



**Master of Architecture  
Catalog  
2019-2020**

# Graduate Architecture Catalog 2018-2019

## Welcome to the Judson Community

---

Judson University is a four-year Christian university of the liberal arts, sciences and professions, committed to an evangelical expression of Christian faith and living, and accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Judson offers four-year programs as well as degree completion programs for non-traditional students and the Master's degree in Architecture, Business Administration, Clinical & Mental Health Counseling, Human Services Administration, Literacy Education, Leadership in Ministry and Organizational Leadership.

## Graduate Catalog

---

This catalog is designed to provide information about the Master of Architecture program and courses in effect for the period for which it is issued. The university reserves the right to revise information, requirements, charges or regulations at any time. Such changes will be announced through periodic university publications, advisors, or subsequent catalogs.

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 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.

For further information about the offerings and programs of the university, financial aid, procedures for enrollment, and campus visits, please contact:

Admissions  
1151 North State Street  
Elgin, IL 60123-1498  
847.628.2510

# President's Message

Greetings:

*"The future is as bright as the promises of God."* –Adoniram Judson

This quote by the namesake of Judson University is an encouragement to everyone in the Judson community. As an evangelical Christian university with a Baptist foundation, God is at the center of everything we do at Judson. This provides as bright a future as anyone could imagine! The purpose of this document is shining a light into the future as you prepare for a university degree, review content of courses, or just explore Judson and how we "Shape lives that shape the world".

The pages of this catalog will provide the necessary guidelines to help you thrive at the University. The people, programs and policies that are recognized as exceptional by organizations such as the US News and World Report, Christian Colleges of Distinction, and The Best Colleges are at your disposal to help you succeed personally, professionally and spiritually.

You will discover over 60 different undergraduate programs at Judson which are created to help you make a living and make a life. These academic programs are accredited by the Higher Learning Commission of the North Central Association and many of the specialty programs have their own unique accreditations. Many of our programs provide internship, fellowship or study programs for you to explore how your academic choices today will result in career opportunities in the future.

The policies at Judson will help you understand the time lines and community expectations for successful academic work. The entire Judson community is at your disposal to help you find the relationships and knowledge base to make an impact on our society. And the people at Judson remain our greatest resource for successful study. Each professor on our staff is a dedicated Christian who has your welfare at heart and who is an outstanding scholar in their own right. The staff who support the academic mission of Judson are ready to assist outside the classroom with knowledge and skills to advance your personal and professional goals.

These programs, policies and people are gathered as a team to launch you into the future. Together we will seek the mind of Christ constantly praying to be transformed by the renewing of our minds. We are glad you have chosen to be a part of the Judson University academic community, and to learn more about why we believe that "Today is great day to be a Judson Eagle!"

Blessings,

**Gene C. Crume**

President

# 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. Sixteen buildings dot the campus including four student residence halls; a campus apartment building; a center for science and mathematics; a fine arts center; an education building; a fitness center; a campus commons; a university center; athletic fields; a seven-story classroom, office and residential facility; and as a center of spiritual life, a 650-seat chapel.

A state-of-the-art academic center to house the Architecture and Art & Design Departments and an expanded library opened in 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. Judson celebrated the installation of its sixth president, Dr. Gene C. Crume, Jr. on October 24, 2013.

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; master's degrees in Architecture, Literacy Education, Organizational Leadership, Business Administration and Leadership in Ministry, and a doctorate degree in Literacy Education.

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. A majority of Judson's traditional-aged students live in campus residence halls and apartments.

In 1994 Judson introduced a new academic program concentrating on continuing education for non-traditional students. Since its inception, The Division of Professional Studies has offered innovative majors with a high level of student service on our main campus and in 1999, a second location was established in Rockford.

Judson is also home to the annual World Leaders Forum which has brought such world leaders as George W. Bush, Mikhail S. Gorbachev, Tony Blair and Condoleezza Rice to Judson's campus since the event began in 2011. The World Leaders Forum offers our students and area professionals the opportunity to be in the presence of and be inspired by World Leaders and serves as a catalyst to raise the capital necessary to begin an Entrepreneurial Studies Program at Judson University.

Today, Judson University is home to over 1,200 traditional and adult professional students from 35 states and 21 countries.

## 1968 Statement of Purpose

---

It is the conviction of the faculty, administration, and Board of Trustees of Judson University 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 university community.

It is the conviction of the faculty, administration, and Board of Trustees of Judson University 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 University 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 University 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 university.

## A Conservative, Evangelical Christian Institution

---

Judson University is and has been a conservative, 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. In addition, and as stated in the "1968 Statement of Purpose" and reflected in other documents, the academic experience at Judson is founded within the context of the liberal arts tradition.

Judson's faith identity is defined by three foundational principles. First, and as mentioned above, Judson is a conservative, evangelical, Christian university, reflecting the commitment to share God's love through Jesus Christ throughout the world. Second, Judson is a Baptist institution of higher education, and its historical faith perspective shapes its academic and co-curricular programs. Third, the evangelical Baptist commitment provides a learning environment that is predominantly, but not exclusively, Christian.

There are ten qualities that clearly reflect how Judson University Trustees, administrators, faculty, staff, students and alumni are to live out the three foundational principles of the University's faith identity. To learn more about these ten qualities, read [\*\*Judson's Faith Identity Statement\*\*](#).

## Community Standards

---

We, at Judson University, do not wish to be conformed to the standards of this world, but pray to be transformed by the renewing of our minds. Therefore, for the advancement of the Kingdom of God and wellbeing of the Judson University community, we pledge ourselves to strive to embody the fruit of the Spirit as listed in Galatians 5:22-23.

- Love. We will seek for others what we desire for ourselves.
- Joy. We will cultivate a deep sense of contentment in every situation.

- Peace. We will exhibit the serenity that comes from our awareness of God's presence. Patience. We will
- show tolerance when events or individuals behave contrary to our expectations. Kindness. We will
- balance clear standards with a generosity of spirit.
- Goodness. We will strive to live morally upright lives in relation to God and others. Faithfulness. We
- will be trustworthy in our relationship to God and others.
- Gentleness. We will be submissive, teachable and warm in spirit.
- Self-control. We will channel our desires and energies into biblically acceptable expressions.

We humbly ask God to supply through His Holy Spirit, the power and the will to attain these goals.

# Mission, Goals, and Objectives

## Mission

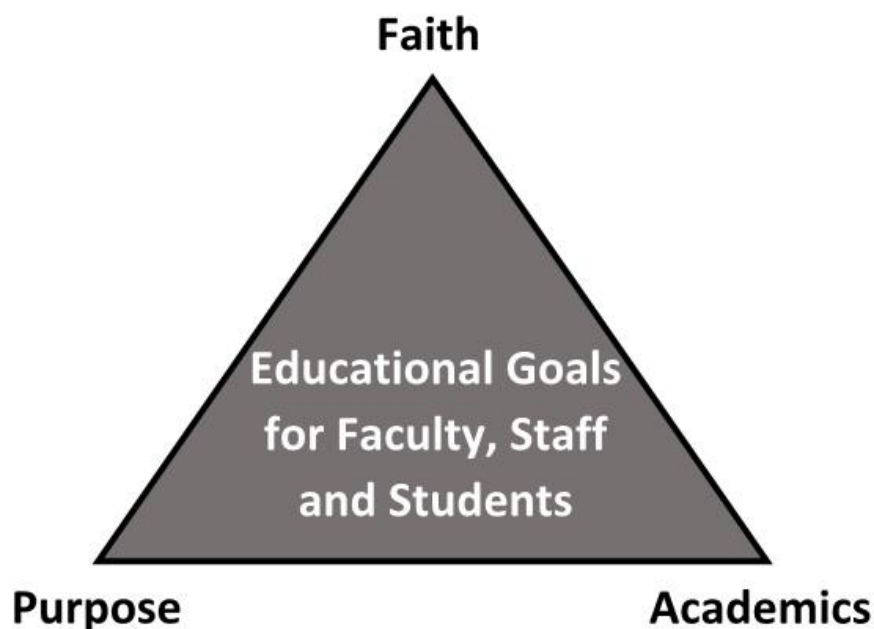
---

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 university 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

---

At Judson University we seek to offer a diverse learning experience that **infuses** the Christian faith, **investigates** significant questions of life, and **integrates** an individual's sense of purpose.



Members of the Judson University Community will encounter the Christian **faith** through critical and disciplined interaction with God's word and God's world. Rigorous engagement with the Christian faith and its implications for life, work, and learning equips us to become ethical and redemptive servants, leaders, and stewards.

Members of the Judson University Community will pursue **academic** formation by developing valuable practical and intellectual skills (e.g., expertise in major/field, critical and creative thinking, information literacy, integrative learning, and effective communication), connecting all areas of study in a variety of ways, and practicing the capacity to contribute to our communities.

Members of the Judson University Community will bear witness to each other's search for **purpose**. We are created in God's image and therefore possess gifts and interests that may be cultivated in disciplinary study leading to meaningful work, the well-being of individuals, and the flourishing of communities.

## 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 university 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.

# Statement of Purpose

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

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

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

## **Graduate education requires:**

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

# Judson's Non-Discrimination Policy

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

The following individual has been designated to handle inquiries regarding the application of Title IX and its implementing regulations to Judson University, as well as all other inquiries regarding this non-discrimination statement:

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

For further information on notice of non-discrimination, visit <http://wdcrobcolpo1.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## Diversity

Judson University is a conservative, 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. Diversity is an ethos embraced by the University to foster inclusion, service, and quality of life amongst our global and local communities. Strategic actions toward achieving diversity goals facilitate meaningful and sustainable impact throughout the Judson community, enriching the University as a whole.

Our goals are to:

1. Maintain and increase the institution's diversity population based on the existing urban context,
2. Cultivate an environment where people of all backgrounds can thrive academically, socially, spiritually, and professionally,
3. Implement plans to support diversity activities throughout all areas of the University, including recruitment, hiring, retention efforts, curriculum transformation, and partnerships.

