

Discover  
what matters.  
**And build  
your life  
around it.**

Graduate Catalog  
2014-2015



## Welcome to Aurora University

At Aurora University, we understand that students pursue higher education for many different reasons. Some enroll in preparation for specific careers or because they are passionate about certain academic disciplines or activities. Others come because they have discerned vocational callings and want to serve the needs of others or to advance the well-being of society as a whole. Many earn their degrees in anticipation of a new chapter in their lives or seek the skills and knowledge necessary to advance in today's competitive work environment.

Our mission is to affirm our students' educational purposes and to champion their fulfillment. For this reason, AU students learn in a variety of different settings. Our Aurora, Illinois campus offers a traditional collegiate environment for undergraduate and graduate study, while our Wisconsin-based George Williams College campus provides a wooded, lakeside alternative for students in selected academic disciplines. AU also has a growing center in McHenry County and takes its curriculum directly into a number of workplaces throughout the region.

Regardless of the reasons our students choose AU or the specific campus environment in which they earn their degrees, we are confident that the experience will be truly life-changing. This is what we mean in our mission statement, when we describe our singular dedication to "the transformative power of learning." The benefits of this kind of an education are explicit and may be measured in terms of specific outcomes. But they are also timeless and enduring. That's why we encourage each AU student to "discover what matters and build your life around it."



Rebecca L. Sherrick, PhD  
President

**2014–2015**

***Graduate Catalog***

***Academic Policies,  
Academic Programs and  
Course Descriptions***

An independent university founded in 1893

Accredited by the Higher Learning Commission;  
Member — North Central Association  
ncahlc.org  
312-263-0456

Aurora University  
347 S. Gladstone Ave.  
Aurora, IL 60506-4892

630-892-6431 (All Locations)  
630-844-5294 (Center for Adult and Graduate Studies)  
800-742-5281 (Admission)

630-844-6854, fax (Admission)

[aurora.edu](http://aurora.edu)

[AUadmission@aurora.edu](mailto:AUadmission@aurora.edu)

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# AURORA UNIVERSITY

## A Brief History of Aurora University

Aurora University traces its origins to the 1893 founding of a seminary in the small town of Mendota, Illinois. Though established initially to prepare graduates for ministry, the institution soon adopted a broader mission and moved to a new campus on the western edge of the nearby community of Aurora. With this change came a different name and a growing enrollment. When World War II ended, the campus population swelled again as veterans enrolled in the college's innovative evening degree program. The 1970s and 1980s saw an expansion of curricular offerings in a number of professional fields and the awarding of advanced degrees in selected disciplines. These changes culminated in the 1985 decision to rechristen the institution Aurora University.

## A Brief History of George Williams College

The roots of George Williams College run deep in the YMCA movement of the 19th century. In 1884, leaders from America's "western" YMCAs gathered on the shores of Geneva Lake in Williams Bay, Wisconsin, to attend a summer training program. Two years later, the camp was incorporated, and the first parcel of the current Williams Bay campus was purchased. Since that time, "college camp" has been a source of inspiration, recreation, education and renewal for thousands of guests and students. In 1992, Aurora University and George Williams College traditions blended when the two institutions entered into an affiliation agreement that paved the way for a merger eight years later.

## Aurora University and George Williams College: A New Era

Today, Aurora University is a private, independent, comprehensive institution with an enrollment of approximately 4,900 students. Aurora University is comprised of two campuses: a campus of 37 acres in Aurora, Illinois; and the 137.5-acre George Williams College on Geneva Lake in Williams Bay, Wisconsin. Programs are also offered at the Woodstock Center in downtown Woodstock, Illinois, and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora. Aurora University is accredited by the Higher Learning Commission of the North Central Association to award degrees at the baccalaureate, master's and doctoral levels.

On the Aurora campus, AU offers more than 40 undergraduate academic programs and a wide variety of graduate degrees, certificates and endorsements. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 60 musical, literary, religious, social and service organizations and play active roles in campus governance. The university also fields 21 NCAA Division III intercollegiate athletic teams.

At AU, we believe that the educational needs of our students are served best through the formation of strategic partnerships with institutions of like vision, mission and values. Such collaborations also enhance the well being of our communities around our campuses.

For example, our innovative collaborations with area corporate, civic, non-profit, business and education partners fostered the construction of the John C. Dunham STEM Partnership School, which serves elementary and middle school students from area school districts and is staffed via a unique professional model.

George Williams College offers undergraduate and graduate academic programs.\* The campus also boasts unique conference facilities and is home to the university's popular Music by the Lake summer festival.

## **Mission Statement**

Aurora University — an inclusive community dedicated to the transformative power of learning.

## **Statement of Core Values**

Aurora University draws upon the rich legacies of Aurora College and George Williams College to welcome learners to our campuses in Illinois and Wisconsin. Here, all become members of an inclusive educational community dedicated to the development of mind, body and spirit. Today, as in the past, we prize the twin virtues of character and scholarship and affirm our commitment to the values of integrity, citizenship, continuous learning and excellence.

We will adhere to the highest standards of integrity in every aspect of institutional practice and operation. Through this proven dedication to honesty, fairness, and ethical conduct, we will lead by example and inspire our students to do the same.

We will exercise the rights and responsibilities of citizenship in an educational community, founded upon the principles of mutual respect and open discourse. We will live within our means and manage our resources wisely, while creating an environment that fosters teamwork and promotes service to others.

We will work and live as an organization dedicated to continuous learning. We recognize that the university exists in a rapidly changing world and know that we will succeed in helping students achieve their full potential only if we realize our own.

We will pursue excellence by embracing quality as a way of community life. Accordingly, we will set high expectations for ourselves, our students and our university and will work together to attain them.

The university's core values endure, even as our mission evolves and our vision for the future emerges. As members of the Aurora University community, we enter into a voluntary compact with one another to live and work in ways consistent with these ideals.

## **Vision Statement**

Aurora University will be known and experienced as an exemplary institution of higher learning. We will draw upon the values of integrity, citizenship, continuous learning and excellence to provide our students with life-changing educational experiences. As an inclusive and vibrant community, inspired by the traditions of the past, we will create a promising future for our university and our students.

\*George Williams College publishes a separate catalog containing all academic programs offered on its Wisconsin campus.

Toward fulfillment of this vision, we will engage gifted faculty, staff and trustees in the work of the university and will recruit and graduate talented and dedicated students. Together, we will strengthen our educational programs and will improve the learning, living and working environments on our campuses. We will serve the needs of our students through strategic partnerships and will enhance the well being of the communities around us. We will manage our resources effectively and will deepen the financial foundation upon which our aspirations rest.

Through these initiatives, we will invest in our university and will endow a new generation of Aurora University graduates with the knowledge, skills, and values to transform themselves and their world.

## **Governance**

An independent, nonsectarian institution organized under the laws of the State of Illinois, Aurora University is governed by a Board of Trustees representing the community at large and various constituencies of the university. Within the university, students are subject to the provisions of the “A-Book” (student handbook); faculty are governed under the provisions of the Aurora University Faculty Handbook; and all employees are subject to the university’s Personnel Manual. In common with all schools and colleges in Illinois, public or private, Aurora University is subject to the oversight of the Illinois Board of Higher Education as provided by law. Graduate students are also subject to the provisions of their respective graduate program handbooks.

## **Accreditation**

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Aurora University at the bachelor, master’s and doctoral levels. The following individual programs are accredited by the specific agencies listed below:

The Bachelor of Science in Nursing program is accredited by the  
Commission on Collegiate Nursing Education  
One DuPont Circle, NW, Suite 530  
Washington, D.C. 20036-1120  
202-887-6791

The Master of Science in Nursing program at Aurora University is accredited  
by the Commission on Collegiate Nursing Education  
One Dupont Cr., NW, Suite 530  
Washington, D.C. 20036  
202-887-6791

The Bachelor of Social Work and Master of Social Work programs are  
accredited by the Council on Social Work Education  
1725 Duke Street, Suite 500  
Alexandria, VA 22314  
703-683-8080



The Bachelor of Science in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE)

2201 Double Creek Dr., Suite 5006  
Round Rock, TX 78664

Aurora University, as an Educator Preparation Provider (EPP), has 16 programs that are accredited by the National Council for Accreditation of Teacher Education (NCATE)  
2010 Massachusetts Ave., NW, Suite 500  
Washington, D.C. 20036  
202-466-7496

### **Approved Licensure Programs**

Aurora University has graduate-level initial teacher licensure programs approved by the Illinois State Board of Education in biology, elementary education, English, mathematics, physical education, social studies and special education offered through the School of Education.

Illinois endorsement/licensure in School Social Work is offered through the School of Social Work.

Illinois licensure and “Code 10/51” Wisconsin certification in Educational Leadership are offered.

The Reading Specialist Type 10 K-12 license in Illinois and the Reading Teacher 316 and Reading Specialist 017 are offered in Wisconsin.

Additional licensures offered at the graduate level include Elementary Education “Type 03” and the Early Childhood/Special Education “Type 04.”

Aurora University offers approved licensure programs only in the areas listed above.

The professional unit of Aurora University, under the governance of the Council on Licensure for School Professionals, is accredited by the National Council for Accreditation of Teacher Education (NCATE). This accreditation covers initial teacher preparation programs and advanced educator preparation programs. NCATE is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

### **Nondiscrimination Policy**

Aurora University affirms its support for, and non-discrimination against, all qualified persons regardless of race, ethnicity, color, creed, national origin, sex, disability, sexual orientation, age, family relationship, or status as a veteran in its programs and activities. The following office has been designated to handle inquiries regarding the non-discrimination policies: Human Resources, 347 S. Gladstone Ave., Aurora, IL 60506.

### **Affirmative Action/Equal Opportunity Commitment**

In addition to pursuing a policy of nondiscrimination, Aurora University is committed to a process of affirmative action in all areas of recruitment and employment of individuals at all levels.

This policy extends to all employment practices, including but not limited to recruitment, hiring and appointment, selection for training, upgrading, promotion, demotion, job classification, assignment, working conditions, employee treatment, hours, compensation, benefits, transfer, layoff, termination, and all other terms, conditions, and privileges of employment.

This policy extends to all individuals, both employed and potentially employed by Aurora University, and whether on full-time, part-time, student or temporary employee status.

Questions, comments, inquiries, or complaints should be addressed to University Affirmative Action Officer, Aurora University, 347 S. Gladstone Ave., Aurora, IL 60506-4892.

## **Campus, Facilities and Sites**

Located in an attractive residential neighborhood on the southwest side of Aurora, the 37-acre main campus contains 29 instructional, administrative and residence buildings. The distinctive, red-tiled roofs specified by Charles Eckhart in his donation for the original campus mark the major buildings.

Phillips Library houses a collection of more than 92,000 books and 8,000 multimedia materials. Electronic resources include 125,000 ebooks and an online catalog networked with 76 academic and research libraries in the state. More than 80 indexes and online databases provide current students, faculty and staff with access to 35,000 unique periodical titles. More than 80 online subject research guides are also available. The library is open 102 hours a week and provides reference service for 81 of those hours. Reference service is available in person, by telephone, by email, by live chat instant messaging or by SMS text messaging.

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. The nursing and education programs offer bachelor's and graduate degrees at on-site hospitals, clinics and school districts throughout northern Illinois. The George Williams College campus offers undergraduate and graduate degree programs and publishes a separate catalog containing information about these programs. Additional individual classes and degree programs are offered at numerous other sites in northern Illinois, including the Woodstock Center in downtown Woodstock, Illinois (222 Church St.), and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora (2245 Sequoia Dr.). Online programs are also available.

## **Catalog Statements and Terms of Issue**

This catalog does not constitute a contract between Aurora University and its students. Where possible, Aurora University permits its students to graduate under the degree requirements in effect when they entered the university provided enrollment is continuous from time of matriculation to graduation, or as provided under the leave of absence policy. However, the university reserves the right to modify or eliminate academic programs and course offerings and to modify academic requirements for all students at any time without prior notice and without incurring obligation of any kind. The university also reserves the right to modify its academic and administrative policies, regulations, and procedures, as well as tuition, fees, and conditions of payment, without prior notice at any time.

While this catalog represents the best information available at the time of publication, all information contained herein, including statements of fees, course offerings, admission policies, and graduation requirements, is subject to change without notice.

## Waivers and Exceptions to Academic Regulations

No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations. Individual advisors or faculty members are not authorized to grant waivers or exceptions. All waivers and exceptions granted by authorized university officials must be provided in writing.

## Graduate Degree Programs

Aurora University offers programs of graduate studies leading to the master's degree, master's-level post-baccalaureate credentials and the doctoral programs in education and social work. Since the establishment of the first graduate program, the Master of Science in Management in 1980, Aurora University has been dedicated to offering graduate study that promotes the career and professional success of its students.

## Graduate Programs of Study

Doctor of Education (EdD)

Leadership in Adult and Higher Education

Leadership in Curriculum and Instruction

Leadership in Educational Administration

Doctor of Social Work (DSW)

Master of Arts in Communication Management (MACM)\*\*

Master of Arts in Curriculum and Instruction (MACI)

Master of Arts in Curriculum and Instruction (MACI) with Bilingual/English as a Second Language Education (BL/ESL)

Bilingual/ESL Endorsements

Master of Arts with Early Childhood and Special Education Endorsements (MA-ECSE)\*\*

Master of Arts in Educational Leadership (MAEL) with Principal Endorsement

Master of Arts in Educational Leadership (MAEL) with Teacher Leader Endorsement

Teacher Leader Endorsement

Master of Arts in Educational Technology (MAET)

Technology Specialist Endorsement

Master of Arts in Leadership for Service (MALS)\*\*

Master of Arts in Mathematics Education (MAME)\*

Master of Arts in Mathematics and Science Education for Elementary Teachers (MAMSE)\*

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement

\*Programs offered online.

