professional Settings</td>
<td>3.00</td>
</tr>
</tbody>
</table>
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.

Minimum Hours: 0.00
Maximum Hours: 3.00

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

This course explores a wide variety of literature for K-3 children including fiction, nonfiction, traditional literature, picture books, big books, short novels, plays, and poetry. Emphasis will be on both expanding the teacher's knowledge of books, authors, and illustrators as well as creating engaging, meaningful curriculum for children that uses literature to support and extend content learning. Students will enroll in either this course or LIT620-2.

Hours: 4.00

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

This course will focus on the evaluation of literature including fiction, non-fiction and poetry for use with readers in Grades 4-12. Emphasis will be on both expanding the teacher's knowledge of contemporary literature and how it is used in creating engaging, best-practice curriculum. Reading and class activities will focus on the uses of literature to support and extend literacy learning.

Hours: 4.00
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.

LIT630 Writing for Professional Journals

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.

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 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 LIT640-2.

LIT640-2 Assessing and Improving Writing Instruction (Grades 4-12)

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
Assessing and Improving Reading Instruction (Grades 4-12)

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

Course Title & Number | Course Description
--- | ---
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.

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.

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

Hours: 3.00

BUS530  
Operations and Project Management  
The course will help students to gain an introduction to the field of Operations Management. Operations Management is the management of systems or processes that create goods and/or services to the end user. The operations discipline contains many activities such as forecasting, capacity planning, scheduling, job design, inventory management, facilities selection, and more. This course will cover the traditional subjects of Operations Management including Forecasting, Systems Design, and Inventory Management. This course will also cover the contemporary subjects of Operations Management including Quality Management, Supply Chain Management, and Project Management. Though none of these subjects will be covered exhaustively, for entire volumes have been written on each one, the student will receive a detailed overview appropriate to research the subject comprehensively. Having a comprehensive understanding of this subject, the student will be able to participate as a decisive leader in the operations management process in a business, social, and ethically moral way at all levels of a business organization whether at a for profit or non-profit organization.

Hours: 3.00

BUS540  
Marketing  
The 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 organization's 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

BUS550  
Managerial Economics  
Course will help students to ‘think beyond stage 1’. Students will think beyond the immediate consequences of decisions implemented within and outside of a corporation to the long-term repercussions of those decisions, which are often different and longer lasting. Additionally, as many of the economic decisions managers will face are a direct result of politics and social policies, the interplay of 'government with economics' will be a recurring theme in this course. Prerequisite: Foundational knowledge of

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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS601</td>
<td>Business Strategies</td>
<td>Course will help students to understand the purpose and elements of effective business strategy.</td>
<td>3.00</td>
</tr>
<tr>
<td>BUS615</td>
<td>Current Issues in Business</td>
<td>Course enables the students to demonstrate analytical thinking that sharpens their insights, develops their existing capabilities, and fosters an appreciation for life-long learning.</td>
<td>3.00</td>
</tr>
<tr>
<td>ORL501</td>
<td>Leadership Theories and Practice</td>
<td>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?</td>
<td>3.00</td>
</tr>
<tr>
<td>ORL505</td>
<td>Analysis and Research Strategies</td>
<td>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.</td>
<td>3.00</td>
</tr>
<tr>
<td>ORL510</td>
<td>Ethical Leadership</td>
<td>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.</td>
<td>3.00</td>
</tr>
<tr>
<td>ORL515</td>
<td>Leading High Performance Teams</td>
<td>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.</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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...
Organization, Culture, Politics and Communications

Appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today’s society. By combining organizational theory with real-life organizational examples, learners will be able to analyze culture and politics and develop communication strategies that will assist in improving overall performance. Students will have the opportunity to analyze their own organization and learn practical approaches for improvement. Explores cultural differences and variables. Focuses on developing necessary strategies to become effective global leaders. To this end, multicultural awareness and sensitivity, coupled with interpersonal tools and skills for leadership across distances and cultures, are essential. Theory and practice are blended in this course and provide insight into the many facets of working with individuals and organizations in various cultural frameworks. Students will be enabled to understand the impact of culture and diversity, as well as expand their cross-cultural capabilities, which include creating mutually beneficial partnerships around the world.

Global Leadership: Leading Across Cultures and Distance

Enables students to discuss key leadership lessons learned and the lessons’ specific applications to their personal and professional life. Students will interact with knowledgeable, experienced advocates who hold students accountable for aspiring to become effective leaders.

Leadership Mentor Program

Recognizes generational issues as one aspect of diversity. Focuses on the characteristics of Veterans, Boomers, Xers and Nexters and the impact these characteristics have on the relationships that exist in the workplace. For example, students will explore communication preferences of each group, and their effect on recruiting, managing, and retaining employees. Students will develop skills that will facilitate leading a multigenerational workplace. Theory and practice will be integrated in this course through the use of current research and case studies and journaling by the students.

Intergenerational Leadership

Focuses on the development of a creative and innovative mind that balances the 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.

Leadership, Change and Innovation

Hours: 3.00

Hours: 3.00

Minimum Hours: 0.00
Maximum Hours: 1.00

Hours: 3.00

Hours: 3.00
<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>