Strategies for achieving these goals include:

1. Continued recruitment and retention of diverse under-represented populations of faculty, staff, and students,
2. Measurable initiatives that facilitate recruitment, retention, and graduation of diverse under-represented populations,
3. Scholarship and grant opportunities for diverse under-represented populations,
4. Support for multicultural student organizations and leadership opportunities,
5. Linkages to external support groups/organizations/societies.

# Locations

## Elgin Campus

---

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

## Rockford Campus

---

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

# Campus and Facilities

## THE ELGIN CAMPUS

The 90-acre campus is wooded, rolling terrain with expansive lawns. Tyler Creek winds through the campus, forms a picturesque pond near midpoint and empties into the Fox River at the east side.

Housing is provided in three dorms with suites of rooms - Ohio Hall, Wilson Hall, and the Lindner Tower; a fourth, Volkman Hall, contains apartments with limited cooking facilities. Up to four students share each apartment.

Barton House, initially the President's home and later converted to offices, now houses the Center for Enrollment Services and the Department of Marketing and Communications.

Classrooms are distributed throughout the campus in the Harm A. Weber Academic Center, the Alice and Edward Thompson Fine Arts Center, the Center for Science and Mathematics, the Lindner Fitness Center, Creekside South, the lower level of the Herrick Chapel and the Lindner Tower

The Lindner Tower houses the Registrar's Office, the Student Success Center, the Center for Adult Professional Studies, student housing, and faculty offices for the following departments: Biblical and Theological Studies; Business; Christian Ministries; English; Film and Digital Media; History and Intercultural Studies; Psychology and Sociology and Worship Arts. Services for traditional and non-traditional students include registration, three computer labs, the Riverside Cafe and lounging areas.

The Lindner Fitness Center contains the Exercise and Sport Science Department, athletic offices, classrooms, an indoor track, a nautilus fitness center and courts for volleyball, basketball, racquetball and wallyball. Along the riverfront are the athletic fields and lighted tennis courts.

The Harm A. Weber Administration Building is the oldest structure, dating from 1933. It houses the Office of the President, the Office of the Provost and Advancement. The centrally located Lindner Commons contain dining facilities, a student lounge, a bookstore, Student Development offices and postal services.

## THE BENJAMIN P. BROWNE LIBRARY

The Benjamin P. Browne Library, named for the founding president of Judson University, is located in the new Harm A. Weber Academic Center. The library contains 115,000 volumes (30,000 in micro-form), 9,000 musical scores, 11,000 recordings and current subscriptions to 250 print journals, periodicals and newspapers.

Special collections include the Stuart Ryder Gertrude Stein Collection, the Donald G. Peterson Collection of Baptist History and Missions, the Charles and Gail Dover Collection of Children's and Young Adult Literature, the Edmonson Collection of Contemporary Christian Music recordings (one of the largest in the country), the Schofield Music Collection of scores, and two collections on microfiche: the Library of American Civilization and the Library of English Literature.

Judson is one of over 75 libraries included in I-Share, an online catalog of the holdings of all state universities and many private colleges and universities in Illinois. The library also belongs to LIBRAS, a consortium of private liberal arts college libraries in the Chicago area. Judson students can request materials from inter-library loans from I-Share libraries, and through OCLC, a computer network with over 100 million titles in libraries worldwide.

The library provides access to an array of online electronic resources, including journal indexes, encyclopedias, dictionaries, and some 40,000 journals in full-text format. Judson students and faculty can access these resources both on-and off-campus, through use of their Judson University ID number. Resources are provided in all subject areas, though the specific resources provided may vary somewhat from year to year.

The Benjamin P. Browne Library provides computers for student use around the light well of the second and third levels. In addition, the computer classroom contains 30 computers that are available for student use when not being used for a class.

Other services include meeting rooms on the second and third levels, a music listening room, two photocopiers (10 cents per page), and fax service (1.00 to fax within the U.S.). The librarians and library staff are available to help with research. Librarians give instruction in research methods to classes and to individuals.

## **COMPUTER FACILITIES**

In addition to those available in the Browne Library, students may access computer facilities in the Student Success Center in Lindner Tower. All computers are connected to the Internet and offer a variety of software, including Microsoft Office Suite. Students may not load personal software onto the computers and should keep their work saved on a flash drive, since folders are regularly purged.

## **FITNESS CENTER**

The Robert D. Lindner Fitness Center provides the entire Judson community with a wide range of opportunities to improve and maintain physical fitness. A full schedule of intramural programs is provided. Please contact the Intramural Director for details.

The Judson University campus facilities are reserved for the use of Judson University students, employees, their guests and alumnus. Parents are responsible for the actions of their children.

The Fitness Center is open daily. Hours are posted in the Fitness Center. Students have first priority for the use of the Fitness Center and athletic teams and organized intramural programs have precedence over informal recreation. Faculty and staff members may use the Fitness Center but should not interfere with student activities.

University organizations may schedule use of the Fitness Center by contacting Jan Andresen, Athletics Secretary at ext. 1580.

## **BOOKSTORE**

The bookstore is located on the lower level of the Lindner Commons, and offers textbooks, supplies, apparel, gifts, cards, and confections. All major credit cards are accepted. For information and bookstore hours, call 847-628-2066.

## **CAMPUS SAFETY**

The mission of Judson University Campus Safety is to protect and serve the student body, faculty, staff, and guests of Judson University. Officers are on duty 24 hours a day. Officers are trained in First Aid and CPR, as they are the officially designated campus Medical First Responders.

## **VEHICLES**

All vehicles parked or operated on campus must be registered with the Campus Safety Office within one week of being brought on campus. Proof of insurance and a valid driver's license are required for registration, and all registration fees are charged directly to Student Accounts. Vehicles not registered by this deadline are subject to penalties including use of a tire "boot" and a fine. "Booted" vehicles not registered within 14 days are subject to towing at the owner's expense. Registered vehicles are assigned parking permits that correspond to designated lots on campus. Campus Safety enforces parking rules and policies with the issuance of parking citations and fines. Vehicles that have received five parking citations within the same semester are subject to towing on the next offense.

Complete vehicle rules and regulations may be found on the Campus Safety [website](#).

# 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  
Sias International University  
State Educator Preparation and Licensure Board (SEPLB) of the Illinois State Board of Education (ISBE)

## 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

# Consumer Information

[College Navigator Website](#)

[Council for Christian Colleges and Universities](#)

## Retention Rates: Traditional Undergraduate

---

### RETENTION RATE FOR FIRST TO SECOND YEAR

Judson University's First to Second Year Retention rate: 79% (percentage of first-time, full-time, degree seeking students entering fall of 2015 who returned to Judson University fall 2016).

## 4 and 6 Year Graduation Rates: Traditional Undergraduate

---

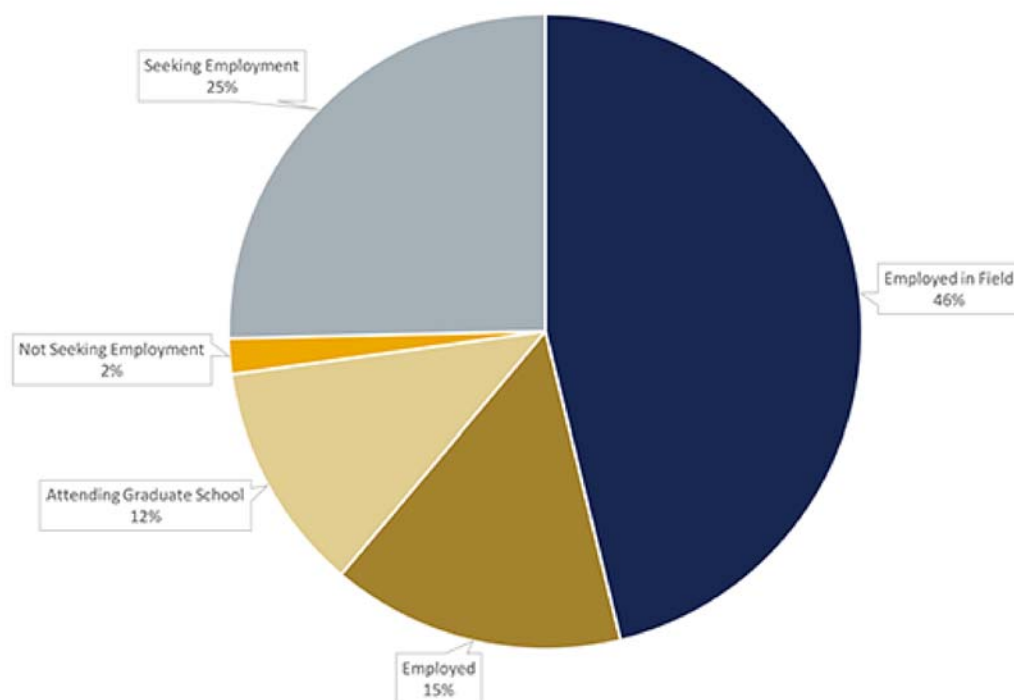
### GRADUATION RATES

Judson University's 4 Year Graduation rate: 52.25% (percentage of first-time, full-time, degree seeking students entering in the fall of 2010 who graduated from Judson by August 31, 2014). The 4 Year Graduation rate is higher for students receiving a Pell Grant (56.25%) than for those not receiving a Pell Grant (50.00%).

Judson University's 6 Year Graduation rate: 64.28% (percentage of first-time, full-time, degree seeking students entering in the fall of 2010 who graduated from Judson by August 31, 2016). The 6 Year Graduation rate is higher for students receiving a Pell Grant (70.31%) than for those not receiving a Pell Grant (60.00%).