\*\*Programs not available to new students at time of print.

- Master of Arts in School and Professional Counseling (MASPC)\*\*  
 School Counseling Endorsement\*\*
- Master of Arts in Science Education (MASCE)\*
- Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE)\*\*  
 Post-Baccalaureate Licensure for Secondary Education Program (BPL-SE)\*\*
- Master of Business Administration (MBA)  
 MBA Concentration in Leadership\*  
 Certificate in Leadership\*
- Master of Science in Accountancy (MSA)
- Master of Science in Applied Behavior Analysis (MS)
- Master of Science in Criminal Justice (MSCJ)\*\*  
 Concentration in Community Justice  
 Concentration in Leadership
- Master of Science in Digital Marketing and Analytics (MSDMA)
- Master of Science in Mathematics (MSM)
- Master of Science in Nursing (MSN)\*  
 Master of Science in Nursing – Administration Concentration\*  
 Master of Science in Nursing – Education Concentration\*  
 Master of Science in Nursing Bridge Option\*  
 Post-graduate Nursing Administration Certificate\*  
 Post-graduate Nursing Education Certificate\*
- Master of Arts in Special Education (MASE)
- Master of Arts in Special Education with Licensure (MASE)  
 Director of Special Education Endorsement  
 Special Education Endorsement
- Master of Social Work (MSW)  
 Addictions Specialization  
 Advanced Clinical Social Work Specialization  
 Child Welfare Specialization  
 Health Care Specialization  
 Gerontology Specialization  
 MBA Leadership Specialization  
 School Social Work Specialization  
 Post-MSW:  
 Graduate Addictions Certification  
 Illinois Educator's License with School Social Work Endorsement

## Center for Adult and Graduate Studies

The Center for Adult and Graduate Studies was established in 2004 to serve as a central location where adult and graduate students can obtain the information they need to make decisions about returning to school. It is an environment designed to make returning adults feel comfortable and confident when selecting Aurora University as their school of choice.

Specifically, the Center for Adult and Graduate Studies at Aurora University manages the enrollment processes for adult and graduate programs. This includes

\*Programs offered online.

\*\*Programs not available to new students at time of print.

recruiting new adult and graduate students, communicating with current students, helping academic departments design new programs, and serving as liaisons between the student population and the university. The Center for Adult and Graduate Studies staff members understand the adult and graduate population. They are trained to provide unofficial evaluations of past college credits and to provide assistance to adults who want to return to school. The focus is on helping graduate students begin their programs, reach their goals and realize their full potential.

The adult students who are interested in completing an undergraduate degree, enhancing an undergraduate degree with a certificate or endorsement, changing careers, or pursuing a master's certificate or degree feel at home in the Center for Adult and Graduate Studies. AU's adult and graduate programs are designed to fit an adult's busy schedule with classes offered during the day, in the evening, on weekends or online. The high quality and relevant programs include small class sizes taught by professors dedicated to students and their fields of interest. The experiences adult and graduate students bring to the classroom enhance the learning environment.

The primary goal of the center is to provide comprehensive service to adult and graduate students. Committed to being as informative as possible when it comes to enrollment and academic information for students, enrollment representatives help adult and graduate students make the transition to academic life and understand the policies and procedures associated with returning to college. The center is also responsible for educational outreach to the corporate sector and the community, providing information about the opportunities available for adults at AU.

The center's mission is to provide adult and graduate students with the skills, resources, confidence and peace of mind to make informed decisions when selecting Aurora University for continuing their education. Because of the commitment to lifelong learning, staff members stay in close contact with students.

The enrollment process for adult and graduate students is facilitated by:

- Acting as liaisons between students and the university
- Communicating with prospective and current students regarding their academic and professional goals
- Recruiting students and assisting them with their educational plans
- Assisting students during the application and registration process

The Center for Adult and Graduate Studies is located at the Orchard Center near the interchange of I-88 and Orchard Road in Aurora (2245 Sequoia Dr.). Staff members can also be reached at 630-844-5294 or [AUadmission@aurora.edu](mailto:AUadmission@aurora.edu).

# ***ACADEMIC REGULATIONS AND PROCEDURES***

## **General Academic Regulations**

All graduate studies are governed by university-wide academic policies, regulations and procedures. University-wide policies are described in the Graduate Catalog. Graduate programs may have academic policies, regulations and procedures that are stricter than the overall university academic policies, regulations and procedures.

## **Graduate Admission**

Aurora University admits qualified students from varied geographical, cultural, economic, racial and religious backgrounds. In each candidate, Aurora University looks for two general qualities: academic ability enabling a person to benefit from the university's excellent programs and a diversity of talents and interests that will make our campus community a better and richer place to learn. Applications will be considered on the basis of academic ability, character, activities and motivation.

All correspondence about admission should be addressed to the Center for Adult and Graduate Studies, Aurora University, 347 S. Gladstone Ave., Aurora, IL 60506-4892. For further information about admission to the university, call 630-844-5294, email [AUadmission@aurora.edu](mailto:AUadmission@aurora.edu) or visit [aurora.edu](http://aurora.edu).

## **General Graduate Admission Procedures**

Admission to Aurora University graduate programs requires that students meet general university requirements for graduate admission, as well as various specific requirements of the particular program the student wishes to enter. General university requirements are detailed below. Refer to the individual program sections that follow for the additional requirements specific to each graduate program.

All applicants for graduate admission must submit:

1. A completed Application for Graduate Admission to the Center for Adult and Graduate Studies. (Note: The application may be completed online at [aurora.edu](http://aurora.edu).)
2. Official sealed transcripts of all prior undergraduate and graduate work sent directly to the Center for Adult and Graduate Studies. Some programs may require only specific transcripts to be submitted. Aurora University accepts official transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
3. Letters of recommendation from persons able to attest to the student's academic and/or professional potential (form available online at [aurora.edu/aurecommendation](http://aurora.edu/aurecommendation) [pdf]). See the specific requirements of the program you wish to enter; some programs require letters of recommendation from specific individuals or letters addressing specific areas of preparation or competence.

Upon submission of satisfactory credentials for admission to graduate study at the university, the student's file is referred to the graduate program for consideration of the student's application for admission to that program.

## **General Graduate Academic Admission Requirements**

1. A bachelor's degree from a regionally accredited institution in a field providing appropriate background for master's study in the student's chosen program. Students whose undergraduate backgrounds are in fields other than those in which they are seeking to enter graduate study may be required to complete deficiency or prerequisite coursework before beginning master's or doctoral courses.
2. An academic record indicative of a high probability of success in graduate study. An applicant with an undergraduate GPA of less than 2.75 on a 4.0 scale must be reviewed by a committee of master's program faculty. Individual programs may have higher admission standards.

## **Admission to Graduate Programs**

Students admitted to graduate study at the university may only enter a specific program of study upon the approval of the program. Individual programs may require submission of additional credentials specific to the requirements of study in the program.

## **Term of Entry**

1. The official terms of entry shall be summer, fall and spring. Consult your graduate program since graduate programs may limit term of entry.
2. A degree-seeking student whose first enrollment at Aurora University is in Summer Session is governed by the catalog and regulations in effect for the fall semester immediately following the summer term in which the student was first enrolled.
3. Students-at-large are not considered matriculated until the first term (excluding summer) in which they are enrolled as a fully, conditionally or provisionally accepted student.
4. Provisionally or conditionally accepted students are considered to have entered in the first term of enrollment, regardless of provisional or conditional status.

## **Admission of International Students**

Students from other countries are admitted to Aurora University on the basis of the following criteria:

- Average or better post-secondary school record, including completion of coursework at least to the level of the baccalaureate degree in the U.S.
- In the case of students from non-English speaking countries, a score of at least 550 (213 on the computerized TOEFL; 79 on Internet-based TOEFL) on the paper-based TOEFL or level 109 on the ELS
- Proof of financial responsibility, in the form of an affidavit of support and a deposit in U.S. funds in an amount determined annually by the university

Transcripts from foreign colleges and universities are evaluated in accordance with the guidelines of the AACRAO World Education Series. Evaluations of foreign credentials must be completed through recognized outside evaluation services and certified English translations are required at student expense. Certified English translations must accompany original transcripts in any other language; the registrar requires evaluation of foreign transcripts by an outside evaluator at student expense. International students who have completed work at other U.S. colleges or universities must submit official transcripts and, at the discretion of the university, may be considered for admission as transfer students on the basis of this work.

## Special Admission Status

**Graduate Student-at-Large Status:** A student who wishes to enroll in a graduate-level course, but is not seeking a degree, certificate, or credential may do so as a student-at-large. A maximum of eight semester hours may be applied to master's degree programs at Aurora University. Enrollment in specific courses by students-at-large may be restricted by prerequisites or other requirements of individual graduate programs. Financial aid is not available to students-at-large.

**Post-Undergraduate Student:** A student, who holds a bachelor's degree from a regionally accredited institution and wishes to enroll in undergraduate or graduate courses for credit, but not to seek a second degree, may do so as an extended student.

**Provisional Student:** A student who has applied for regular admission but has been unable to supply all necessary documentation due to circumstances beyond the individual's control, may be provisionally admitted to the university at the discretion of the graduate program director or designee. If provisionally admitted, a student may register for classes for one term at his/her own risk (since the records of the educational background are incomplete). An application file must be complete and approved before a student is allowed to register for a second term. Financial aid is not available.

**Conditional Admission:** A student who has applied for regular graduate admission but has an academic record that does not meet ordinary admission standards, may be conditionally admitted to the university at the discretion of the graduate program director. Academic progress will be reviewed regularly.

### Decision Procedures and Relation to University Governance:

1. Applicants for admission who meet the academic qualifications outlined above are approved for admission by the graduate program director or designee.
2. Applicants for admission who do not meet the stated academic qualifications above will be reviewed and accepted or rejected by the graduate program director or designee on the basis of guidelines from the Graduate Affairs Committee.
3. Applicants with an incomplete application for admission may be approved on a provisional basis only by the graduate program director or designee.

## Earning Multiple Graduate Degrees or Credentials

Credit earned in one post-baccalaureate program at Aurora University may be applied toward the requirements of a second program at the option of that program. In those cases where application of this policy results in a student meet-



ing all specific coursework requirements of a program without having completed the total number of credits required for completion, the graduate program faculty shall determine additional coursework to be completed by the student in order to fulfill the total credit hours required for the program.

## Transfer of Credit

Graduate-level credit earned at regionally accredited institutions of higher education may be transferred to Aurora University and applied toward a master's or doctoral degree or other post-baccalaureate programs with the approval of the director of the program to which the student is admitted. Each graduate program limits the amount of credit that can be applied toward an Aurora University degree.

1. Graduate credit graded "B" or better may be transferred and applied to graduate programs at Aurora University with the approval of the graduate program director. Coursework graded "Pass" or "Credit" may be transferred at the option of the graduate program director. The individual graduate program shall establish the minimum grades required for acceptance of undergraduate prerequisite courses.
2. Graduate credit is transferred for application only to a specific graduate program; in the event that a student is subsequently admitted to a different graduate program, any graduate work completed at other institutions will be re-evaluated by the director of the new graduate program and the transferred credit modified if necessary.
3. Transfer of credit once enrolled: Once the applicant has been accepted for enrollment in a graduate program at Aurora University, it is expected that he/she will complete all coursework for the degree or certificate at Aurora University. No coursework may be transferred to Aurora University after enrollment except upon prior, written approval of the graduate program director or Dean of Adult and Graduate Studies.

## Veterans

A person who has served in the United States Armed Forces and wishes to use veterans' benefits to attend Aurora University must contact the university's Veterans Affairs Certifying Official in the Office of Financial Aid. Veterans must follow the admission requirements and procedures outlined in this catalog. For certification of eligibility for education benefits under one of the public laws, application for Veterans Administration benefits is made through the Veterans Affairs Certifying Official.

## Registration

**Advisement** — As soon as an application for admission has been approved, students are notified and asked to contact their graduate program office to make an initial appointment with a graduate advisor. All degree-seeking graduate students are required to consult with an academic advisor before registering for classes.

**Registration** — As soon as the advisement appointment is completed, a student may register online. All accounts with the Office of Student Accounts must be up to date. Students must be in compliance with the State of Illinois immu-

nization requirements. Prior to registering online, the student must accept the responsibility for the programmatic consequences of the registration and agrees to be bound by all relevant university regulations. Students-at-large may register in person.

**Student I.D. Cards** — Students are issued an Aurora University photo identification card after registration. The card is valid while enrolled as a student at Aurora University. The I.D. card is required for the use of university facilities and services and for free or reduced-price admission to paid events on campus. There is a \$35 fee for replacement of lost or damaged I.D. cards.

## **Late Registration**

The normal registration period ends with the closing of the Registrar's Office on the last university business day preceding the first day of the term or the first day of a class that officially begins at some point other than the beginning of a term. Students may late register only during the first 10% of the term and before the class has met for 10% of the published contact time. Specific deadlines are published in the course bulletin or may be obtained from the Registrar's Office. It is the responsibility of a late-registering student to make up missed class work, and students are permitted to late register only with the understanding that their grades may be affected by work that cannot be made up.