## Alumni Placement for 2014-15 through 2016-17 Cohorts

---



Judson University Alumni Placements for the 2014-15 through 2016-17 Cohorts (N = 668 Students)

*The employment outcome data come from the Graduation Center administered by Judson's Student Success Center and developed by the Office of Institutional Research and Effectiveness.*

## COHORT PERSISTENCY

Entry Term and Year	Cohort Persistency %
Fall 2014	73%
Spring 2015	63%
Summer 2015	80%
Fall 2015	76%
Spring 2016 AA	81%
Spring 2016	72%
Summer 2016	69%
Fall 2016 AA	77%
Fall 2016	65%

Includes: Adult Undergraduate Cohorts

Associate in Arts Program Cohort Persistency are those with "AA" listed after the entry term and year.

\*As of Fall 2016: Cohort is defined as a student declaring their program major.

Cohort Persistency defined: Students who have declared a cohort, continued in a cohort which includes new, matriculated, readmits, and current enrollment statuses.

## Cohort Persistency: Masters Programs

---

### COHORT PERSISTENCY

Master of Business Administration	Cohort Persistency
Fall 2016	100%
Spring 2016	100%
Fall 2015	82%
Spring 2015	88%
Fall 2014	83%

Master of Arts in Organizational Leadership	Cohort Persistency
Fall 2016	100%
Spring 2016	50%
Fall 2015	83%
Spring 2015	50%
Fall 2014	55%
Spring 2014	73%

Master of Arts in Human Services Administration	Cohort Persistency
Fall 2016	89%

Master of Arts in Clinical Mental Health Counseling	Cohort Persistency
Fall 2016	97%

## 2 Year Graduation Rate for Associate in Arts Program

---

Program began in 2016. Graduation rates will be available in the future.

## 2 and 4 Year Graduation Rates for Master's Programs

---

### GRADUATION RATES FOR ARCHITECTURE MASTER'S PROGRAM

Judson University's 2 Year Graduation (2014) rate: 100%

Judson University's 4 Year Graduation (2012) rate: 100%

### GRADUATION RATES FOR BUSINESS ADMINISTRATION MASTER'S PROGRAM

Judson University's 2 Year Graduation (2014) rate: 82.14%

Judson University's 4 Year Graduation rate (2012): Data is not available.

### GRADUATION RATES FOR CLINICAL MENTAL HEALTH MASTER'S PROGRAM

Program began Fall 2016. Graduation rates will be available in the future.

### GRADUATION RATES FOR EDUCATION IN LITERACY MASTER'S PROGRAM

Judson University's 2 Year Graduation (2014) rate: 96%

Judson University's 4 Year Graduation rate (2012): 100%

### GRADUATION RATE FOR HUMAN SERVICES ADMINISTRATION MASTER'S PROGRAM

First cohort began Fall 2016. Graduation rates will be available in the future.

### GRADUATION RATE FOR LEADERSHIP IN MINISTRY MASTER'S PROGRAM

Judson University's 2 Year Graduation (2014) rate: 60%

Judson University's 4 Year Graduation rate: Program started in 2014, therefore no rate is available at this time.

### GRADUATION RATES FOR ORGANIZATIONAL LEADERSHIP MASTER'S PROGRAM

Judson University's 2 Year Graduation (2014) rate: 26%

Judson University's 4 Year Graduation (2012) rate: 84.44%

## 4 Year Graduation Rate for Doctoral Program

---

### GRADUATION RATE FOR DOCTORATE IN LITERACY PROGRAM

Program started in 2013 and is 4 year program. Graduation rates will be available in the future.

## Licensure Rates

---

### ARCHITECTURE LICENSURE RATE

Judson University's Architecture majors take a series of seven Architecture Registration Examinations (ARE) to earn licensure. The average pass rate across all seven examinations was 75% in 2015.

## **EDUCATION LICENSURE RATE**

More than 9 in 10 (92%) Judson University Education majors go on to earn their teaching license.

# Privacy/Directory Information

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

The following items are considered Directory Information that may be used in publicity or in response to inquiries regarding a student: name, date and place of birth, dates of attendance or graduation, permanent residence, weight and height for members of athletic teams, major, religious preference, degree, awards and honors, participation in official activities, photographic and videotaped image, local address and phone number, most recent educational institution previously attended and University employment status. A student who does not want this information made public may indicate his restrictions to the Registrar within three days after the end of the registration period for each term.

## FERPA

---

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

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

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

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

For more information regarding FERPA, please contact Judson's Registrar's Office or visit the Department of Education website at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

# Right to Know

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

# Student Information

## Communication with Students

---

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

### INCLEMENT WEATHER

If conditions warrant either closing the university (traditional and adult classes) or a delay in opening, we will contact the Emergency Closings Center which you can access at <http://www.emergencyclosings.com/>. You may also call the Judson emergency closing phone number to check the status: 847-628-2542. There may be situations when the main campus has traditional classes during the day, but the Professional Studies administration decides that inclement weather that has occurred during the day requires canceling evening classes. On questionable weather days, a decision will be made for Professional Studies classes by 3pm on weekdays, and 6am on Saturdays.

## Student Responsibility

---

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

## MyJudson

---

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

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

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

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

## Change of Address/Information

---

Current students may change their address or telephone number by clicking logging into MyJudson and clicking the Personal Info link in the upper right hand corner. Non-current students should contact the Registrar's Office in order to make updates.

Students who wish to change their name should contact the Registrar's Office. Formal documentation of the name change will be required. Acceptable documentation includes an updated driver's license, social security card, marriage certificate, or divorce certificate.

# Transcripts, Enrollment, and Degree Verification

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

## Transcripts

---

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

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

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

- Where the transcript is to be sent
- Current first and last name, middle initial and previous name(s) if applicable
- Date of birth
- Social security number
- Dates of attendance and date of graduation if applicable
- Student's signature
- Cash or check made out to Judson University for \$5.00 per transcript, no credit cards accepted.

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

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

## Enrollment and Degree Verification

---

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

## References and Endorsements for Students

---

On request, faculty may provide references for students and graduates to assist them in career development and placement. The Career Center or the Student Development Office may also provide helpful information. References provided by faculty

are understood to be personal and should not imply formal institutional endorsement whether for graduate work, employment, or the undertaking of a mission or special ministry. Institutional endorsement is granted only when a student is engaged in an activity as an employee of University, or is under the auspices of a direct University program.

# Students With Disabilities

## OUR MISSION

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

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

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

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

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

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

Students are afforded:

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

## Service and Emotional Support Animals

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

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

## **SERVICE ANIMALS**

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

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

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

Any questions regarding accommodations at Judson University, please contact the ADAA Compliance Coordinator at [ADA@judsonu.edu](mailto:ADA@judsonu.edu).

# Judson University Complaint Procedures

## Informal Complaint Procedures

---

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

## Documentation of Formal Process

---

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

## Formal Complaint Procedures

---

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

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

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

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

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

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

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

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

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

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

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

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

## **Administrative Levels for Student Complaints**

---

The appropriate office for student complaints will be as follows:

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

Associate Vice President for Student Success: registrar, student services

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

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

Director of Marketing and Communications: marketing and communications, publications

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

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

Vice President for Information Technologies: information technologies, telecommunications

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

# Conduct and Lifestyle Expectations

## Conduct Guidelines

---

The Student Development Office asks students, as members of the Judson community, to take personal responsibility for the following areas. The complete listing of the Judicial code is available online or in the student handbook.

1. The spirit of honesty, integrity, and fair play respecting the rights of others is expected.
2. Any form of sexual immorality including but not limited to pre-marital sex, adultery, homosexual behavior, and the use of pornography is prohibited.
3. The use of hallucinogenic drugs and substances (including marijuana) or narcotics not authorized by a physician is forbidden. Under no circumstances is the use, possession, or distribution of the above allowed on or away from campus.
4. The use of tobacco products is prohibited on campus or at university-related activities.
5. The use of alcoholic beverages and/or simulated alcoholic beverages is not allowed on campus, in campus-approved housing, or at any off-campus activity sponsored by the university.
6. Social dancing on campus or at any university-related activity is prohibited.
7. Profanity and obscene behavior will not be accepted.
8. Compliance with local, state, and federal laws is required.
9. Assaulting, harassing, or endangering in any manner the health and safety of any person is prohibited.
10. Compliance with regulations in the Student Handbook and with the directions of university personnel is expected.

## Community Lifestyle Expectations

---

Judson University is a Christian educational community, and communities function best when their members willingly abide by established standards of lifestyle and conduct for the well-being of the community.

Judson University adheres to certain biblical principles as men and women in pursuit of both academic excellence and Christian ideals and values, and our personal conduct should reflect this pursuit (2 Tim. 2:15; Col. 3:12-17). Judson University has the responsibility of maintaining an environment conducive to learning and Christ-centered community living, and therefore, reserves the right to discipline any student whose behavior is inimical to its purpose and standards.

## Off-Campus Expectations and Incidents Involving Judson Students

---

Judson University reserves the right to take necessary and appropriate action to protect the safety and well being of the campus community and its students. It may become necessary for the University to take appropriate action as a result of student incidents off-campus that are contrary to the University's mission or that affect the ability of students to function well in the University community, at University sponsored events, and/or in educational settings.

In the event of complaints from the community, citizens, or agencies, the University will cooperate fully with local authorities in performance of their duties. Authority for deciding what off campus incidents may affect on campus environment is vested in the Associate Dean of Students, at which time he/she may charge the student with a violation, wait until an investigation is done, or choose not to pursue charges in the University discipline system. Students involved in criminal or civil proceedings could also be charged in the Judson University Judicial Code.

# Student Services

## Student Success Center

---

### MISSION

The mission of the Student Success Center (SSC) at Judson University is to assist students in achieving their academic, personal, and professional goals. The SSC is an integrated approach, combining curricular and co-curricular experiences to serve students through a variety of personalized and structured resources. These services help students embrace their potential to be effective ambassadors for Christ.

### GOALS

The goal of the Student Success Center at Judson University is to provide resources designed to:

1. Support the academic mission of the institution
2. Encourage the student to identify and attain personal goals
3. Assist the student to identify and attain personal goals

### STRATEGIES

1. Provide a welcoming and supportive environment
2. Reinforce student learning through:
  1. Writing resources
  2. Individual and group peer tutoring Workshops
  3. Identifying learning skills
  4. English as a Second Language (ESL) tutoring
3. Academic advising services
4. Identification and management of disabilities - Americans with Disabilities Act (ADA)
5. Mentoring and coaching related to academic and personal needs
6. Web based resources for resume writing
7. Internship assistance
8. Academic Success Program
9. Career Coaching

The mission, goals and strategies of the Success Center empower students to take responsibility and control of their academic progress based on their personal level of development and maturity. Students will be encouraged to reach their full potential by mastering the skills necessary to achieve their goals.

## Wellness Center

---

The Judson University Wellness Center is under the direction of Rev. Elliott Anderson and includes the Health Services and the Counseling Services. The Wellness Center is located in the University Center. The hours for the Wellness Center are Monday – Friday 8:00 am – 5:00 pm, but there is always a counselor and a nurse on call for the campus community. To reach a counselor or nurse after hours please contact campus safety at 847-628-2500 extension #9999. For general information or inquiries you may email [wellnesscenter@judsonu.edu](mailto:wellnesscenter@judsonu.edu) or call extension #2464.

The Counseling Services, under the direction of Carol DiDominics LCPC LCSW, includes individual, relationship, and pre-marital counseling. Counseling services also oversees the therapeutic groups which are free to the students. Every student and

staff member is allowed one free counseling session as a service to the community. After that, subsequent sessions are \$35. Students may charge these sessions to their student account.

# 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.

## 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

# Tuition and Costs

## Tuition

---

Architecture Graduate Program, per credit hour — \$1,125 (Including summer courses)

## Room and Board

---

1. **19 Meal Plan with \$25 Eagle Bucks:**  
**Multiple occupancy**, per semester: **\$4,994**  
**Single occupancy**, per semester: **\$5,945**
2. **14 Meal Plan with \$25 Eagle Bucks:**  
**Multiple occupancy**, per semester: **\$4,892**  
**Single occupancy**, per semester: **\$5,820**
3. **10 Meal Plan with \$400 Eagle Bucks:**  
**Multiple occupancy**, per semester: **\$4,943**  
**Single occupancy**, per semester: **\$5,880**
4. **10 Meal Plan with \$25 Eagle Bucks:**  
**Multiple occupancy**, per semester: **\$4,760**  
**Single occupancy**, per semester: **\$5,565**
5. **Commuter Meal Plans:**  
**5/week with \$25 Eagle Bucks**, per semester **\$675**
6. **School Breaks**, per day (all students, room only): **\$34**
7. **Summer**, per week (all students, room only): **\$162**

## Standard Fees\*

---

1. **Campus Technology Fee** — per semester - \$250
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:**  
**Fall \$TBA**  
**Spring/Summer \$TBA**  
All international, all graduate architecture, all music certificate, and all traditional undergraduate students taking 6 or more credit hours will be automatically enrolled in the insurance plan. Professional Studies Undergrad students are not eligible to enroll in the insurance plan. Home study, correspondence, internet, and television (TV) courses do not fulfill the eligibility requirements. 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 fee**, 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** — \$25
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 — per bank
12. **Rejected Online Electronic Check Fee** — per bank
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 are due on the following dates: Summer - May 1; Fall - August 1; Spring - January 1)
3. **Payment Plan Fee:** (Judson Payment Plan) \$50 per semester
4. **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** — \$50
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

## PAYMENT IN FULL DUE:

**AUGUST 1 - FALL SEMESTER**

**JANUARY 1 - SPRING SEMESTER**

**MAY 1 - SUMMER SEMESTER**

Semester charges for tuition, room and board, and all fees are due and payable per schedule above. 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 by the first day of classes are nonetheless required to make full payment by that date or enroll in the school's payment plan and make payments per plan agreement. Setting up a payment plan after the due date means payments are due immediately. 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 listed payment in full date will be subject to cancellation of their registration for classes that semester. They are also subject to late payment fees and carrying charges.

Judson University offers an interest-free, in-house Payment Plan. This plan will allow you to spread the semester's principal charges over a number of months, concluding before 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 Payment Plan will require a non-refundable set-up fee per semester. See your MyJudson listing the University's current charges for the current amount of the payment plan set-up 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 1st 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 per listed payment schedule 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. There are no payment plans for summer courses, payment in full is due upfront.

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. 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.

## Student Banking Needs

---

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 are ATM machines located 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 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.
- **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 account. Processing of refunds begins two weeks after the start of the semester.*

## Appeal of Financial Policy

---

As outlined in this catalog, Judson University has written policies in place concerning tuition charges, mandatory fee charges, payment due deadlines, tuition refunds, registration deadlines, disciplinary fines, and other miscellaneous charges and Fees. If a student feels there are extenuating circumstances which prevent them from complying with these financial policies, they may complete a Formal Appeal of Financial Policy form. Although the appeal will be considered, the form is not a guarantee that the request will be granted. The form will be processed within 5 business days. The student will be notified at their Judson email address as to the decision regarding their appeal.

# 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](http://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.

# The Calendar Year

Judson Traditional academic years consist of three terms:

- Fall
- Spring
- Summer

Judson Non-Standard academic years consist of two terms:

- Fall (mid-September to mid-March)
- Spring (mid-March to mid-September)

Undergraduate normal load is 12-18 hours per semester (3-4 in the summer).

Master normal load is 9 hours per semester.

There are vacations at Thanksgiving and Christmas.

The unit of credit is the semester hour.

## Credit Hour Policy

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

### FEDERAL CREDIT HOUR DEFINITION:

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

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

# Grading Policy

## Judson's Grading System

---

Grade	Interpretation	Grade Point
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Satisfactory	2.00
C-		1.67
D+		1.33
D	Low Passing	1.00
D-		0.67
F	Failure	0.00
W	Withdrawal*	
WP	Withdrawal Passing*	
WF	Withdrawal Failing	0.00
I	Incomplete*	
P	Pass*	
AU	Audit*	
AUR	Audit - RISE Program*	
NC	No Credit*	
NR	Grade Not Received*	
IP	Class In Progress*	
AWF	Administrative Withdrawal, Failing	0.00
CEU	Continuing Education Units*	

\*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 semester 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.

**Term** – current Judson University term  
**Cum** – cumulative Judson University 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:**

Course	Grade	Grade Points	X	Semester Hours		Grade Point
ENG101	AWF	0.00	X	3	=	0
PSY111	A	4.00	X	3	=	12
MAT081	B	3.00	X	3	=	9
BIO171	B	3.00	X	4	=	12
ESS101	W	NA	X		=	NA
LMM300	C	2.00	X	2	=	4
BST221	P	NA	X	*	=	NA

\*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.

## Semester Final Examinations

---

The final exam period spans the last four days of the traditional semester. The Final Examination Schedule is posted on MyJudson and emailed to faculty and students prior to the final exam period each semester.

- Every class meets during its scheduled examination time and attendance is required, whether or not a final examination is given.
- Students are required to take final exams as scheduled.
- A faculty member may require or excuse a graduate from an exam.
- A student who has more than three final exams during one day of the exam period, may petition the Registrar for a make-up exam on a different day.
- Students should not schedule early plane, train or bus departures. Students sharing rides must delay departure from the campus until all riders have completed final exams.

## 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 "C" (2.00) level 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.

## 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 department/division chair in writing. If the 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 chair, the next step is applicable.
- The student may appeal the decision to the Associate Provost of Academic Curriculum in writing. The Associate Provost of Academic Curriculum shall investigate and render a decision. A decision by the Associate Provost of Academic Curriculum either to change the grade or leave it as it is, will be considered final.

# Academic Dishonesty and Plagiarism

Honesty in all matters is a valued principle at Judson University. Members of this community of learners - students, faculty, staff, and administrators-are expected to treat each other as trustworthy, honest, and honorable. Any form of academic dishonesty, which includes cheating, plagiarism, and falsification of documents, constitutes a serious breach of trust. No form of academic dishonesty will be tolerated. Plagiarism is the use of another's words, information or ideas without giving credit to that person. This includes copying, quoting, paraphrasing, or taking an idea from published or broadcast material or from another individual. Plagiarism is dishonest and can be illegal. It is the student's responsibility to be careful and meticulous when taking notes and documenting sources. Unintentional plagiarism may still be considered stealing someone else's work or misrepresenting it as one's own. Further, it is the responsibility of the student to follow the appropriate style of documentation as determined by the instructor or program. If the student has any questions regarding the appropriate style of documentation, the student must be certain to ask his or her instructor. Further instruction is available at the library.

## DOCUMENTATION OF APPEAL PROCESS

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

## INITIAL ACTION (Step One)

---

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

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

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

## PLAGIARISM SEMINAR REQUIREMENT

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

## APPEALING A DECISION

---

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

## APPEAL PROCESS

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

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

---

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

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

---

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

### **SECOND OFFENSE**

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

### **Action by the Registrar**

---

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

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

# Transfer Credit Policy

Graduate credit awarded by outside institutions may not be counted towards this Graduate degree at Judson University.

# Registration

Students who register at Judson commit themselves to an academic program for one or more semesters. Prior to registration, students are required to check for holds on MyJudson and resolve the holds with the appropriate offices. Students' tardiness in fulfilling obligations or in submitting required credentials may delay or cancel their registration.

Traditional students receive guidance from their advisor and the Registrar's office throughout their Judson journey. However, students are ultimately responsible for understanding and fulfilling graduation requirements.