## **Accelerated Load (Overload)**

Graduate students desiring to register for an accelerated load of more than 12 semester hours in any term must have the approval of their graduate program director. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns.

## **Billing/Registration Policy**

Students who have unpaid balances from prior terms that are not covered by duly approved and current installment payment plans with the university, by duly approved and current deferred payment plans, or by duly approved corporate billing agreements, or who have failed to meet any other statutory or university requirement for registration will be designated as being on "hold status."

No student on "hold status" will be allowed to register for any class until the "hold status" is removed by the appropriate university authority. Students who have resolved their "hold status" will be registered and admitted to classes only during the time period permitted under the university regulations concerning late registration. Students with "hold status" are allowed to attend classes, but not register for new classes.

No grades will be recorded for students who are not duly registered. In the event that a student duly registered for a class is subsequently placed on "hold status," no grade(s) will be recorded and no credit for the class(es) will be transcribed until the student's "hold status" is removed by the appropriate university authority.

**Payment of Tuition and Fees** – Tuition and fees are assessed in accordance with approved policies. Please refer to the Payment Agreement Form accepted/signed at the time of registration for specific payment information. Students who have been approved to participate in a university-approved installment or deferred payment

plan must adhere to the terms of these plans in order to remain eligible for participation. Details of these plans are available in the Student Accounts Office. Grades and transcripts are issued to students in good financial standing.

**Refunds** — During the regular semester or module, a 100% refund of tuition is provided through the first week of the semester, 90% during the second week, and 50% during the third week; no refund is provided thereafter. Refunds for Summer Session classes and for classes that do not meet in accordance with the regular semester calendar are provided in accordance with refund schedules provided by the Student Accounts Office. Specific information is provided on the Payment Agreement form accepted/signed at the time of registration. Refunds are, in all cases, governed by the actual date of a written drop notice.

## **Adding and Dropping Courses**

**Changing Courses** — Once a student has registered for courses, he/she can change the grading system from letter grade to Credit/No Credit or vice-versa in writing with the Registrar's Office prior to the second week of the term. Courses may be added only during the official late registration period. No course may be dropped after the end of the 11th week of classes in a 16-week semester or the sixth week of classes in an eight-week term (prorated for summer terms). For courses scheduled outside the regular semesters, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

**Grades for Dropped Courses** — Courses dropped with 100% refund do not appear on the student's permanent record. A grade of "W" (withdrawal) will be recorded on the student's permanent academic record between the second and 11th weeks of a 16-week semester. A grade of "W" (withdrawal) will be recorded on the student's permanent academic record for courses dropped between the second and sixth weeks of an eight-week module. No withdrawals will be processed after the 11th week of the 16-week semester or after the sixth week of the eight-week module. For courses scheduled outside of the regular semester, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

**Wait List** — Although we are aware that graduate students are more limited in their course selections, there are times that classes are at maximum capacity and students are placed on wait lists. Typically the Registrar consults with the graduate program director or dean to determine the need to move students from wait lists into the actual course. The waiting list does not operate on a first-come, first-served basis, nor do instructors have influence on the decision. The registrar, in consultation with the graduate program director/dean/chair, makes determinations prior to the start of the term. Students authorized to add the class are notified of the addition via an email to their Aurora University email account. It is the responsibility of the student to remove himself or herself from any wait lists for courses in which they no longer have an interest.

## **Full-Time and Part-Time Enrollment**

Students may enroll either full- or part-time at Aurora University; in some graduate programs, a student must declare his/her intention in order to be placed in the correct sequence of courses to complete the program on a full- or part-time

basis. Full-time graduate enrollment is defined as a minimum of nine semester hours per term (18 semester hours per academic year). Half-time enrollment is defined as a minimum of four semester hours per term or eight semester hours per academic year.

## **Attendance Policy**

Regular class attendance is expected of all students. Aurora University has no permissible cut policy. Because of the wide diversity that exists among the various courses within the university and the manner in which they are conducted, it is the responsibility of each instructor to establish and maintain his/her own policy in each of his/her classes. Each instructor is required to maintain attendance records. Students must comply with attendance requirements established by financial aid sources such as the VA, regardless of the attendance policy established by the instructor.

## **Authorized Absences from Class Policy**

A student representing the university at university-sponsored events may be granted authorized absences from class provided that the student has complied with approved procedures. Note that it is the responsibility of the student to attempt to schedule courses so as to minimize potential class absences. It is generally unacceptable for authorized absences to exceed 20% of the class meetings. In such cases, alternative arrangements, such as a course by special arrangement, may be considered at the discretion of the instructor.

## **Regulations:**

### ***Definitions***

1. “A student representing the university”: The student must be duly recognized by the manager or advisor of the event. A list of student participants should be forwarded to the Chief Academic Officer.
2. “University-sponsored events”: The manager or advisor of the event or activity shall submit to the CAO a list of events and have them approved as eligible for inclusion under this policy. This definition normally includes intercollegiate-athletic, student government, student development, and fine arts events, as well as events required for the completion of another academic course.
3. “Event” means the actual event at which the student represents the university together with necessary travel time to and from the event site, where applicable. It does not apply to rehearsals, practices, or meetings preparatory to the event.

### ***Academic and Procedural Considerations***

1. Students are required to make up all work missed due to an authorized absence and, except when conditions are prohibitive, are responsible for making arrangements with faculty at least 48 hours in advance of the anticipated absence.
2. Faculty will make reasonable accommodations for completion of work by students who are granted authorized absences through established university procedures. It is expected that students would be able to complete make-up exams and assignments within 72 hours of the return to campus.

## Procedures:

### *Requesting and Granting Authorized Absences from Class*

- A. Registering University-Sponsored Events and Participants: At least one week prior to the start of each academic term, the managers or advisors of all university-sponsored events provide to the Office of the Provost a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of the Provost 48 hours before the scheduled event. The Office of the Provost will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.
- B. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the cases of events occurring in the first two days of the term, students will need to contact instructors in advance of the term to make arrangements for an authorized absence.
- C. Procedure for Faculty: When a student requests an authorized absence, the faculty member provides the student with any necessary information concerning assignments to be completed. If the authorized absence will cause the student to miss in-class assignments or learning experiences that are part of the grading of the course, the faculty member may require alternative assignments of the student, as required by the outcomes of the course. Faculty members may establish in the class syllabus reasonable rules and procedures for the manner in which they wish to have students make requests for authorized absences (e.g., during office hours, by phone, by written request, before or after class, etc.).
- D. Advisement Procedures: Whenever possible, managers or advisors of university-sponsored events will provide to participating students a tentative schedule of events for the following term prior to the beginning of the advisement period for that term. Participating students will submit, in writing, their planned participation to their academic advisors in order to anticipate, minimize and plan for any potential conflicts with classes.

## Application of Academic Regulations

Aurora University has traditionally allowed students to graduate under the degree requirements in effect when they entered the university if course offerings allow and if enrollment is continuous from point of entry to graduation. The university does retain the right, however, to modify the academic policies, procedures and regulations for all students. Modifications in policies, procedures and regulations normally become effective at the beginning of the term following their enactment or as specified in the approved form of the regulation. Academic poli-

cies, procedures and regulations encompass such things as grading systems, transfer of credit policies, academic fees and guidelines for applying courses toward the degree requirements.

Only those persons specified in an academic regulation may authorize exceptions or waivers pertaining to that policy. No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations. Individual advisors or faculty members are not authorized to grant waivers or exceptions. All waivers and exceptions granted by authorized university officials must be made in writing, with copies provided to the student, and to all university offices and units having an interest or responsibility related to the regulation in question.

## **Leave of Absence Regulations**

If a student has been admitted to Aurora University and must interrupt his or her course of study for more than one term (excluding Summer Session), he/she must file an approved Leave of Absence form with the registrar in order to be able to resume studies under the catalog in effect when he/she first entered. There is a time limit of two consecutive terms, excluding summer, for this privilege. Filing a Leave of Absence form also means the student does not need to re-apply for admission if his/her return is within two calendar years, a maximum of four academic terms, excluding summers.

If a student has been absent from Aurora University for more than one semester without filing a Leave of Absence form, or a Leave of Absence has expired, the student should contact the Center for Adult and Graduate Studies for information on applying for re-admission. Official transcripts from any colleges or universities attended since the last enrollment at Aurora University must be complete before admittance. Contact the Registrar's Office for the complete policy.

## **Auditor Status**

1. Aurora University has an auditor (AU) status for those individuals who do not wish to earn college credit for either an undergraduate or graduate course.
2. Auditing privileges may include full participation in class sessions, with the exception that instructors are not required to evaluate and grade an auditor's performance in a course. Instructors may determine the character of participation and requirements of auditors.
3. The tuition fee for auditing has been established at 50% of the regular tuition rate. Any additional class fees will be at the expense of the auditor.
4. Auditors must register for classes on a standby basis, with the understanding that students registering for credit have priority in the class. A decision as to whether auditors may enter classes will be made prior to the beginning of the first class session.
5. Audited courses will be posted on a student's permanent academic record as an audit (AU). No academic credit will be granted for audited classes now or in the future.
6. Auditors may not participate in clinical experiences, field placements and practica courses.

## Visitors

An individual who wishes to visit only a single class session need not register or pay the stated fee, but must secure the prior approval of the instructor for each session visited.

## Financial Aid

Aurora University students may be eligible for financial aid from a variety of sources, including federal, institutional and private organizations in the forms of grants, loans and work. In 2013–2014, more than \$16 million in aid was awarded to approximately 1,400 graduate students at Aurora University. Aid is available for both full-time and part-time graduate students and is awarded on a first-come, first-served basis. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). Students should be cognizant of FAFSA filing recommended priority dates and financial aid file completion dates.

Students must re-apply for financial aid every year. Aurora University highly recommends completing the FAFSA as soon as possible after January 1. Students completing their financial aid file after June 1 may incur late fees and/or penalties, if they have provided their financial aid paperwork after this date. The priority date for spring semester is November 1. Students filing after these dates may experience delays.

The priority and completion dates listed above are given in order to provide quality service to the financial aid recipient. The financial aid process must be completed no later than the end of the first semester of attendance each academic year to ensure that financial aid may be applied to a student's account.

**Student Employment Opportunities:** The Office of Student Employment assists in connecting students with on-campus employment and off-campus community service opportunities. Students working on-campus follow the current minimum wage guidelines with a maximum of 15 hours worked per week.

## Tuition, Fees, and Other Expenses

### Graduate Student Tuition

2014-2015 Academic Year	per semester hour
Aurora and Woodstock Center	
MBA Program	\$660
MSN/MSA Programs	\$670
MSCJ Program	\$640
MALS Program	\$595
MS in Mathematics Program	\$500
MA in Mathematics Education Program	\$500
MA in Mathematics and Science Education Program	\$500
MA in Science Education Program	\$500
MS (ABA) Program	\$590
MSDMA Program	\$800
Education (non-cohort)	\$585
Social Work	\$590
Graduate Addictions Certification	\$590
Doctoral (EdD)	\$610
Doctoral (DSW)	\$740

Off-campus School District Cohort Programs	per semester hour
MACI, Type 29, MAEL, Bilingual/ESL, MARI, MASE, MAET, Ed Tech, Dir Spec Ed	\$470

**Note:** Rates may differ for certain off-campus programs. Please consult the appropriate graduate program director or consult information provided for that program.

### General Fees:

Course by Special Arrangement (CBSA) ( <i>per semester hour</i> )	\$125
Deferred Payment Fee ( <i>per semester hour</i> )	\$10
Graduation Fee ( <i>master's/doctoral</i> )	\$125/\$150
Parking Permit	None
Replacement I.D. Card Fee	\$35
Returned Check Fee	\$30
Transcript, Normal Service ( <i>mailed-to-you</i> )	Free
Transcript, While-You-Wait Service	\$20
Tuition Deposit ( <i>applicable to select programs</i> )	\$100–\$250
Live and Vocational Assessment Fee ( <i>per course</i> )	\$360

### Fees Specific to Program:

Recreation Administration Practicum Fee ( <i>revised annually</i> )	\$475
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**Note:** Tuition and fees are subject to change without prior notice. Please consult the course bulletin each term, or contact the Office of Student Accounts for questions or information on current tuition, fees, room, board and other rates.

## Academic Standards

Under general university regulations, graduate students are expected to maintain a cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale to remain in good standing. Individual programs may have additional or more stringent academic standards for retention of graduate students in the program and may assess progress in other ways as well (e.g., permissible number of “C” grades). The student handbook of each graduate program specifies the academic progress standards that apply to that program. The faculty of each graduate program is responsible for maintaining the standards of the program, within general university guidelines. No fractional amount of credit is given for less than completion of any course or academic experience.

## Graduate Grading System

At the end of the course, letter grades are awarded as defined:

- A** (4 quality points per semester hour) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
- B** (3 quality points per semester hour) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
- C** (2 quality points per semester hour) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.



- F** (0 quality points per semester hour) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.
- Cr** (Quality points are not calculated in grade point average) Pass. Denotes pass with credit at least at the level of “C” work, in graduate courses that are graded Cr/NCr.
- NCr** (0 quality points per semester hour) No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of “C” work.

Students are reminded that, with the exception of courses that are offered only on a Cr/NCr basis, no graduate courses may be completed under this grading system.

### Incomplete Grades (I)

Under Aurora University regulations, a student who has done satisfactory work in a course but has not completed some of the specific course requirements may petition to receive a grade of “I” (Incomplete). A grade of “I” may be assigned only in cases of illness, accident or other catastrophic occurrence beyond the student’s control. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding Summer Session. Petitions for incomplete grades are available from the Registrar’s Office.