Registration procedures at Judson depend on the type of student:

**Continuing Traditional Students:** Late March to Early April, continuing students receive a Judson email from the Registrar which explains the pre-registration procedure. Using their degree audit, their 4 year plan, the catalog and the course schedule on MyJudson, the student selects courses and completes the Student Worksheet for Registration. The student then sets up a meeting with their advisor who reviews the worksheet and clears them for registration. At this point the student will be allowed to register on MyJudson for the following fall, spring and summer at their assigned time according to their classification - seniors first, freshmen last.

**New Traditional Students:** Once a new student has met all admission requirements they are emailed logins for MyJudson and Judson email. At this point, their records are forwarded to the Registrar's office for processing. Normally, within 7-10 days an advisor is assigned and a New Student Packet is emailed to the student's personal email. Once their deposit has been received, the student will receive another email with registration details. Students may sign up for one of Judson's Registration Days where they will meet with an advisor, register and take care of business with other offices. Or, in some cases a phone/email advising appointment can be arranged. After the advising appointment, the advisor clears the student for registration on MyJudson. The advisor and the registrar's staff are available to help the student navigate MyJudson and register. Any of the processes mentioned above can also be completed Orientation Weekend just before classes begin. The Registrar's office reserves the right to pre-load general education courses to assure accuracy. The student is allowed to change sections of pre-loaded courses if necessary.

**Readmit Traditional Students:** If a student withdraws during a semester or does not attend one or more semesters, the student is required to complete the admissions process again. Registration is the same as for new students (see above procedures).

**Unclassified Students:** Non-degree seeking students are registered by the Registrar's office and will be held to the same drop/withdrawal policies as degree seeking students. Please call (847) 628-1160 for details.

**High School Prep Students:** The registration process is much the same as for traditional students depending on whether they are new or continuing (see above procedures).

## Adding and Dropping Courses

---

- **Adding:** Students may add courses with no add fee until the day before the semester begins providing they qualify and seats are available. Once the semester begins, web registration closes and the add/drop fee goes into effect. Only for unusual circumstances will a student be permitted to add a course after the semester begins. Exceptions require the student turn in an add/drop form to the Registrar's office. The form must be signed by the advisor, the instructor, and financial aid if full time status is affected.
- **Dropping:** Students may drop individual courses up to the day before the semester begins. Once the semester begins, web registration closes, the add/drop fee goes into effect and the student must turn in an add/drop form to the

Registrar's office. The form must be signed by the advisor, the instructor and financial aid if full time status is affected. The student is responsible for payment of tuition and a grade is assigned as explained below:

- Fall and Spring: Courses dropped between the beginning of the semester and the tenth week are recorded with a W (withdrawal). Courses dropped after the tenth week are assigned a grade of WP (withdrawal pass) or WF (withdrawal fail) as assigned by the instructor. A grade of D- or above must be earned as of the withdrawal date if a WP is to be assigned.
- **Important notes:**
  - Should a student who is not registered for a course attend, participate, and even be assigned a grade, the unregistered student will not receive a grade nor credit for that course.
  - Should a student register for a course but never attend or cease to attend without officially dropping the course, the registered student will be responsible for payment of tuition and a grade of AWF (Administrative Withdrawal Fail) will be assigned.
  - Faculty members reserve the right to drop the student with a grade of AWF per their course attendance policy.
  - The student is responsible to deliver add/drop forms to the Registrar's office during regular office hours.
  - The date a signed add/drop form is filed in the Registrar's office is the date it is effective.
  - Verbal add/drop requests are not accepted.
- **Prerequisites:** Instructors may do individual course authorizations in MyJudson to override prerequisites for their courses and allow students who have not met the requirements to register. For students who have not requested course authorizations, instructors may check prerequisites and request that students who have not met the prerequisite drop the course.
- **Wait List:** As seats become available, wait-listed students are automatically placed into the class and notified. Wait-listed students may ask the instructor to do a course authorization on MyJudson to override the capacity and allow them to register. Wait-listed students should check their MyJudson schedule periodically to see if their status has changed.

## Withdrawing From all Courses During a Semester

---

Students withdrawing from all courses during a term are required to attend an interview with the Director of Retention and complete the Student Initiated Withdrawal form. The withdrawal will not be processed until this form is completed, signed and submitted to the Director of Retention by the student. Refunds will be issued according to the Tuition and Fee Refund for Withdrawal schedule, which can be found in the Financial Information section of this catalog under Refunds. 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 Student Initiated 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 Student Initiated 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 Associate Vice President for Student Success). 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 Student

Initiated Medical 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 Associate Vice President for Student Success 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 Director of Retention. 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 in writing 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 student's responsibility to check their registration status.

# 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.

# 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.

## Graduation Application

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

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

# 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** Adv Architectural Acoustics
- **ARC626** Daylighting in Architecture
- **ARC627** Arch for Conviviality
- **ARC628** Albertian Thoery for Contemporary Urbanism
- **ARC632** History Arch Theory Seminar
- **ARC634** Urbanism: Precedents for Principles and Practice
- **ARC642** Advanced Architectural Drawing
- **ARC688T** Directed Research in Tradtional 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** Adv Architectural Acoustics
- **ARC626** Daylighting in Architecture
- **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.

# Judson University Course Catalog

## Index

1. [Architecture, Art&Design](#)
2. [Business](#)
3. [Division of Education](#)
4. [Liberal Arts](#)

### Architecture, Art&Design

Graduate 2019-2020

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

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

Design:

ARC600T  
Topics in Traditional  
Architecture and  
Urbanism:

Varies

Hours: 3.00

ARC610  
Advanced Digital Design I

Advanced Exploration of theories of digital design informing all stages of architectural production. Facilitate exploration into analytical, parametric, environmental and material dimensions of digital design in architecture.

Varies

Hours: 3.00

ARC611  
Adv Digital Representation  
II

This course extends the representational capabilities of the student through various means of web related media; as particularly related to the digital medias of modeling, graphic, and web systems. Students will explore communication and publication strategies through Internet and Intranet systems as they potentially relate to architectural practice. Students will visit offices in the region that utilize web resources in creative and critical ways, and become familiar with the different possibilities for digital architectural communication. Students will utilize Adobe Go-Live, Live Motion, Auto CAD 2000, Form-Z, Photoshop and Illustrator.

Varies

Hours: 3.00

ARC616  
Architectural Rendering in  
Watercolor

This course is intended to introduce the students to the history tools, and techniques of watercolor rendering as applied to architectural spaces. This is primarily a studio course, meaning that most of the time will be spent practicing rendering techniques, both in and out of class.

Varies

Hours: 3.00

ARC625  
Adv Architectural Acoustics

This course will consist of lectures, seminars, readings and field trips to large meeting rooms for speech and/or music, such as places of worship, theaters, concert halls, auditoriums. Students will work individually on the design of a class project, competition project or an actual building project by establishing acoustical design goals for different spaces in a building. The purpose of studying these themes of architectural acoustics is to learn how to make use of sonic and physical changes that enhance the quality of the built environment. Consequently, architectural acoustics studies and practice will include the topic of providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.

Varies

Hours: 3.00

ARC626  
Daylighting in Architecture

The purpose of this course is to learn how to make use of visual and physical changes that enhance the

Varies

Hours: 3.00

	<p>quality of the built environment. The works of Aalto, Kahn, Mies, Wright, among others have controlled the sensory environmental qualities such as heat, light and sound to accentuate their design concepts. Architectural lighting studies and practice includes the task of providing comfort and environmental protection to support human activities, through architectural forms that are aesthetically pleasing in the community and society at large.</p>		
ARC627 Architecture for Conviviality	<p>Students consider the warnings that industrialized objects, including buildings, tend to cause our disengagement. We will consider how buildings may have potential for building community and for enhancing engagement with created reality. All of us will be challenged to consider our faith-practice in the world described by contemporary philosophers, theorists, Christians, and critics.</p>	Varies	Hours: 3.00
ARC630 Chicago Arch After the Fire	<p>Chicago's buildings, spaces and arteries, concentrating on the period following the Great Fire of 1872. Addresses issues of design, culture and technology; emphasizes Chicago's diverse architectural traditions, urban planning and promotion of sustainable design. Lecture/discussion; field trips. Status as master's candidate in architecture of permission of instructor.</p>	Varies	Hours: 3.00
ARC632 History Arch Theory Seminar	<p>Study of primary works of architectural theory from antiquity to the modern period, considering how each reflects its writer's culture and personal values, and informs his/her architectural design, and broader contemporary practice. Major thinkers (Vitruvius, Palladio, Laugier, Ruskin, Corbusier, etc.) and themes (the classical tradition, human analogy, materialism, morality, historicism) will knit together the chronological study. Historical values will be considered within a contemporary Christian world view.</p>	Varies	Hours: 3.00
ARC642 Advanced Architectural Drawing	<p>This course is intended to build on the skills acquired in the prerequisite courses of ART111 Drawing I (sketching) and ARC122 Design II (drafting). Using a series of studio exercises and sketchbooks, it will expose the student to the intersection of these two types of drawing to develop a unique blend of controlled sketching with architectural sensibilities and conventions. The student will be introduced to the history tools and techniques of sketching as applied to architectural subjects. The use of black and white will be emphasized</p>	Varies	Hours: 3.00

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

	<p>between radical energy conservation and production measures including: politics of green design, design for passive, measuring and controlling energy and material movement, designing for renewable energy and site regeneration, life cycle implications of design, and post-occupancy assessment and retro-commissioning. Students gain critical practice knowledge, and complete the course prepared to understand green building design certification of various types (i.e. LEED, LBC, Cradle to Cradle, ect.)</p> <p>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.</p> <p>Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors. The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.</p>		
ARC681 Architecture Thesis Project I		Every Fall Semester	Hours: 7.00
ARC682 Architecture Thesis Project II	<p>Continuation and completion of ARC681. Includes reviews by faculty committee as scheduled by committee chair, final presentation to committee and written documentation.</p> <p>Arch/ID Program Fee: \$950.00. The Architecture Program Fee is a differential fee which applies to Architecture and Interior Design majors, resulting from the unique expenses of these majors.</p>	Every Spring Semester	Hours: 7.00