### Deferred Grades (X)

A deferred grade (X) is for use in certain courses in which it is anticipated that the student’s learning experience will continue beyond a regular academic term. The deferred grade is available for use in the cases of field experiences, practica, internships, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience. Deferred grades should be due by no later than the end of the subsequent (i.e. second) semester, or they should revert to an “F.” An approved list of courses for which the deferred grade may be used is available from the Registrar’s Office and is listed below.

#### LISTING OF COURSES FOR DEFERRED GRADE OPTION

COURSE NUMBER	TITLE
5880	Travel Study
5830, 6830, 7830, 8830	Directed Study
5970, 6970, 7970, 8970	Honors Research
5980, 6980, 7980, 8980	Independent Study
EDU6060	Scholarship Applied to Teaching
EDU6670	Practicum in Educational Leadership
_____	Course by Special Arrangement
EDU6750	Student Teaching
EDU7800/8800	Dissertation
NUR6160	Practicum: Advanced Clinical Practice Role
NUR6210	Practicum: Role Concentration
NUR6300	Master’s Thesis or Research Project
REC6770, 6780	Recreation Administration Internship
REC6990	Thesis/Dissertation

## Grade Point Calculation

Two Grade Point Averages (GPAs) are calculated by the Registrar's Office:

1. Term GPA A=4, B=3, C=2, F=0, NCr=0, Cr=Not Calculated into GPA. Based only on courses taken in a given term at Aurora University, the unit of credit is multiplied by the quality points assigned to the grade earned. The sums are then added and the total quality points divided by the calculable credit units producing the Term GPA. (If a course is repeated only the higher grade is calculated into the GPA and, only academic credit from one can be counted toward graduation.)
2. Cumulative GPA of courses at Aurora University. Calculated in the same way as the term GPA but is based upon all work taken at Aurora University based on the academic level over all terms of attendance. Graduate credit accepted in transfer is not calculated in the cumulative GPA.

## Change of Permanent Grades

- a. Permanent grades (A, B, C, F) may be changed by the instructor who originally issued the grade to correct computational or clerical errors.
- b. Changes of permanent grades must be approved by the academic dean before they are forwarded to the registrar, and must include an explanation for the change.
- c. Changes in permanent grades arising from clerical or computational errors must be received by the registrar no later than 30 days following the date when the original permanent grade was filed with the registrar.
- d. In cases where it is necessary to correct a grading error on the part of an instructor who has left the university or who cannot otherwise be contacted in a timely fashion, or in cases where an instructor fails to correct an evident error in a timely fashion, the academic dean may assign another faculty member to review the relevant materials and correct the error.
- e. Changes may be made in grades to reflect coursework completed after the deadline for grade submission only in instances in which the student received a grade of "I" or "X" for the course.
- f. All changes in permanent grades other than those arising from clerical or computational errors are addressed under the university regulations for appeal of alleged capricious grading.

## Procedures for Use in Appealing Allegedly Capricious Term Grades of Students

1. Introduction
  - a. The following procedures are available only for review of alleged capricious grading, and not for review of the judgment of an instructor in assessing the quality of a student's work. Capricious grading, as that term is used herein, is limited to one or more of the following:
    - 1) the assignment of a grade to a particular student on some basis other than performance in the course;
    - 2) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course;

- 3) the assignment of a grade by a substantial departure from the instructor's standards announced during the first fourth of the term.
  - b. The assessment of the quality of a student's academic performance is one of the major professional responsibilities of university faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this university that the professional judgments of faculty members not be subject to pressures or other interference from any source.
  - c. It is necessary, however, that any term grade be based on evidence of the student's performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.
2. Appeal Procedures
    - a. A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:
      - 1) The student shall confer with the instructor, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.
      - 2) If, after consultation with the instructor, the student believes that a grade is capricious, the student shall confer with the program chair, who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
      - 3) If Steps One or Two do not resolve the problem, the student may submit a petition in writing to the dean. This petition must be submitted to the dean of the school or college not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the Summer term.
    - b. The student via petition shall request a meeting with the dean and shall present evidence that the grade is capricious as defined above, and shall present the student's arguments which substantiate his/her conclusions. The dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor's position on the matter.
    - c. On the basis of a consideration of the student's petition and the instructor's response, the dean shall conduct an inquiry which shall include a meeting with the student and the instructor separately or together and ascertain and consider relevant facts. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the dean must be informed prior to the meeting.)
  3. Decision. The dean shall make one of these decisions:
    - a. That the grade was not assigned capriciously and shall stand as assigned.

- b. That the grade was assigned capriciously and should be changed. The dean shall then, as a result of his/her consideration, assign a grade different from the grade decided to be capricious. The dean shall authorize the Registrar to make the grade change and such a decision shall be final.

## CODE OF ACADEMIC INTEGRITY\*

### POLICY STATEMENT FI: CODE OF ACADEMIC INTEGRITY

Aurora University's core values include integrity and ethical behavior. A community of learners, Aurora University students and faculty share responsibility for academic honesty and integrity. The university expects students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments.

Registration at Aurora University requires adherence to the following Code of Academic Integrity (henceforth, the Code). Academic programs, colleges, and departments within the university may have additional guidelines regarding academic integrity violations that supplement this Code.

In essence, this Code and any internal standards supplementing it prohibit dishonest and unethical behavior in the context of academic pursuit, regardless of intent. Unacceptable conduct includes, without limitation:

**Cheating.** Cheating is obtaining, using or attempting to use unauthorized materials or information (for example, notes, texts, or study aids) or help from another person (for example, looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study aids), in any work submitted for evaluation for academic credit. This includes exams, quizzes, laboratory assignments, papers, presentations, and/or other assignments. Other examples include altering a graded work after it has been returned, then submitting the work for re-grading; unauthorized collaboration on an academic assignment; or submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors.

**Fabrication.** Fabrication is falsification or invention of data; falsification of information, citations, or bibliographic references in any academic work (for example, falsifying references in a paper); or altering, forging, or falsifying any academic record or other university document.

**Plagiarism.** Plagiarism is representing someone else's work (including words and ideas) as one's own or providing materials for such a representation. Examples include submitting a paper or other work that is in whole or part the work of another; failing to cite references; presenting paraphrased material that is not acknowledged and cited; or failing to use quotation marks where material is used verbatim.

**Obtaining an Unfair Advantage.** This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) retaining, possessing, or using previously given examination materials where those materials clearly indicate that they were intended to be returned to the instructor at the conclusion of the examination; (c) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (d) intentionally obstructing or interfering with

another student's academic work; or (e) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.

**Unauthorized Access to Computerized Records or Systems.** This is unauthorized review of computerized academic or administrative records or systems; viewing or altering computer records; modifying computer programs or systems; releasing or dispensing information gained via unauthorized access; or interfering with the use or availability of computer systems or information.

**Facilitating Violations of Academic Integrity.** This is (a) helping or attempting to assist another in violating the Code (for example, allowing another to copy from one's test or allowing others to use one's work as their own); or (b) providing false information in connection with any inquiry regarding academic integrity.

**Note:** Examples provided are illustrative only and are not inclusive. Other behaviors, not exemplified, may constitute violations of the Code. The above is in part adapted from "Issues and Perspectives on Academic Integrity," a pamphlet distributed by the National Association of Student Personnel Administrators.

#### **POLICY STATEMENT F2: PROCEDURES TO BE FOLLOWED WHEN A VIOLATION OF ACADEMIC INTEGRITY IS IDENTIFIED**

Suspected cases of academic integrity violation should be reported to the course instructor, the administration of the school or department under whose jurisdiction the suspected offense took place, or to the Academic Affairs office (and will be addressed using the procedures set forth in this Policy Statement and Policy Statement F3 below). Students notified by the faculty member or registrar of a suspected academic integrity violation may not change their registration in a course in which the charge is pending or in which a finding of violation has been made. Students who voluntarily withdraw from the university while an academic integrity violation is pending are not deemed to be in good standing and may not return to the university until a pending violation is resolved.

**First Violation:** A faculty member who identifies a violation of the Academic Integrity Code shall follow these procedural steps. In most cases, internal proceedings regarding a first violation will conclude with the procedural steps that follow:

1. The faculty member will make a reasonable effort to contact the student to discuss the violation.
2. Before rendering a finding or assessing sanctions, the faculty member will report the violation to the registrar via the official electronic reporting system; the Registrar will immediately forward a copy of the violation report to the Chief Academic Officer's office. This report will include a written summary of the violation; the proposed consequences and sanctions resulting from the violation; any relevant policies stated within the course syllabus; and any interactions with the student regarding the violation. The faculty member will also provide to the registrar any material evidence of the violation, if such evidence exists. This material is placed in an academic violation file identified to the particular student and maintained with confidentiality by the Registrar. Within five business days of receipt of the report, the Chief Academic Officer (CAO) or designate shall make a deter-

mination whether a finding should be rendered, and sanctions assessed, by the faculty member without use of the hearing process set forth below. If so, the faculty member shall be so notified and may proceed to resolve the violation and assess sanctions. If the CAO finds that the nature of the alleged violation or the circumstances are appropriate for more extended consideration, the procedure used shall be the hearing procedure set forth below in the section entitled “Second or Referred Violation,” and the faculty member and student shall be so notified. A faculty member may also opt to have a violation determined using the hearing procedure set forth below.

3. The faculty member will make a reasonable effort to provide the student with a copy of the original report submitted to the Registrar via the electronic reporting system.

Once the faculty member has made a finding and determined an appropriate sanction under this section, this result shall be reported to the Registrar via the electronic reporting system. The Registrar will then send the student an electronic notification and a certified letter, informing the student that a finding of violation has been made and a sanction assessed; this report shall also warn the student of the likelihood that more serious sanctions (including discipline or dismissal) will be assessed by the university in the event of a subsequent violation. The letter also shall inform the student of the appeals process for academic integrity violations (see Policy Statement F3). In the event that the student appeals successfully under Policy Statement F3, the faculty member’s allegation, finding, and sanction determination shall be removed from the academic integrity violation file.

Except in unusual circumstances (to be determined by the CAO), the contents of the academic integrity violation file will not be shared with faculty members and staff, with the exception of members of the Academic Standards Committee in the event that the student appears before that body.

**Second, Egregious, or Referred Violation:** In the event that a second violation is reported to the Registrar (or a violation is referred for hearing as set forth above), the Registrar shall inform the student of the allegation via electronic notification and certified letter. This letter shall inform the student that contact must be made with the Registrar within ten business days from the date of the letter to arrange a hearing before the Academic Standards Committee. Failure to do so shall be taken as acknowledgement that a violation has occurred and shall result in discipline or dismissal from the university (as determined by the CAO). Except in unusual circumstances as determined by the Provost, the student shall be permitted to attend class and other university-sponsored activities during the ten business days following the electronic notification and the certified letter sent by the Registrar to the student or while a hearing is pending. The university reserves the discretion, however, to withhold degrees or honors or postpone student graduation pending resolution of an ongoing violation.

The committee shall determine whether the violation occurred. The Provost shall not participate in the hearing. If the committee finds that a violation occurred, the student shall be immediately disciplined or dismissed from the university. If the committee finds that the violation did not occur, the allegation shall not be reflected on the student’s record and documentation regarding the hearing process shall be maintained confidentially in the Office of the Chief Academic Officer.

Note: As set forth above, the committee hearing procedure normally initiated by the second academic integrity violation may be triggered in the event of a first violation at the discretion of the CAO; it may also be triggered by specific request of either a faculty member or the registrar. This would generally occur only in cases that are particularly egregious. The term “egregious” typically means that the act is both premeditated and, by itself, potentially damaging to the academic culture of the university if not immediately redressed. Examples of egregious academic integrity violations include, but are not limited to, misrepresenting a degree-completion work like a doctoral dissertation, master’s thesis, or senior capstone project as one’s own; committing an academic integrity violation intended to cause harm to another person or group; committing a crime while violating the Academic Integrity Code, with material gain as the intended result; and others. Egregious behavior may also occur when a student commits academic integrity violations in multiple courses. This list of potentially egregious violations is illustrative and not exhaustive. Other behaviors may also apply, and the discretion to determine whether violations should be addressed using this hearing procedure (rather than the First Violation procedure set forth above) resides with the CAO and/or the faculty member.

#### **POLICY STATEMENT F3: APPEALS PROCESS FOR ACADEMIC INTEGRITY CODE VIOLATIONS**

**First Violation:** A student who believes that a violation of the Academic Integrity Code has not in fact occurred may appeal any such finding to the Academic Standards Committee. The student has one week from the date indicated on the electronic notification of Finding and Sanction (and accompanying certified letter) to inform the registrar in writing of the appeal.

The Academic Standards Committee will review all relevant materials. The committee will meet with the student who will present his/her response to the academic integrity violation charge(s). The committee may also question the faculty member who reported the integrity violation.

The Academic Standards Committee shall make one of two decisions:

- violation of the Code took place and the report remains in the academic integrity violation file;
- violation of the Code is not substantiated and the faculty member’s allegation shall be removed from the academic integrity violation file.

The decision of the Academic Standards Committee shall be final.

#### **Appeal Procedure for Committee Decisions Resulting in Dismissal from University**

A student who has already had a hearing before the Academic Standards Committee and been dismissed from the university may appeal the decision to the Chief Academic Officer (CAO) of the university. This step must be completed in the form of a written request to the CAO within one calendar week after the Academic Standards Committee has informed the student of its decision.