	<p>The fees applied to studio courses from second semester of freshman year through graduate study. The Architecture Program Fees apply directly to the specialized programming, technology, materials and physical resources necessary to maintain the distinctive excellence of programs in the Department of Architecture.</p> <p>Pre-requisites: ARC681</p>		
ARC688 Directed Research/Architecture	<p>Intensive research experience under the direction of an architecture faculty member. Directed research forms are available on the College website and must be approved by the Department Chair and the Graduate Dean.</p> <p>Faculty consent required.</p>		<p>Minimum Hours: 1.00 Maximum Hours: 6.00</p>
ARC688S Directed Research in Sustainable Design:	Faculty consent required.		<p>Minimum Hours: 1.00 Maximum Hours: 4.00</p>
ARC688T Directed Research in Traditional Architecture and Urbanism:	Faculty consent required.		<p>Minimum Hours: 1.00 Maximum Hours: 4.00</p>
ARC691 Christian Worldview and Architecture	<p>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.</p>	Every Spring Semester	Hours: 3.00
ARC692 Architecture for Christian Worship	<p>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.</p>	Varies	Hours: 3.00
Business		Graduate 2019-2020	
Course Title & Number	Course Description	Course Offered	Course Hours
BUS505 Business Analytics	<p>Focuses on correct problem identification and employs the use of business statistics to make business recommendations. You must be enrolled in a graduate program to register for this course.</p>		Hours: 3.00
BUS510 Managerial Accounting	<p>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.</p> <p>Prerequisite: Foundational knowledge of accounting principles as typically acquired through an undergraduate course in</p>		Hours: 3.00

	<p>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.</p>	
<p>BUS520 Financial Management</p>	<p>Course will cover the basic issues in Financial Management of Organizations including the role of the Chief Financial Officer; Financial Staff Organization; Financial Statement analysis and use; Financial Forecasting; Working Capital and Current Asset Management; Sources of Financing, Long &amp; Short Term; Time Value of Money; Capital Budgeting; Capital Markets; &amp; 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.</p>	<p>Hours: 3.00</p>
<p>BUS530 Operations and Project Management</p>	<p>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.</p>	<p>Hours: 3.00</p>
<p>BUS540 Marketing</p>	<p>Course focuses on the marketing function in organizational management. Students will learn to use the tools required to: Collect relevant data from the marketplaces their organization serves, critically analyze the data, and compose projective estimates of the organizations opportunities and challenges.</p>	<p>Hours: 3.00</p>
<p>BUS550 Managerial Economics</p>	<p>Course will help students to 'think beyond stage 1'. Students will think beyond the immediate consequences of decisions implemented within and outside of a corporation to the long-term repercussions of those decisions, which are often different and longer lasting. Additionally, as many of the economic decisions managers will face are a direct result of politics and social policies, the interplay of 'government with economics' will be a recurring theme in this course. Prerequisite: Foundational knowledge of economics as typically acquired through an undergraduate course. Students who lack this academic background or have little working knowledge of the subject are directed to complete coursework or the economics module of the MBA Tutor.</p>	<p>Hours: 3.00</p>
<p>BUS560 International Business</p>	<p>This course provides the framework for international business, conducting business in the global marketplace, and applying critical thinking skills to enhance organizational growth around the world. Topics covered include understanding the national differences in political, economic, legal, and ethical systems, global trade and investments, global monetary system, and the strategy and structure of international businesses, including entry strategies and strategic alliances. Rounding out the course is an understanding of international business functions: import/export, global production and supply chain management, global HR, marketing and R&amp;D, and global accounting and finance in international business.</p>	<p>Hours: 3.00</p>

BUS585 MBA Capstone	This Capstone course synergizes the knowledge base of the entire MBA program into a major paper and an international online business simulation testing student skills and agility in owning and running a major multinational corporation, competing worldwide. The ability for our students to complete the Master of Business Administration program with an all-encompassing course requiring well-developed critical thinking skills put into practical application and a deep knowledge of domestic and international business functions provides closure to a rigorous program, while assisting students to be successful in acquiring leadership positions in business.	Hours: 3.00
BUS601 Business Strategies	Course will help students to understand the purpose and elements of effective business strategy.	Hours: 3.00
BUS615 Current Issues in Business	Course enables the students to demonstrate analytical thinking that sharpens their insights, develops their existing capabilities, and fosters an appreciation for life-long learning.	Hours: 3.00
HSA512 Do Not Use - Should be MHC512	In this course, students will reflect on their own interpersonal relational and leadership styles and gain a conscious awareness of their professional selves. Topics covered in this course include value clarification, conflict resolution, and developing self-care strategies for oneself and clients.	Hours: 3.00
HSA522 Professional, Legal and Ethical Issues in Human Services	In this course, students will learn about ethics and legal standards in the human services field. Students will explore a personal ethical framework and apply it to their professional role in the field. They will also explore legal and ethical issues related to governing an organization.	Hours: 3.00
HSA623 Human Services Program Planning, Delivery and Evaluation	This course examines how direct services are planned, implemented, funded, and evaluated. Topics covered include program analysis, funding, grant writing, program evaluation, and outcome measurement. Students will gain practical experience designing a program proposal and presenting the program plan to peers.	Hours: 3.00
MHC501 Foundations of Mental Health Counseling	This course provides an overview of the historical, ethical, and clinical scopes of mental health counseling. This course also examines information related to professional practice in the mental health field, including settings and services, counselor roles and responsibilities, professional affiliations, and credentialing.	Hours: 3.00
MHC504 Fundamentals of Human Services Counseling and Delivery Systems	This course provides a survey of the Human Services and Counseling professions. Course content includes the historical development of the field, including how legislation affects service delivery, roles in the field, and ethical issues. nication II.	Hours: 3.00
MHC510 Human Growth and Lifespan Development	This course studies an integrative perspective of human growth and development. Course content explores how individuals develop from birth to older adulthood physically, cognitively, and emotionally, and examines how external factors impact development at all life stages. Students will develop strategies for assisting individuals at all life stages.	Hours: 3.00
MHC515 Counseling Theory	This course is designed to provide students with a comprehensive overview of counseling theories and emphasizes application and integration of major theories. Students will not only critically analyze theories and develop a personal theory of counseling, but they apply theory with practice with case management simulation.	Hours: 3.00
MHC516 Counseling Techniques	In this course, students will learn and practice essential counseling skills such as assessment, goal setting, intervention strategies, and evaluation of client outcomes. Students will also develop a counseling strategy and examine the role of helping relationships.	Hours: 3.00
MHC517 Professional, Legal and Ethical Issues in Counseling	In this course, students will learn about ethics and legal standards in the counseling field. Students will explore a personal ethical framework and apply it to their professional	Hours: 3.00

	<p>role in the field. They will also examine legal and ethical standards of professional accrediting bodies.</p> <p>The Counseling Practicum provides students with the first level of professional counseling exposure. In this course, students prepare to practice in the field within a highly supervised environment. Counseling practicums require 120 hours at a site agency, including a minimum of 40 hours of direct service with actual clients. Students will also meet together as a class to discuss professional development and debrief about experiences.</p> <p><b>**Prereq:</b> MHC542 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p><b>Pre-requisites:</b> MHC542</p>	Hours: 3.00
MHC525 Counseling Practicum		
MHC527 Maladaptive Behaviors and Psychiatric Illness	<p>This course provides an overview of psychopathology and maladaptive behaviors that occur across the lifespan. In this course students will define abnormality and underlying issues, identify symptoms and types of psychological disorders, study how cultural and social factors impact maladaptive behavior, and explore cultural stereotypes that impact access to direct services.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p><b>Pre-requisites:</b> MHC516</p>	Hours: 3.00
MHC529 Multicultural Counseling	<p>This course equips students with the knowledge and skills to gain multicultural competency as professional counselors. Students will study various ethnic, social, and religious groups to gain an understanding of their cultural norms and determine whether counseling techniques and advocacy efforts should be adapted to suit the needs of diverse clientele. Students will also examine their own cultural framework in order to eliminate professional bias.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p><b>Pre-requisites:</b> MHC516</p>	Hours: 3.00
MHC532 Research and Evaluation Methods	<p>This course examines research designs and methods with an emphasis on developing a critical approach to program planning and treatment methods within the clinical mental health counseling field. Topics covered include research tools, skills, and processes, hypothesis testing, statistical application in research, psychological tests, measures, and evaluation methods.</p>	Hours: 3.00
MHC535 Family Dynamics	<p>This course provides students with the knowledge and skills to work with families in a therapeutic setting. Students will explore the history of families and family therapy. Course topics include family systems theories, approaches to family therapy, cultural influences on families, and research and assessment.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p><b>Pre-requisites:</b> MHC516</p>	Hours: 3.00
MHC542 Group Counseling	<p>This course exposes students to the theories and principles of group counseling. Students will participate in group counseling experiences as both a facilitator and participant to gain insight into group process. Topics include theories of group counseling, group process, and application to various settings and among various groups.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0.</p> <p><b>Pre-requisites:</b> MHC516</p>	Hours: 3.00
MHC545 Substance Use Disorder Treatment	<p>This course introduces students to substance use disorder counseling. Students will deepen their understanding of substance use disorders and develop competencies associated with substance abuse counseling, including assessment, treatment, and evaluation of substance abuse disorders. Course topics include theories of addiction and addiction treatment, treatment process, and professional development and licensure.</p> <p><b>**Prereq:</b> MHC516 with a 'B' or higher and a cumulative GPA</p>	Hours: 3.00

	of at least 3.0. Pre-requisites: MHC545	
MHC607 Clinical Assessment, Diagnosis and Treatment	In this course, students will learn the concepts and techniques used for clinical mental health assessment, diagnosis, and treatment. Topics for this course include an introduction to causes, characteristics, and classifications of abnormal behavior, diagnostic criteria, treatment, and prevention of various mental and emotional disorders. Students will examine how external factors such as crisis situations and culture impact assessment and diagnosis. **Prereq: MHC516 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC516	Hours: 3.00
MHC616 Advanced Counseling Skills	This is an extension of MHC 516 Counseling Techniques and provides an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring. Pre-requisites: MHC516	Hours: 3.00
MHC620 Career Counseling	This course examines theories, assessments, and processes related to career development and career counseling. Students will gain knowledge of the contextual factors that influence career development throughout the lifespan and as it applies to special populations. Additional course topics include multicultural considerations in career development and counseling, using and interpreting tools and assessments, and career counseling in educational settings.	Hours: 3.00
MHC625A Counseling Internship	[The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will begin their internship, which requires 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625B Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will continue pursuing 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625C Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will continue pursuing 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA of at least 3.0. Pre-requisites: MHC525	Hours: 1.50
MHC625D Counseling Internship	The Counseling Internship provides students with work experience as a professional counselor under the supervision of an approved agency and site supervisor. In this course, students will complete 600 hours at a site agency, including a minimum of 240 hours of direct service with clients in both individual and group sessions. Students will also participate in a variety of other professional activities required of professional counselors. **Prereq: MHC525 with a 'B' or higher and a cumulative GPA	Hours: 1.50

	of at least 3.0. Pre-requisites: MHC525	
MHC642 Advanced Group Counseling Skills	This is an extension of MHC 542 Group Counseling and provides an integration of group counseling theories, methods, and strategies. The topics covered are group counseling microskills, theoretical integration, and specialized group counseling procedures. Pre-requisites: MHC542	Hours: 3.00
ORL501 Leadership Theories and Practice	Analyzes various leadership theories. Explores strategies for personal, team, and organizational leadership. Examines issues of personal development, teamwork, motivation, influence, power, and change. Students will develop a framework for understanding and practicing leadership. Core questions related to leadership will be considered: What is leadership? Who can lead? What are the characteristics of effective leaders? What do effective leaders do? How is leadership developed?	Hours: 3.00
ORL505 Analysis and Research Strategies	Employs key analysis and research strategies for critically evaluating data related to planning and other organizational functions. Students will learn effective research and analysis skills fundamental to any leadership role. By using these skills, students can critically evaluate information: how and where it was acquired, how it is to be used, and how it should be communicated.	Hours: 3.00
ORL510 Ethical Leadership	Provides an overview of character as the foundation for effective leadership. Students will learn the impact of values and ethical behavior on their leadership ability and the organization. Using classical and contemporary ethical case studies, students will learn how to analyze a situation to arrive at a values-based decision consistent with Scripture.	Hours: 3.00
ORL515 Leading High Performance Teams	Provides theoretical and practical knowledge that can be applied immediately to students' work teams. Using a variety of models and perspectives is essential to becoming an effective leader in today's society, whether in business, non-profit management or church leadership. Students will be able to use the skills learned in this course in a variety of team driven settings.	Hours: 3.00
ORL520 Organizational Culture and Politics	Examines behavioral science theory as well as various factors that influence the culture and politics of an organization. Students will learn how to analyze the culture of an organization, determine appropriate communication techniques, and apply them effectively. Understanding the culture and politics within an organization is a critical skill for leaders in today's society. By combining organizational theory with real-life organizational examples, learners will be able to analyze culture and politics and develop communication strategies that will assist in improving overall performance. Students will have the opportunity to analyze their own organization and learn practical approaches for improvement.	Hours: 3.00
ORL525 Global Leadership: Leading Across Cultures and Distance	Explores cultural differences and variables. Focuses on developing necessary strategies to become effective global leaders. To this end, multicultural awareness and sensitivity, coupled with interpersonal tools and skills for leadership across distances and cultures, are essential. Theory and practice are blended in this course and provide insight into the many facets of working with individuals and organizations in various cultural frameworks. Students will be enabled to understand the impact of culture and diversity, as well as expand their cross-cultural capabilities, which include creating mutually beneficial partnerships around the world.	Hours: 3.00
ORL601 Leadership Mentor Program	Enables students to discuss key leadership lessons learned and the lessons' specific applications to their personal and professional life. Students will interact with knowledgeable, experienced advocates who hold students accountable for aspiring to become effective leaders.	Hours: 3.00
ORL605 Intergenerational	Recognizes generational issues as one aspect of diversity. Focuses on the characteristics of Veterans, Boomers, Xers	Hours: 3.00

Leadership	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.	
ORL610 Leadership, Change and Innovation	Recognizes generational issues as one aspect of diversity. Focuses on the characteristics of Veterans, Boomers, Xers and Nexters and the impact these characteristics have on the relationships that exist in the workplace. For example, students will explore communication preferences of each group, and their effect on recruiting, managing, and retaining employees. Students will develop skills that will facilitate leading a multigenerational workplace. Theory and practice will be integrated in this course through the use of current research and case studies and journaling by the students.	Hours: 3.00
ORL612 Organizational Finance	Develops the understanding and skills needed to build, communicate, and implement an effective organization budget that will meet the financial needs of the organization and all stakeholders.	Hours: 3.00
ORL614 Strategic Communication	Develops the understanding and skills needed to lead the development of internal and external communication strategies, deal with crisis communication, and effectively handle national and international media.	Hours: 3.00
ORL616 Strategic Leadership and Communication	Students will examine the leader's role in determining a strategic vision and initiatives for meeting the needs of the changing internal and external environment. Students will practice the skills necessary to effectively communicate to both internal and external stakeholders in both proactive and reactive situations.	Hours: 3.00
ORL620 Applied Leadership Decision Making	Students will evaluate their own decision-making skills and consider optimal ways of reaching decisions individually and in a group context. The psychology of decision making will be explored with an emphasis on the biases and motivations that may prejudice our decision-making abilities. Participants will critically analyze contemporary decisions in society and apply the course material to a positive organizational context. Students will continue to develop their research techniques and will use the critical thinking skills they develop to identify, explore, and research an issue of their choosing.	Hours: 3.00
ORL625 Applied Research Project in Leadership	This course challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout the program into on comprehensive project. Pre-requisites: ORL505	Hours: 4.00
ORL625A Applied Research Project	This course challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout the program into one comprehensive project.	Hours: 1.00
ORL625B Applied Research Project	This course challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout the program into one comprehensive project. Successful completion of ORL625A is required to take ORL625B.	Hours: 2.00
ORL625C Applied Research Project	This course challenges students to examine a leadership issue within an organization by analyzing the issue, developing potential solutions, and implementing a plan to resolve the issue. The Applied Research Project provides leaders with the opportunity to integrate what they have learned throughout	Hours: 2.00

the program into one comprehensive project. Successful completion of ORL625B is required to take ORL625C.

Division of Education

Graduate 2019-2020

Course Title & Number	Course Description	Course Offered	Course Hours
LIT505 Integrating Technology in Literacy Instruction	This course will examine the role of technology integration in the four main tenets of traditional literacy instruction-reading, writing, speaking and listening, as well as provide the opportunity to examine the pedagogical decisions for integrating technology in the classroom. The focus throughout the course is to teach candidates to integrate technology with literacy instruction in a dynamic way that affords students the opportunity to access content and learning in a way that was not possible prior to the advent of specific emerging technologies.		Hours: 3.00
LIT510 Strategies for Effective Reading and Writing Instruction	This course examines current trends, best practices, research, and challenges in the teaching of reading and writing at a variety of grade levels. Degree candidates are exposed to professional resources from the field of literacy that invite an exploration of reader's/writer's workshop and readers/writers notebook. Additionally, candidates will focus throughout the course on the development of effective lessons and assessments for student readers and writers.		Hours: 3.00
LIT515 Writing for Educators	The purpose of this course is to help students develop graduate-level writing skills. Students will create papers with a clear thesis statement and with well-supported main ideas presented in a logical order. A significant portion of the class will provide grammatical instruction to help students avoid common errors in their writing, especially with respect to sentence structure, subject-verb agreement, verb tense, pronoun usage, and punctuation. Students will also format and document their papers following APA style rules.		Hours: 2.00
LIT520 Reaching Second-Language Readers and Writers	This course examines theory and application related to teaching reading and writing to second language learners. The emphasis is on various instructional strategies and materials facilitating the assessment and development of English language learners in elementary and middle grade levels.		Hours: 3.00
LIT525 Reaching Reluctant Readers and Writers	The intent of this course is to study the effective engagement of K-9 students whose motivation and interest in reading and/or writing is lacking. The course will take a focused look at affective elements related to literacy instruction such as rapport, student choice, teacher modeling, and authentic assignments. Throughout this course, students will have opportunity to make use of a variety of specific strategies intended to increase motivation and interest in reluctant readers and writers in their own classrooms..		Hours: 3.00
LIT530 Oral Interpretation of Children's Literature	This course will focus on the types of literature and various oral methods which can be used in teaching literature in elementary and middle school. The ongoing focus of the course will be drawing in the interest of students through the creative use of solo and group oral reading. This approach combines performance with some stagecraft. Literature will draw from children's books, poetry, short story, newspapers, diaries and the novel. The course will develop the vocal capabilities of the participants, such as pitch, pace, pause and force.		Hours: 3.00
LIT535 Literacy Conference	The culmination of this degree program will be a literacy conference featuring a variety of contemporary literacy topics explored and expounded upon by experts from around the country. Students will be actively involved in hosting this annual event.		Hours: 2.00
LIT601 Developing Consumers of Research	In order for students to become mindful consumers of research, this course will introduce students to foundational and current research in literacy. This course will cover the major quantitative methods, qualitative methods, mixed		Hours: 1.00