The Provost will appoint two faculty members to serve with the CAO on an ad hoc committee working to review the student’s appeal. This committee and the CAO will review all relevant materials and meet with the student and others, as the ad hoc committee deems necessary. The decision of this committee either to uphold or overturn the decision of the Academic Standards Committee shall be final.

**Re-admission to the University:**

A student who has been dismissed for violation of the Code of Academic Integrity shall not be re-admitted to the university. The student's transcript shall indicate that the student was "dismissed with cause."

\*Approved by Faculty Senate 21 May 2004

\*Approved by Board of Trustees 5 June 2004

**Classroom Conduct Policy**

Students enrolled in Aurora University courses have the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in class that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the class by the instructor. Continued problems will be reported to the dean of the college and/or the Dean of Students for further action. Course instructors may also impose class-related sanctions on the offending student.

**Course Enrollment and Classroom Environment Policy**

Aurora University classroom conduct requirements are intended to establish and promote the best possible learning environment for all Aurora University students. To that end, students are expected to treat each other with civility and respect. Within that context, Aurora University recognizes that within an institution of higher learning, classroom or other academic discussions may delve into topics whose themes are controversial, adult-oriented, complex or otherwise inappropriate for people not versed in academic dialog, including children.

For this, and other reasons, students enrolled in a course at Aurora University may not be accompanied to class by adult guests who are not registered for the class without the advanced consent of the course instructor. Further, students may never bring minor children into the classroom during class meeting time.

**Time Limit for Completion of Master's Degrees**

1. Students must complete all requirements for the master's degree on or before five years from the official acceptance date into the program.
2. Any student not completing all degree requirements on or before the five-year deadline will be administratively dropped from the program unless a petition for extension has been filed with the program chair no later than the completion deadline.
3. Petitions for extension are reviewed by the program chair in consultation with the program faculty.
4. Approved petitions for extension may include provisions for repeating coursework, additional coursework, or other requirements for completion of the master's degree after the original deadline, at the option of the program faculty.
5. An extension of deadline may be granted only once and then for a maximum of two years.
6. Individual programs may establish more restrictive limits for initial and extended time deadlines for completion.



## Requirements for Graduation

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 50% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University, by action of the program faculty with approval of the graduate program director and dean.

## Graduation Policies and Procedures

### A. Application for Graduation Status

1. Each candidate must file an Application for Graduation Status with the Registrar's Office. This application can be found online for students who have a total of 12 semester hours at the graduate level toward a degree at the end of the fall semester. Receipt of this application does not in any way mean that we expect or guarantee your graduation that year. It is simply a notification to "possible" graduates in the broadest sense of the word.
2. Applications must be returned by the deadline indicated on the application together with the filing fee attached. Applications not received or post-marked on or before the established deadline must be accompanied by a late-filing fee. Filing fees and late fees are specified on the application.
3. No applications will be accepted after March 1 for May and summer graduation.

### B. Fall Candidates for Graduation

Those students who return the Application for Graduation Status indicating that they will complete all degree requirements on or before the last day of the fall semester may elect to participate in the commencement ceremony at the end of the spring semester or elect to have their diploma mailed to them approximately six weeks following the end of the semester.

### C. Transcripts, Incompletes, Deferred Grades

All candidates for graduation must have all transcripts from other institutions, removal of temporary grades (incompletes or deferred grades) submitted to the Registrar by the fifth week of the term prior to the end of the term in which he/she plans to graduate. The exception will be for summer candidates for graduation. Official transcripts must be received by Aurora University on or before the last day of the term in which he/she plans to graduate. Failure to receive these transcripts by that date will mean that graduation status will be cancelled, even though he/she may have already participated in the ceremony.

#### **D. Completion of Degree Requirements**

As is always the case throughout the year, whenever degree requirements are completed, the student's official transcript (which is the official document; the printed diploma is unofficial) will indicate the term (month/year) that requirements were met, and the degree to be awarded. Not having the printed diploma does not prevent the student from seeking certification or applying for a job.

#### **E. Participation in Commencement Ceremonies**

Students must comply with all of the above regulations in order to receive a printed diploma approximately six weeks following the last day of the semester in which degree requirements are completed and to participate in the spring commencement ceremonies. Students planning to graduate in spring should give special attention to their progress in spring semester courses. About two to three weeks before the end of the spring semester, instructors will be asked to turn in to the Registrar's Office graduating student grades. While this may not be the final grade received in the course, it is the grade which will determine participation in the commencement ceremony. It is the student's responsibility to have demonstrated to the instructor (by work completed and turned in and not simply by promises of good faith) by this date in the fifth week of the semester that he/she can earn a "C" or above in the course. If this is not the case, the Registrar will be notified that the student is in danger of not completing degree requirements and could be removed from the graduation list. Students will be contacted at the address and telephone number listed in Section A of the Application for Graduation Status. It is the student's responsibility to notify the Registrar's Office if the information changes. Candidates for spring graduation who face academic difficulty will be asked to file a contingency plan for making up the work during summer, and if approved, they will be moved to the summer graduation list.

Summer graduates in academic difficulty may be removed from the summer graduation list. It is important to note that the university reserves the right to remove spring and summer graduates from participation in the ceremony even if a "C" or above was submitted as a graduating student grade, if academic performance in the last two weeks of the term so dictates.

It should further be noted that it is the responsibility of the student to make satisfactory arrangements with the Office of Student Accounts for all outstanding debts prior to the commencement ceremony. Those students who have not completed such arrangements to the satisfaction of the Office of Student Accounts will be allowed to participate in the ceremony, but they will not be mailed a printed diploma. Official transcripts will also be held.

#### **F. Graduating in Absentia**

Participation in the commencement ceremony is voluntary (although we do need to know your decision beforehand for planning purposes). Those who choose not to participate in person will graduate in absentia.

#### **G. Receiving Diplomas**

Diplomas are mailed approximately six weeks following the last day of the term in which degree requirements are completed. Students must, in order to receive a diploma: (1) apply for graduation as noted above; (2) complete all degree requirements satisfactorily; and (3) be current in all financial obligations to the university.

## Transcript Regulations

1. Official transcripts bearing the signature of the Registrar and seal of the university for purposes of transfer of credit, certification or employment reference are issued only by direct mail to educational institutions, certification agents and employers. Students may supply application forms or other supportive documents to be enclosed with official transcripts.
2. All official transcripts which are placed into a student's hands, are stamped "Issued to student."
3. A student's academic record is considered confidential. Therefore, transcripts will be issued only at the written and signed request of an individual student, or appropriate institutions or officials.
4. Each transcript is issued as a complete and accurate copy of the student's academic record as of the date of issue. It contains a record of all work attempted at Aurora University, together with a notation as to final grades earned, or withdraw status achieved, in each course. It shows total number of credits accepted in transfer from other colleges or universities. High school credits and test scores are not transmitted. Grade point averages are computed and reported with appropriate explanation as to the means of calculation.
5. Aurora University has no authority to copy or release transcripts furnished to it from other institutions for admission or evaluation of credit. Transcripts from other institutions or testing agencies must always be obtained from the issuing institution or agency.
6. Transcripts will be withheld until the student's financial record with the university is cleared. Until such time as this occurs, transcripts will only be issued to potential employers.
7. Academic dismissal is reported on all transcripts.
8. Disciplinary dismissal is documented in the Registrar's Office for five years, but is NOT reported on transcripts.

## Course Code System

1. Department/program is to be represented by three letters (e.g., EDU = Education, SWK = Social Work). Letter codes are assigned by the Registrar in consultation with the appropriate jurisdictional dean.
2. Course number is to be composed of three digits, with course number ranges to indicate level:
  - 4000-4990 = advanced undergraduate, "senior" course, normally part of a major
  - 5000-5990 = graduate course that may be open to advanced undergraduates as well
  - 6000 = graduate course, open only to graduate students
  - 7000-8000 = doctoral course, open only to doctoral students

Numerical suffixes are used for section numbers.

### EXAMPLES:

EDU5200-01 History and Philosophy of Education – 3 semester hours

SWK6040-01 Social Work and Spirituality – 2 semester hours

## Student Classification and Definition

Each student who registers for a course at Aurora University will be classified. Classification will be made at the time of entry to the university and reclassification will be made each successive fall semester only, or if a student shifts from a non-degree classification to a degree or certificate classification.

- G1 — First-year graduate student (*less than 18 semester hours*)
- G2 — Second-year graduate student (*18 or more semester hours*)
- G3 — First-year doctoral student
- G4 — Second-year doctoral student
- PG — Post Graduate (*with master's or doctoral degree seeking second degree or certificate*)
- GA — Student-at-Large (*not admitted and not seeking degree [may earn no more than six semester hours]*)
- AU — Auditor (*not admitted and taking courses without credit*)
- PR — Provisional (*attending classes but admission procedures incomplete*)

## Cross-Listed Undergraduate/Graduate Courses

Courses with numbers in the 5000 series are offered both as advanced undergraduate and beginning graduate courses. Graduate or undergraduate credit is awarded based on whether the student is admitted to the university as a graduate or undergraduate student. Any exceptions require the written approval of the appropriate graduate program director or dean; this approval must be presented by the student at the time of registration in order for the student to be registered for credit differing from admission status. Courses with numbers in the 6000 series or above are open to graduate students only.

## Special Educational Experiences and Credit

### A. Independent Study, Honors Reading and Honors Research

1. The purpose of an independent study, honors reading or honors research is to allow the competent and prepared student to pursue study of a topic of special interest or need in depth and to develop the student's ability to work on his/her own by pursuing a reading/research project to successful completion.
2. Prior to registration, students must file the independent study/honors reading/honors research petition. This petition requires the signature/ approval of the instructor, graduate program chair and academic dean. Regular tuition is charged.
3. In most cases independent study, honors reading or honors research should be within the field of the student's graduate program and should be something which cannot be pursued through established courses. These are pursued on-campus under the direct supervision of an Aurora University faculty member.
4. While most independent studies last one full semester, occasionally they will run over several semesters or less than one semester. Independent studies should be registered for along with other classes. After the first week of classes, the registrar must approve registration for independent studies on a case-by-case basis in consultation with the instructor and the academic dean.

**B. Course by Special Arrangement**

This is a course that is part of the approved curriculum program but is being offered to a student during a semester when it is not scheduled. It should be employed only in cases of extreme scheduling conflict when no substitution is appropriate. Prior to registration, students must file the course by special arrangement petition. This petition requires the signature/approval of the instructor, graduate program chair and academic dean. An additional \$125 per semester hour fee is assessed in addition to regular tuition.

**C. Directed Study**

This is a course in which a student or students is/are studying on campus under the close supervision of an Aurora University faculty member. This is not “field experience,” does not cover material in the regular curriculum, and is not as research- and/or independently oriented in its instructional methodology as an independent study. Students should file the directed study petition prior to registration. This petition must be signed/approved by the instructor, graduate program chair, and academic dean. Regular tuition is charged.

**D. Internships and Practica**

Aurora University recognizes the validity of field experiences and experiential learning conducted under the control of the faculty and encourages the integration of such learning into the university’s academic programs where appropriate. Refer to specific graduate programs regarding internships and practica. Graduate programs are responsible for the oversight and supervision of their respective internships and practica.

- a. Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
- b. Site requirements are the responsibility of the graduate program. Students must meet all eligibility requirements imposed by the site at which the student seeks placement, including but not limited to prior completion of specific coursework, background/security checks, citizenship/residency requirements, health and fitness, insurance coverage, prior work experience, and demonstrated competence in specific skills.
- c. Registration: Students register for practica as part of the normal registration process for other coursework. Controlling programs are responsible for handling pre-practicum application procedures, if any. The signature of a program advisor or designee on the student’s registration form or change of course petition is required for registration.
- d. Monitoring and reporting requirements: Programs incorporating practica in their offerings are responsible for establishing faculty committees or other mechanisms that may be required to meet internal or external monitoring, screening, certification, or reporting requirements.
- e. Students pay normal tuition for internships and placements. Students are responsible for other expenses associated with placements (e.g., travel, texts or reference materials, special clothing, insurance required by the site, etc.).

## Course Descriptions

Catalog course descriptions are included in published catalogs. Descriptions of independent studies, directed studies, honors research and internships are contained in the petition by which the learning experience was approved. Descriptions and outlines of selected topics courses are provided by the sponsoring department at the time the course is submitted to the Registrar; copies are permanently filed by the Registrar and copies of those selected topics offered in a given term are on file for reference in the Office of Academic Advising or the Center for Adult and Graduate Studies. Descriptions of courses by special arrangement do not differ from published catalog descriptions.

# STUDENT SERVICES

**Academic Support Center** — The Academic Support Center provides professional one-on-one tutoring to all students at all levels, across the curriculum. Peer tutoring in a variety of subjects is also available. The staff offers writing seminars and presentations on APA style, MLA style and research skills. Other services offered include skill development in note taking, time management, studying and test taking; the center also proctors tests. Additionally, the center houses the Disability Resource Office; the Disability Resource Office provides support, information and advocacy for disabled students, faculty and staff. All services provided by the Academic Support Center are free to all university students. The center is open 60 hours per week, including evenings and Saturdays.

**Campus Ministries** — Campus ministries at AU are coordinated through the Wackerlin Center for Faith and Action and are intended to complement its programming. Student organizations that are reflective of campus ministry concerns include the InterVarsity Christian Fellowship. The University Chaplain works with these organizations, with colleagues and with local religious leaders to offer worship services, small group discussions, celebrations and observations of holy days in a variety of religious traditions. The Chaplain is also available to talk with students about their spirituality and to connect them to local churches and faith communities.