	<p>methods, and action research processes. Students will also learn sampling, data collection, and analysis techniques associated with these methods. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction.</p>	
LIT605 Communication in Professional Settings	<p>This course will help the students to better communicate as an individual and orally in group presentations by studying and practicing strategies and methods for exceptional presentations to a variety of audiences and readers in an educational setting.</p>	Hours: 3.00
LIT610 Literacy Research	<p>In order for students to develop the research skills discussed in LIT 601, they will be guided through the processes of researching an area of literacy, developing a literature review, designing and implementing a small-scale study to be conducted in the student's classroom, and, finally, writing a 'publication-ready' article that combines both the literature review and the findings of the study. Students will develop the 'Implementation' section of this article in order to convey practical application of the findings to the reading audience. Students will accomplish these objectives through large-group discussion of readings and individual projects, small-group discussion on topics related to literacy research, instructor and student presentations, written assignments, and feedback through group and one-on-one interaction.</p>	Hours: 3.00
LIT620-1 Evaluating Children's Literature(Grades K-3)	<p>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.</p>	Hours: 4.00
LIT620-2 Evaluating Children's Literature (Grades 4-12)	<p>This course will focus on the evaluation of literature including fiction, non-fiction and poetry for use with readers in Grades 4-12. Emphasis will be on both expanding the teacher's knowledge of contemporary literature and how it is used in creating engaging, best- practice curriculum. Reading and class activities will focus on the uses of literature to support and extend literacy learning. Discussion will extend the teacher's ability to implement literature in the classroom and creating in students a lifelong love of reading. Students will enroll in either this course or LIT620-1.</p>	Hours: 4.00
LIT630 Writing for Professional Journals	<p>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.</p>	Hours: 3.00
LIT640-1 Assessing and Improving Writing Instruction (Grades K-3)	<p>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.</p>	Hours: 3.00
LIT640-2 Assessing and Improving Writing Instruction(Grades 4-12)	<p>This course will focus on the rationale and methods for developing expertise in writing instruction in grades four through twelve. The focus throughout the course is on recognizing the developmental aspects of writing ability and devising appropriate lessons and methods of assessment to help students become better writers. Students will enroll in either this course or LIT640-1.</p>	Hours: 3.00
LIT650-1 Assessing and Improving	<p>This course will focus on the implementation of effective reading instruction for the range of readers found in K-3</p>	Hours: 3.00

Reading Instruction  
(Grades K-3)

classrooms. The emphasis will be on utilizing both formal and informal assessment data to guide in the planning and implementation of a comprehensive reading curriculum. Students will enroll in either this course or LIT650-2.

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

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

Hours: 3.00

#### Liberal Arts

#### Graduate 2019-2020

Course Title & Number	Course Description	Course Offered	Course Hours
MLM501 Practical Theology: Theological Reflection on Ministry Praxis	Too often, theology and life can seem disconnected. The purpose of this course is to prepare students to be theologically grounded scholar-leaders in ministry through engagement with an ongoing, intentional process of practical theology. As one aspect of this process, students will develop competency in using a electronic biblical studies tool such as Logos Bible Software.		Hours: 3.00
MLM502 Ministry and the Kingdom of God in Theological Perspective	In this course, students will evaluate various theological positions as well as articulating and defending one's understanding of these positions on foundational areas of Christian theology in relationship to ministry praxis. Traditional theological categories will be addressed within the broader theme of the Kingdom of God narrative (Creation, fall, redemption, vocation, consummation).		Hours: 3.00
MLM503 Developmental Perspectives on Ministry	From infancy to elderhood, God created people with a natural process of development in the physical, intellectual, emotional, social, and spiritual realms. Building on an understanding of theological anthropology, this course will focus on applying the insights of developmental psychology to the critique and design of ministry strategies and programs for persons throughout the lifespan.		Hours: 3.00
MLM504 Developing as a Leader in Ministry	The purpose of this course is to facilitate the development of the student's character, spiritual life, and leadership through a process of self-reflection in interaction with a mentor, supervisor, ministry peers, and ministry participants.		Minimum Hours: 0.00 Maximum Hours: 3.00
MLM505 Biblical History and Culture on Location: Holy Land Study Tour	Biblical interpretation is grounded in an understanding of the ancient worlds in which they are rooted. The purpose of this course is to develop students' understanding of and appreciation for biblical history, geography, and cultures through a study tour of the Holy Land.		Hours: 3.00
MLM506 Jesus Trail: Spiritual	Ministry is the overflow of one's life in deep connection with the Spirit of		Hours: 3.00

Formation Through the  
Eyes of Pilgrimage

God into the lives of others. The purpose of this course is to encourage and enable students to cultivate that ongoing connection with God through the experience of pilgrimage on the Jesus Trail in Israel. Multiple spiritual disciplines will be incorporated into the aspects of the pilgrimage.

MLM601  
Cultivating Healthy and  
Effective Ministry Teams

What are the factors influencing the development of ministry teams? How can the leader cultivate healthy and effective teams in ministry organizations? The purpose of this course is to equip and empower students to cultivate healthy and effective ministry teams, whether volunteers and staff. The course will engage students in the biblical, theological, and theoretical foundations related to teams, as they assess the needs of and create a development plan for a team in their ministry setting as well as critique popular thought on leadership in Christian ministry.

Hours: 3.00

MLM602  
Strategic Planning for  
Ministry Effectiveness

This course will challenge students to think and act strategically in the development and practice of ministry, through the development of a theology, philosophy, strategy, and praxis of ministry for one's context. Students will research and critique a variety of models in one's area of ministry and then construct a model of ministry for their organizational and community context.

Hours: 3.00

MLM603  
Facilitating Communities of  
Learning in Christian  
Ministries

The facilitation of growth and learning are central to the practice of Christian ministry. In this course, students will integrate an understanding of the theological, biblical, and theoretical foundations of teaching and learning into the development of a curriculum plan and teaching materials for a Christian ministry. Attention will be given to the variety of instructional contexts available in a ministry setting.

Hours: 3.00

MLM604  
Walking in Their Shoes:  
Ministry in Context

Ministry is the incarnation of God's mission and purposes within the life of a particular community. In this course students will evaluate and apply various approaches to contextualization for use in their ministry context. Taking advantage of Judson's location, this class will include interaction with ministry leaders in Chicagoland area.

Hours: 3.00

MLM605  
The Theory, Principles, and  
Practices of Mentoring in  
Christian Ministry

The purpose of this course is to evaluate and apply redemptive principles in intentional relationships understood through mentoring theory and principles, reflecting the theological foundations of spiritual formation. The practice of mentoring and discipleship in ministry will also be

Hours: 3.00

	emphasized as students utilize the skills in the development of a mentoring relationship and the creation of a mentoring ministry within a Christian ministry organization.		
MLM606 Applied Research Seminar	Serving as the capstone experience for the MLM program, the focus of this course is on the integration of research skills and knowledge developed throughout the program into an applied research project. The course will also encourage students to reflect on their growth and development related to each of the program goals.		Hours: 3.00
MUS510 Professional Apprenticeship I	The course is designed to develop students technical and artistic skills through one-to-one weekly lessons with their instructor. Major compositions from each musical period will be studied and performed at the end of each semester. The course is offered as a four-semester sequence.	Every Fall Semester	Hours: 2.00
MUS511 Professional Apprenticeship II	The course is designed to develop students technical and artistic skills through one-to-one weekly lessons with their instructor. Major compositions from each musical period will be studied and performed at the end of each semester. The course is offered as a four-semester sequence. Pre-requisites: MUS510	Every Spring Semester	Hours: 2.00
MUS512 Professional Apprenticeship III	The course is designed to develop students technical and artistic skills through one-to-one weekly lessons with their instructor. Major compositions from each musical period will be studied and performed at the end of each semester. The course is offered as a four-semester sequence. Pre-requisites: MUS511	Every Fall Semester	Hours: 2.00
MUS513 Professional Apprenticeship IV	The course is designed to develop students technical and artistic skills through one-to-one weekly lessons with their instructor. Major compositions from each musical period will be studied and performed at the end of each semester. The course is offered as a four-semester sequence. Pre-requisites: MUS512	Every Spring Semester	Hours: 2.00
MUS520 Research Seminar I	Students will have weekly classes, discuss topics related to their performance area, and receive guidance for their research. Each student will select both individual and collaborative research topics, prepare oral presentations, and submit written papers. Topics will include historical and analytical aspects on solo and ensemble works by major composers, performance practice of a specific musical period, and the influences between different genres shown in	Every Fall Semester	Hours: 2.00

major composers' works. The voice majors will be encouraged to choose their topics from solo art songs, oratorios, or opera literature, and the instrumentalists from solo, chamber music, or concerto works. Offered at the graduate level.

MUS521  
Research Seminar II

The course is designed to develop students historical/analytical knowledge on major musical compositions and enhance research skills on musical topics. Major compositions from each musical period will be studied and analyzed in a lecture and instructor-guided discussion format.  
Pre-requisites: MUS520

Every Spring Semester    Hours: 2.00

MUS530  
Performance Forum I

A weekly meeting. Students are required to perform at least six times at the meeting each semester. The length of each performance should be at least five minutes. Students should be also able to present the historical and analytical observations on their pieces in the form of a program note. The professor will coach a student's performance and lead a discussion to draw a better performance. Offered at the graduate level.  
Faculty consent required.

Every Fall Semester    Hours: 1.00

MUS531  
Performance Forum II

The sequence of courses is designed to enhance the quality of students performance through regular performance and discussion in weekly classes. They will also gain confidence on stage and learn to handle stage anxiety.  
Pre-requisites: MUS530  
Faculty consent required.

Every Spring Semester    Hours: 1.00