**Campus Public Safety** — The safety and security needs of the Aurora University campus are addressed by Campus Public Safety, a sworn police department. Led by experienced professionals who are university employees, the office provides a variety of services including parking management and enforcement, distribution of safety information, safety training and a 24/7 on-campus presence. Through established relationships with local police and fire departments, the resources of these organizations are available to our campus community for safety preparedness.

**Career Services** — Career Services provides a variety of programs and services to assist both students and alumni with career-related issues and employers with their recruitment needs. Students interested in working on-campus and in the local community through the city-wide after school program should inquire with Career Services. A variety of workshops, seminars and individual services are offered to assist students in identifying their career goals and working toward them in an organized and effective way. Assistance in writing resumes and sharpening interviewing skills is also available. Career fairs and other placement activities are offered both on campus and throughout Illinois in connection with the Illinois Small College Placement Association.

**Counseling Center** — The Counseling Center helps students work through the common social and personal problems associated with orientation to college life. Contact the Counseling Center for information on services available free of charge to students, as well as for referral information to services in the community.

**Emergency Preparedness** — In accordance with the 2008 federal Higher Education Act and the Illinois Campus Safety Enhancement Act, the Campus Emergency Operations Team, with representatives across various administrative areas, develops and implements a Campus Emergency Operations plan and regularly updates the plan to make changes necessary to protect the safety of the campus.

**Food Service** — The university partners with Sodexo Food Service to provide service at three on-campus dining locations. Resident students can use their meal plan at any of these locations. The Student Dining Hall, located in Alumni Hall, serves breakfast, lunch and dinner during the week; brunch and dinner are served on the weekends and holidays. Dining at this location is offered in an unlimited servings, cafeteria-style format. The Spartan Spot serves hot and cold menu items. Located in the lower level of Stephens Hall, the Spot is also a social gathering place and study area. Limited food and beverage service is also available at LaCarte in Dunham Hall.

**Student Clubs and Organizations** — Approximately 60 student clubs and organizations are established at Aurora University. Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding.

**Wackerlin Center for Faith and Action** — The Wackerlin Center for Faith and Action was founded to sustain multi-faith understanding and action. It focuses on curriculum, university and community service, and academic and scholarly activities. The center is dedicated to discovering and deepening connections between faith and daily life, advocating and working for justice, and promoting human dignity for all people.

**Wellness Center** — At the Wellness Center, a licensed registered nurse is available on campus weekdays for assessment and treatment, consultation and referral, and immunization compliance guidelines. The Director of the Wellness Center provides wellness programming on campus as well.

## Disability Policy

Aurora University will make reasonable adaptations to address the potential impact of course design and environmental barriers on disabled students' equitable access and participation in the university's curriculum, services and activities.

**Disability Statement for Inclusion in Aurora University Syllabi\*** — Aurora University values diversity and inclusion and recognizes disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable and inclusive. If you anticipate barriers related to the format, requirements, or assessment of a course, you are encouraged first to contact the Disability Resource Office (DRO) (630-844-5520) in the Academic Support Center, then to meet with the instructor to discuss options or adaptations.

**Disability and the Law** — Disabled individuals have full civil rights protection at the university. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, prohibit discrimination based on disability, furthermore requiring colleges and universities to make programs and facilities accessible and mandating reasonable course design and environmental adaptations for disabled individuals.† At Aurora University, the student, disabilities office personnel, and faculty work interactively to address potential course design barriers to student learning, academic achievement and assessment. Adaptations are intended to eliminate competitive disadvantages in this environment while preserving academic integrity.

\*This statement reflects language used in The Peabody Institute of the Johns Hopkins University "Diversity and Disability Statement."

†U.S. Department of Education Office for Civil Rights, "Disability Discrimination."



**Identification Process** — Upon admission to the university, students requesting adaptations must contact the Disability Resource Office (DRO). If a request comes to the Office of Admission, staff will notify the applicant of the need to contact the DRO. An applicant's request will in no way impact the admission decision of the university. The student and the DRO staff will review and discuss the student's academic history and disability documentation and together decide which adaptation(s) would best promote access. The DRO staff will then prepare a letter listing the adaptations for the student to distribute electronically to his or her instructors. Additionally, students are encouraged to discuss adaptations with each of their instructors.

**Documentation** — Documentation serves two primary purposes:

- It establishes that the individual is entitled to legal protections under the ADA and/or Section 504 of the Rehabilitation Act; and
- It helps to determine what, if any, course design/environmental adaptations are necessary for the individual's equitable access to courses, programs, services and activities.

The documentation from the diagnosing practitioner should include the following:

- Determination of a diagnosis, including duration (if applicable);
- A description of the expected impact on the student's learning and equitable access resulting from the interaction between the student's condition and the given environment; • Recommendations for adaptations to address the impact on the student; and
- Name, address and credentials of the practitioner.

Recency of documentation may be a factor in determining its relevance in decisions about adaptations. If the student does not have sufficient documentation, the DRO will assist the student in locating qualified practitioners who can provide an evaluation. If a diagnosis is not determined, the DRO will discuss with the student other appropriate sources of assistance on campus.

**What is a Reasonable Adaptation?** — A reasonable adaptation is any adaptation offered by an instructor, department, academic program or the university that enables a student to participate equitably in a class and access course materials without fundamentally altering the service being provided. Reasonable adaptations may include, but are not limited to, the following: additional testing time; testing in a distraction-reduced environment; and course materials in an alternate format (e.g., digital textbooks). In considering requested adaptations, the instructor may choose to suggest appropriate alternative adaptations. In the event that the instructor and student are unable to agree on an appropriate adaptation, they are encouraged to contact the DRO. It is ultimately the decision of the instructor whether or not to implement the recommendations of the DRO; however, the instructor shall adhere to the university's policy of non-discrimination and to all applicable laws in making that decision.

**Confidentiality** — Any documentation provided by a student to the Disability Resource Office (DRO) is confidential. The faculty and staff will not have access to these materials unless a student specifically requests, in writing, that an individual be allowed to view these documents or share in this information. In the

event that a student were to challenge a determination made by the DRO staff, it would, of course, be necessary for the appropriate university officials to access these materials in order to review the staff's determination.

**Student Responsibility** — The student is responsible for requesting adaptations from the Disability Resource Office. It is understood that it may be necessary or any student to devote additional hours to coursework, use a tutor and/or seek assistance outside of class. All students have a responsibility to fulfill their part by continuing extra help as necessary to succeed in their courses of study. If a student requires specialized services beyond what is typically provided by the university, these services must be paid for by the student.

**Grievance Procedure** — Any student who desires to challenge the adaptation decisions made in his or her case should follow the procedures outlined below:

**Informal Review:** The dean of the school or college in which the student is majoring will review the student's complaint and work with the Disability Resource Office to resolve the complaint.

**Formal Review:** If the informal review process does not resolve the issue, the student may request a formal review. The Provost will ask the Faculty Senate to appoint a three-person committee to investigate and make a recommendation for its final decision on the matter.

## Financial Aid Rights and Responsibilities

Graduate students have the right to know the criteria used to determine their financial need and the aid they have been awarded. Students also have the right to decline any or all of the awarded aid.

If a graduate student has been selected for verification, he/she must submit requested items to the Office of Financial Aid. Verification must be completed before any financial aid, including loans, can be credited to his/her account. Note: The verification process may take longer if FAFSA corrections are required. Corrections to FAFSA information may result in changes to the student's financial aid eligibility, which he/she would be notified of via a revised financial aid award letter.

There are times when a student may encounter a situation that is not reflected in the information requested on the FAFSA. If a student has extenuating circumstances, he/she may complete a Special Circumstance Request. The committee reviews completed requests weekly. These forms are available from our office or at [aurora.edu/financialaidforms](http://aurora.edu/financialaidforms).

Students MUST be enrolled at least half-time and maintain Satisfactory Academic Progress (SAP) in order to receive federal, state and institutional student aid. For additional information, refer to the "Definitions of Enrollment" and to the "SAP" Information provided below and on AU's website.

## Definitions of Enrollment

### Graduate/Doctoral

Full-Time	=	9 or more credits
Three-Quarter-Time	=	7-8 credits
Half-Time	=	4-6 credits

No federal aid will be awarded to a student who owes a refund or repayment on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (SEOG) or who is in DEFAULT on a Federal Direct Stafford Student Loan or Federal Perkins Loan.

All financial aid received in excess of the student's need and/or cost of attendance **MUST BE RETURNED/REPAID**. The total of any financial aid programs designated as applicable toward tuition only cannot exceed the direct cost of tuition.

If a student or other individual misreports information or alters documents to fraudulently obtain federal funds, this will result in the cancellation of aid and referral to the U.S. Department of Education's Office of Inspector General.

The Office of Student Accounts will pay allowable charges such as tuition, fees, room, and board as well as authorized miscellaneous charges per the Tuition/Fees Payment Agreement form with federal financial aid. Excess funds, if applicable, will be refunded to the student within 14 calendar days from when the credit balance becomes available. A refund of excess funds will not be available until all financial aid and allowable charges have been applied to a student's account. If a student receives a refund of credit and then has a reduction in financial aid, incurs additional charges or withdraws from all courses, he/she is responsible for paying the outstanding balance. If a student prefers to have any credit balance held on their student account during the academic year, he/she can arrange this with the Office of Student Accounts.

A student is responsible for reporting any of the following to the Office of Financial Aid: changes in enrollment, receipt of tuition benefits/reimbursement from outside source, receipt of an outside scholarship. Any change in these items may result in an adjustment to the student's financial aid.

Summer financial aid requires a separate institutional application. Applications will be available beginning in February from the Office of Financial Aid or at [aurora.edu/financialaidforms](http://aurora.edu/financialaidforms). If eligible, a student's summer term financial aid will be added to his/her award letter. The student will also be notified if they are not eligible for aid during the summer term.\*

If a student is borrowing a Federal Direct Stafford Student Loan and/or a Federal Perkins Loan for the first time, he/she must complete an Entrance Counseling session. A student must complete an Exit Counseling session if their enrollment falls below half-time, prior to graduation, or upon leaving the university. At that time, a student may contact the U.S. Department of Education to inquire about repayment and/or deferment of his/her federal loans.

Loan disbursement dates have been pre-determined by AU based on the student's semester or module enrollment. Students enrolled in a semester program will have one scheduled loan disbursement each semester of attendance. Students enrolled in a module program will have two scheduled loan disbursements each semester of attendance, unless beginning enrollment at the midpoint of the semester. Even if a student registers for 16-week course(s) in a given semester, loan disbursement dates will still be based on the module schedule if the student's academic program is a module-based program. A student will be notified by the Student Accounts office via his/her AU email account upon arrival of his/her loan disbursement(s) and again when the refund will be available.

If a student accepts the Federal TEACH grant, he/she must complete an Entrance Counseling session and Agreement to Serve each year that he/she is awarded the grant. A student must also complete an Exit Counseling session if their enrollment falls below half-time, prior to graduation, or upon leaving the university.

\*The summer term also has a different enrollment definition than the regular academic year.

## AU Tuition Refund Policy

First week of classes	=	100% Refund
Second week of classes	=	90% Refund
Third week of classes	=	50% Refund

Refer to the Withdrawal and Refund Policies Section of the Tuition/Fees Payment Agreement form for additional information. Withdrawing from courses may reduce or eliminate financial aid based on the student's final enrollment.

Your eligibility for financial aid may be affected if you withdraw from any or all of your classes. Check with the Office of Financial Aid before withdrawing from any classes. If you make the decision to withdraw from Aurora University at any time, please initiate your official withdrawal paperwork with the Registrar's Office.

## Return of Federal Funds Policy

A student who receives federal financial assistance and withdraws from all classes up through the 60% point in a period of enrollment may no longer be eligible for the full amount of federal aid that was originally awarded. A percentage is used to determine the amount of federal funds the student has earned at the time of withdrawal. Any unearned funds must be returned by the school and/or student. This federal calculation must also be done after semester grades are submitted in the event that a student receives all "F's" (a 0.0 Semester GPA) and the "F's" are due to lack of attendance. Further details regarding the federal returns calculation are available in the Office of Financial Aid.

**Note:** These Rights and Responsibilities are subject to change without prior notice.

## Satisfactory Academic Progress Procedures for Financial Aid Recipients

A student is required to maintain Satisfactory Academic Progress (SAP) in the course of study that he/she is pursuing, according to the standards and practices regulated by federal and state governments for the institution. Schools are required to monitor the SAP of students at least once annually. The following guidelines are now in effect. These SAP policies and procedures are subject to change without prior notice.

## Qualitative and Quantitative Regulations

**Qualitative (GPA)** - Graduate students must achieve a minimum total cumulative GPA of 3.0 by the end of the academic year to be eligible for financial aid the following academic year.

**Quantitative (Pace of Completion)** - To earn a master's degree at Aurora University, students must complete a minimum of 30 semester hours depending on the academic program. Students may receive financial aid for up to 150% of the hours required to complete their programs. Students must complete at least two-thirds (66.67%) of all courses attempted in an academic year to maintain quantitative eligibility for aid.

## Policy on Incompletes, Audits, Withdrawals

Aurora University will not allow the following to be considered as credits successfully completed, but will consider them as courses attempted:

“NCR” - No Credit Courses

“W” - Withdrawal

“I” - Incomplete Courses

“AU” - Audit

“F” - Failure

“X” - Deferred Grade

Students who receive an Incomplete or Deferred Grade for a course while on SAP probation will be reviewed on an individual basis. Non-credit remedial courses are counted toward the minimum amount of courses required for financial aid eligibility.

## Retaking Coursework

Students are eligible to repeat courses, but only the higher grade will be calculated in the GPA and credit toward graduation. If a student completes and passes a course, they may only receive Federal Title IV aid for one repeated course should they decide to retake the same course to earn a higher grade. If a student withdraws from or fails a course, they may receive Federal Title IV aid if they retake the course.

## Impact of Dropping/Failing Courses

Though a student may receive Federal Title IV aid for retaking a course that had previously been dropped or failed, both the first and second attempts are counted toward the quantitative requirement. This means that repeatedly withdrawing from and/or failing courses may negatively impact a student's quantitative progress (pace of completion) over the long-term and result in the student failing to meet SAP requirements.

## Financial Aid Appeal Process

If a student does not meet the qualitative and/or quantitative SAP requirements, resulting in a loss of federal financial aid eligibility, he/she may appeal this determination in writing by completing and submitting the necessary documentation to the Office of Financial Aid within the designated deadline. The student will be provided with detailed instructions regarding the appeal process at that time. The appeal process takes into consideration special circumstances. The student must submit the appeal by the Friday two weeks prior to the start of the next academic term.

The SAP Appeals Committee will meet to review the appeal and supporting documentation, if applicable, and will be responsible for the final decision regarding financial aid eligibility for the next academic year. The student will be notified in writing of the committee's decision. If approved, the student will be placed on financial aid probation and an academic plan will be prescribed for continued financial aid eligibility. All specifications for the academic plan will be provided to the student in writing and will be monitored on a semester-by-semester basis to determine continued financial aid eligibility.

## Family Educational Rights and Privacy Act of 1974 as Amended

The Family Educational Rights and Privacy Act of 1974 is a federal statute, that took effect on November 19, 1974. Specifically, this statute governs (1) student access to records maintained by educational institutions, and (2) release of such records.

1. Under the first heading, student access to records, the law requires all educational institutions to allow attending students and former students access to their personal records.
  - a. At Aurora University the records of attending students include the general file in the Crouse Center for Student Success or graduate program office, the permanent academic record in the Registrar's Office, financial records in the Student Accounts Office, the financial aid files in the Office of Financial Aid, and where appropriate, the files in the School of Education and Career Services.
  - b. The files of former students are found in the Office of Alumni Relations, Registrar's Office, and, where appropriate, in the School of Education and Career Services.
  - c. Specifically exempted from viewing by the student are the financial records of students' parents and the confidential recommendations and statements written for and placed in the file prior to January 1, 1975. A student may or may not sign a waiver of his/her right to access to recommendations and statements written for and about him/her after January 1, 1975.
  - d. Copies of student records will be furnished upon written request of the student. Official transcripts of a student's college academic record are available. Student credentials maintained by the School of Education are also available. The first set of five credentials is free of charge; all subsequent sets of five are issued at a rate of \$2.00. Other student records for which copies are requested will be issued at a charge of \$.25 per page with a minimum charge of \$2.00.
2. The law requires educational institutions to provide hearings for students to challenge any record that they consider inaccurate or misleading. Aurora University, in complying with this law, has established the following procedures for implementing it.
  - a. A student must present a written request to see the contents of his/her files to the appropriate office. An appointment will then be made for him/her to read his/her file in the presence of a member of the university staff. Identification will be required at the time of the appointment. A student may read the contents of these files, but may not remove or destroy any of the contents.
  - b. A University Judicial Board hearing may be requested by a student for the purpose of challenging any record he/she considers inaccurate or misleading, under the terms of General Campus Regulation Number 16. The decision of the University Judicial Board will be appropriately implemented in all such cases. If the decision is not to amend the record,

the student will be allowed to place a written comment or explanation in his/her file. If the contested portion of the file is disclosed to anybody, the student's statement will also be disclosed.

3. Under the second heading, the release of student records, the law requires prior written consent of the student before releasing personally identifiable data about him/her from the records to other than a specified list of exceptions that includes school officials, officials of other schools in which a student seeks to enroll, parents of "income tax dependent" students, appropriate government officials, accrediting organizations, in response to a legal subpoena and to certain others if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
  - a. Excepted from this requirement is "directory information," including the student's name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, current registration, degrees, honors, and awards received, and the most recent previous educational institution attended by the student.
  - b. Such information may be made public once the institution gives notice of the categories of information that it has designated as such "directory information" and allows a reasonable period of time after such notice has been given for a student to inform the institution that some or all of the information designated should not be released without his/her prior written consent. This announcement constitutes such public notice.





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# ***ACADEMIC PROGRAMS***

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# ***Doctor of Education (EdD)***

*This program is offered in Aurora and at the Woodstock Center.*

## **Leadership in Adult and Higher Education**

## **Leadership in Curriculum and Instruction**

## **Leadership in Educational Administration**

The School of Education offers three doctoral degree programs: Leadership in Adult and Higher Education; Leadership in Curriculum and Instruction; and Leadership in Educational Administration. Curriculum and Instruction candidates may emphasize curriculum for K–12 learners or adult students. These programs develop expertise in professional practice and are intended for individuals pursuing careers as school and district administrators, program administrators, staff developers, curriculum developers, teacher educators, classroom teachers, education professors, and instructors of adult students. The programs may be completed in three years and must be completed in six years. The first two years are devoted to coursework, and the remaining time to finishing the dissertation.

Each fall, a new cohort is admitted. Each student becomes part of a stable cohort of students. Faculty members make an effort to create a collegial, friendly and collaborative environment that supports rigorous study. The cohort stays together for the three years of the program.

The full-time faculty members in the EdD program are all professors with considerable expertise in their subject areas. Because they teach only in the doctoral program, they are able to give extensive professional and academic advisement to students. Other professors in the School of Education and clinical faculty teach courses in the curriculum; these professors are also recognized leaders/experts in their subject areas.

The curriculum is designed to provide a comprehensive program for students. The courses and assignments are carefully coordinated and sequenced to facilitate student growth from course to course. Graduates will possess broad understandings of curriculum and instruction or administration as well as individual areas of specialization.

The EdD program always offers the courses as they are outlined in the curriculum; students can count on courses not being cancelled. Courses are taught at the same times each year so students can plan their personal schedules.

The EdD program has the purpose of developing better practitioners. This is accomplished by melding theory, academic study, and practice in course readings, assignments, and dissertations.

All candidates receive a strong grounding in research and inquiry. It is possible to specialize in quantitative or qualitative methods; historical, philosophical and theoretical methods of inquiry can be accommodated. Candidates are expected to conduct research in areas relevant to their practice and to apply research appropriately.

## Admission Procedures for the Doctoral Program

The candidate must complete the admission portfolio and submit it to Aurora University. The admission portfolio will be assessed for the following: leadership ability, communication ability and scholarship. To gain admission to the administrative program, candidates must hold an administrative position in their school districts. Illinois candidates must also hold the Type 75 Credential or the Principal Endorsement on a Professional License. The required content for the admission portfolio includes:

- A completed application form.
- At least two references.
  - A person familiar with the candidate's academic work.
  - A person familiar with the applicant's professional leadership work, such as a manager, a principal, a department chair or school board chair.
- One set of official transcripts for all graduate study, showing completion of an appropriate master's degree from a regionally accredited university and, if applicable, all courses that led to the superintendent's endorsement.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's leadership background. Note: Candidates should refer to the web page "Criteria for Review of Candidates for Admission, [aurora.edu/edd-criteria-review](http://aurora.edu/edd-criteria-review) to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.
- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the EdD program.
- One example of an accomplished scholarly or professional project/product/report/paper, etc. that the candidate considers to be an indication of leadership and scholarship in curriculum/instruction and/or administration.
- A reflection on the submitted example, placing it in context and explaining clearly how it is a representation of the leadership/scholarship ability and potential of the candidate.

## Annual Progress

After their first year, candidates, except for those who enter the program having obtained the superintendent's endorsement, submit a reflection on their progress toward the EdD program outcomes. At the end of their second year, candidates, except for those who enter the program having obtained the superintendent's endorsement, take a comprehensive examination in which they apply their learning to issues arising from educational practice.

## Degree Requirements for the EdD Program

- A minimum of 60 semester hours (beyond the master's degree): 42 hours of coursework, six hours of directed or other study, 12 hours of dissertation.
- A proposal and dissertation that involve the application of research methodology and literature to inform or improve professional practice.

- Except for those for those who enter the program having obtained the superintendent's endorsement, completion and submission of a reflection on progress toward EdD program outcomes and a comprehensive examination, as well as maintenance of satisfactory progress.
- Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment.

## Curriculum/Schedule

Candidates following the full EdD plan who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened plan would take one course in the fall and spring terms, completing all coursework by the end of the third year. Candidates following the superintendent's degree completion plan take three to four hours of coursework each term in their first year. In their second year they complete their coursework and focus on dissertation research. All courses are taught in Aurora on Wednesday evening and Saturday morning. Classes in Woodstock meet on Tuesday evenings and Saturdays. Off-campus courses meet at a time that works for the individual cohorts.

## Leadership in Adult and Higher Education

### Year One:

- EDU8010 Introduction to Educational Research (4)  
 EDU8135 Dynamics of Organizational Theory and Change (4)  
 EDU8150 Learning in the Digital Age (3)  
 EDU8170 Curriculum for Race, Gender, Culture and Ethnicity (3)  
 or  
 EDU 7150 Advanced Human Resources Administration (3)  
 EDU 8500 Contemporary Issues of Adult Learners (3)  
 EDU 8510 Foundations in Adult Learning and Education: History, Sociology, Politics and Economics (4)

### Year Two:

- EDU 8080 Principles and Practice of Instructional Materials and Curriculum Design (3)  
 or  
 MBA 6075 Operations Management (3)or  
 or  
 MBA 6620 Leading Strategically (3)  
 or  
 MBA 6630 Leading Teams (3)  
 EDU8100 Quantitative Educational Research (4)  
 or  
 EDU8190 Qualitative Research in Education (4)  
 EDU 8180 Leadership and Implementation of Curriculum and/or Programs (4)  
 or  
 MBA 6075 Operations Management (3)  
 or  
 MBA 6620 Leading Strategically (3)  
 or  
 MBA 6630 Leading Teams (3)
- EDU8250 Principles and Practices of Assessment and Program Evaluation (4)  
 EDU 8225 Philosophies of Adult Learning (3)  
 EDU 8515 Learning How to Learn: Applied Theory for Adult Learners (3)

**Year Three:**

Candidates complete two of the following:

EDU 8200 Advanced Quantitative Dissertation Research (3), or EDU 8210 Advanced Qualitative Dissertation Research (3), or EDU 8830 Directed Study (3 or 4), or EDU 8520 Seminar: Issues in Higher Education Administration (3). Candidates also complete 12 hours of proposal and dissertation in EDU8800, for a total of 18 semester hours.

**Leadership in Curriculum and Instruction****Year One:**

- EDU8010 Introduction to Educational Research (4)
- EDU8110 Educational Reform and Renewal: Seminar (3)
- EDU8130 Foundations for Curriculum Studies (4)
- EDU8135 Dynamics of Organizational Theory and Change (4)
- EDU8150 Learning in the Digital Age (3)
- EDU8170 Curriculum for Race, Gender, Culture and Ethnicity (3)

**Year Two:**

- EDU8080 Curriculum Design I (3)
- EDU8100 Quantitative Educational Research (4)
- or
- EDU8190 Qualitative Research in Education (4)
- EDU8160 Clinical Supervision and Teacher Development (3)
- EDU8180 Leadership and Implementation of Curriculum (4)
- EDU8220 Teaching: Current Research and Theory (3)
- EDU8250 Principles and Practices of Assessment and Program Evaluation (4)

**Year Three:**

Candidates complete either an advanced research class, EDU8200 or EDU8210, plus 3 semester hours of directed study, EDU8830, or they complete 6 hours of directed study. Candidates also complete 12 hours of proposal and dissertation in EDU8800, for a total of 18 semester hours.

**Leadership in Educational Administration, Degree Completion Plan**

*(for those entering the EdD program with the superintendent's endorsement)*

**Year One:**

- EDU7010 Introduction to Educational Research (4)
- EDU7100 Quantitative Educational Research (4)
- or
- EDU7190 Qualitative Research in Education (4)
- EDU7240 Administration of Technology and Technology for Administrators (2)

**Year Two:**

- EDU7200 Advanced Quantitative Dissertation Research (3)
- or
- EDU7210 Advanced Qualitative Dissertation Research (3)

*(For those with fewer than 34 hours of Superintendent Endorsement Courses)*

- EDU7830 Independent Study (1-5)
- EDU 7800 Dissertation Hours (12)

## Leadership in Educational Administration, Full Degree Plan

### Year One:

- EDU7010 Introduction to Educational Research (4)  
 EDU7110 Educational Reform and Renewal: Seminar (3)  
 EDU7120 Policy Analysis/Research in Education (4)  
 EDU7135 Dynamics of Organizational Theory and Change (4)  
 EDU7140 Seminar in Advanced Education Law (3)  
 EDU7150 Advanced Human Resources Administration (3)

### Year Two:

- EDU7100 Quantitative Educational Research (4)  
 OR  
 EDU7190 Qualitative Research in Education (4)  
 EDU7170 Administration of Educational Facilities (2)  
 EDU7220 Economics of Education (3)  
 EDU7225 Curriculum for Administrators (3)  
 EDU7240 Administration of Technology and Technology for Administrators (2)  
 EDU7260 The Modern Superintendency (3)  
 EDU7270 Assessment for Administrators (3)

### Year Three:

- EDU7750 Educational Leadership Internship (3)

In addition to the internship, candidates complete 3 semester hours of directed study, EDU7830; or an advanced research course, EDU7200 or EDU7210; and 12 semester hours of proposal and dissertation; EDU7800, for a total of 18 semester hours.

## Course Descriptions

### **EDU7010/8010 Introduction to Educational Research** *4 semester hours*

The purpose of this course is to provide an introduction to the major research paradigms of educational research: quantitative and qualitative. At the same time, the course will provide the skills and knowledge necessary to read critically educational research literature. Students will examine current research practices in education, analyze research findings related to current educational issues, and analyze and evaluate the implications of those findings.

**Prerequisite:** Acceptance into the EdD program.

### **EDU7100/8100 Quantitative Educational Research** *4 semester hours*

This course examines educational quantitative research design and data analysis. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between research design and the appropriate selection and use of simple and complex descriptive and inferential statistics.

**Prerequisite:** EDU7010/8010.

### **EDU7110/8110 Educational Reform and Renewal: Seminar** *3 semester hours*

After examining specific reform/renewal movements in American education history and learning about the factors that effect and affect the success of reform/renewal, this course will turn its attention to current school reform/renewal issues,

policy and initiatives and analyze them from historical, philosophical, political, economic, and social perspectives. This course is considered foundational to the strands of the EdD Program in that it provides students with necessary background perspectives to understand and discuss current trends, issues, research, policies, principles and practices of education in America.

**Prerequisite:** Acceptance into the EdD program.

**EDU7120 Policy Analysis/Research in Education** *4 semester hours*

This course will focus on the elements of public policy analysis/research. It will examine the purposes, conceptual frameworks, methodologies, design, and strategies which comprise policy analyses/research, particularly the relationship between policy evaluation/analysis and decision-making in education. Students will be introduced to the analytical tools necessary for policy analysis/research and will learn to view policy and policy-making from different perspectives: as rational problem-solving, organizational habit, and political settlement; as the effort to symbolize key values; as expression or temporary resolution of moral dilemmas. The course will address current problems and issues in community relations as they affect administrative practices in the areas of policy analysis and research. This course will consider internal relationships, such as those among various components of the school district and between the board of education and the district office.

**Prerequisite:** Acceptance into the EdD program.

**EDU7135/8135 Dynamics of Organizational Theory and Change** *4 semester hours*

This course acquaints each student with theories and strategies of organizations that impact the administration and organizational development of schools. Additionally, students will examine the conceptual and operational steps organizations must take to change successfully. This course will analyze critically traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. Additionally, this course will examine inclusive models for community and district development and building positive relationships to support education.

**Prerequisite:** Acceptance into the EdD program.

**EDU7140 Seminar in Advanced Education Law** *3 semester hours*

This course will analyze the impact of state and federal laws on schooling and educational practice, and on the interactions among participants in education such as teachers, students, parents, and administrators. It will also provide educators with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law.

**Prerequisite:** Acceptance into the EdD program.

**EDU7150 Advanced Human Resources Administration** *3 semester hours*

This course will examine various theories, practice, and research in human resources administration. Through fictionalized and local case studies and relevant literature, students will learn about patterns and practices in educational personnel management, and issues and trends in human resources administration.

**Prerequisite:** Acceptance into the EdD program.

**EDU7170 Administration of Educational Facilities** *2 semester hours*

Through case studies, field experiences and the literature, this course will explore the problems, issues, research and trends in the design, maintenance and utilization of educational facilities.

**Prerequisite:** Acceptance into the EdD program.

**EDU7190/8190 Qualitative Research in Education** *4 semester hours*

Building upon Introduction to Educational Research, the first part of this course will examine research design and data collection for a number of types of qualitative research: lived experience, narrative inquiry, life history/oral history, ethnography, case study, documentary research, ethnography, micro-ethnography, grounded theory, descriptive/interpretive, critical theory/feminist. Issues such as ethics, validity and reliability, and the role of the practitioner-researcher will be addressed. The second part of this course will address data analysis and representation examining types of data analysis and management and critical issues in qualitative research.

**Prerequisite:** EDU7010/8010.

**EDU7200/8200 Advanced Quantitative Research** *3 semester hours*

This course builds upon Introduction to Educational Research and Quantitative Research in Education I. The course will examine advanced topics in quantitative research design and data collection, and various data analysis techniques. The use of IBM SPSS in data analysis will be stressed. The quantitative research concerns of individual students will also be addressed.

**Prerequisite:** EDU7100/8100.

**EDU7210/8210 Advanced Qualitative Research** *3 semester hours*

Building upon Introduction to Educational Research and Qualitative Research in Education I, this course will emphasize data analysis, its assumptions, variations, and processes. The course will also examine various ways of presenting and communicating the findings of qualitative research, and students will read and analyze examples of qualitative research. Issues, such as ethics, validity and reliability, will continue to be addressed.

**Prerequisite:** EDU7190/8190.

**EDU7220 Economics of Education** *4 semester hours*

This course will focus on the relationship between economics and the provision of educational services. Current topics in educational economics such as returns to investment in education, school choice, teacher compensation, accountability, and privatization of education will be examined. Students will learn how to analyze issues from an economic perspective. As well, the course will examine current problems in school finance, including costs, ability to support schools, and financial implications of educational principles. Problems of federal, state and local school support will be examined.

**Prerequisite:** Acceptance into the EdD program.

**EDU7225 Curriculum for Administrators** *3 semester hours*

This course provides administrators with an overview of how to provide curriculum leadership, including designing, aligning, implementing and evaluating curriculum. It examines the curriculum development cycle from concept, through writing and piloting, to formative evaluation, revision and implementation. Stu-



dents will focus on aligning a curriculum with other curricula and with state standards. They will also discuss providing leadership around professional development. Students will complete a practical project that involves evaluating a district-wide curriculum.

**Prerequisite:** Acceptance into the EdD program.

**EDU7240 Administration of Technology and Technology for Administrators**

*2 semester hours*

As the title suggests, this course will have two foci. The course will concentrate on issues surrounding technology in the schools and on the administrative functions that technology requires. It will also concentrate on the functions that technology can play in efficient management and management of information. The course will include lab experiences.

**Prerequisite:** Acceptance into the EdD program.

**EDU7260 The Modern Superintendency**

*3 semester hours*

Candidates will take this course toward the end of their academic program. As such, The Modern Superintendency will provide a practical, capstone experience, during which candidates will analyze, synthesize and apply their knowledge from previous courses. The course will take a very broad perspective in examining the job of superintendents in today's schools. Students will examine 1.) the leadership characteristics of modern superintendents, 2.) the role of the superintendent in twenty-first century schools, and 3.) the many challenges facing superintendents in today's educational environment.

**Prerequisite:** Acceptance into the EdD program.

**EDU7270 Assessment for Administrators**

*3 semester hours*

This course will explore assessment issues faced by administrators, especially issues around high-stakes standardized tests. Candidates will address essential concepts around interpreting and using assessments, including ethical behavior, reliability, validity and interpreting norm-referenced scores. In light of the purposes of assessment, they will examine and critically analyze specific testing/assessment programs and consider the elements of an ideal district assessment program.

**Prerequisite:** Acceptance into the EdD program.

**EDU7750 Educational Leadership Internship**

*3 semester hours*

The Internship in Educational Leadership provides continued practical experience in the student's major field, under close supervision and direction of local school district personnel and doctoral faculty members. The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards associated with the EdD program at Aurora University. The outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. Each internship is unique to the needs of that particular doctoral candidate and comes at, or near, the end of the formal program of studies. It is understood that effort expended during the internship must be comparable to formal coursework. This effort translates into approximately 60–65 clock hours devoted to the internship for three semester hours of credit.

**Prerequisite:** Acceptance into the EdD program.

**EDU7800/8800 Dissertation***12 semester hours*

In this course, divided over two or more semesters, the candidates work one-on-one with members of their dissertation committee, writing and defending the proposal, submitting the proposal to the Institutional Review Board, collecting and analyzing data, writing the dissertation, and preparing for the dissertation defense.

**EDU7830/8830 Directed Study***3 or 4 semester hours*

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Directed Study description.

**EDU7980/8980 Independent Study***3 or 4 semester hours*

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Independent Study description.

**EDU8080 Curriculum Design***3 semester hours*

This course will examine principles and research in the design and development of instructional materials and curriculum. The development cycle of conceptualization, writing, formative evaluation and revision of instructional materials, including textbooks, is examined. The realities of publishing and marketing instructional materials are explored, as are procedures for evaluating and selecting instructional materials. A contemporary curriculum project and research related to that project are examined for its assumptions, development process, content and effectiveness. Candidates will design instructional materials, employing best practice in the design.

**Prerequisite:** Acceptance into the EdD program.

**EDU8130 Foundations for Curriculum Studies***4 semester hours*

The course will examine epistemologies influencing the field of curriculum and curriculum development. It will also explore the history of the curriculum field. Primary and secondary source readings will be used, as well as analyses of curriculum.

**Prerequisite:** Acceptance into the EdD program.

**EDU8150 Learning in the Digital Age***3 semester hours*

This course will examine the theoretical foundations and research into various techniques of learning technologies: computer-based and internet-based technologies, virtual classrooms and schools, Web 2.0, digital libraries, videoconferencing, virtual reality, networks, discussion forums, interactive whiteboards, online courses, MOOCs, etc. As well, the course will include discussions and readings about access, globalization, adult technophobia, ethics, equity, privacy, and the impact of the technologies on society in general, adult learning, and education in particular. Students will be exposed to applications for various curriculum subjects and will analyze technology standards for students, teachers and administrators (ISTE). In lab sessions, students will examine specific technologies and design learning experiences that integrate technology.

**Prerequisite:** Acceptance into the EdD program.

**EDU8160 Clinical Supervision and Teacher Development** *3 semester hours*

This is an advanced course in supervision which focuses on the theory and practice of supervision and teacher development. The focus will be on supervision as an instructional process, the aim of which is to improve instruction. Both pre-service and in-service supervision will be discussed.

**Prerequisite:** Acceptance into the EdD program.

**EDU8170 Curriculum for Race, Gender, Culture  
and Ethnicity***3 semester hours*

This course will examine educational responses to diversity and inequality of educational opportunity. Students will focus on programs, policies and curricula aimed at ameliorating problems faced by disenfranchised groups in contemporary P-12 schools as well as adult learning institutions. Issues, such as race, gender, class, exceptionalities, culture etc., will be addressed.

**Prerequisite:** Acceptance into the EdD program.

**EDU8180 Leadership for Curriculum Implementation***4 semester hours*

This course will evaluate traditional approaches to leadership as well as contemporary theories and styles of leadership. Candidates will examine principles underpinning leadership such as their own values, personal philosophy and beliefs. Candidates will apply leadership content to the role of curriculum director in a school district or administrator in an adult learning institution. They will critically analyze selected curricula and curricular trends from a number of perspectives, develop a curriculum in an area of interest and reflect on how to implement the curriculum effectively.

**Prerequisite:** Acceptance into the EdD program.

**EDU8220 Teaching: Current Research and Theory***3 semester hours*

This course will explore the research literature on classroom teaching and the contrasting conceptual and methodological approaches upon which the research is based. The course is designed to help students become knowledgeable about the major areas in the field, develop a critical perspective on contrasting paradigms and raise questions about the implications of research on teaching for curriculum, instruction, evaluation and professional development.

**Prerequisite:** Acceptance into the EdD program.

**EDU8225 Philosophies of Adult Learning***3 semester hours*

The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning.

**Prerequisite:** Acceptance into the EdD program.

**EDU8250 Principles and Practices of Assessment and  
Program Evaluation***4 semester hours*

This course explores issues and practices of the evaluation and assessment of learning and educational outcomes, including student learning, curriculum effects, program evaluation, teacher competency, impact of large-scale assessment programs, assessment and distance education, adult competency-based assessments, comprehensive exams, and the impact of higher education admission policies and ethics. Students examine and analyze critically specific testing/assessment/higher education admission policies and read, analyze and evaluate selected curriculum and program evaluations and design a program or curriculum evaluation. Although the course does not have a statistical measurement focus, it will require students to read and understand assessment results.

**Prerequisite:** Acceptance into the EdD program.

**EDU8500 Contemporary Issues of Adult Learners** *3 semester hours*

This course examines various contemporary issues in adult education: social justice, diversity and marginalization; human resource development; lifelong learning, globalization; the role of mass media and popular culture; technology; and health, welfare and the environment. Emphasis is on the identification definition, and study of adult learning issues and how education leaders address them. Legal and ethical issues are also considered. Participants critically analyze forces shaping adult learning and higher education to create research questions.

**Prerequisite:** Acceptance into the EdD program.

**EDU 8510 Foundations in Adult Learning and Education:****History, Sociology, Politics and Economics** *4 semester hours*

This survey course brings various disciplinary perspectives – such as history, philosophy, political science, and sociology – to bear on the analysis of educational theories and practices in adult learning and education. Participants analyze the contributions of major scholars and leaders in the field of adult development and learning's influence on current perspectives. Additionally, participants predict the probable impact of the various disciplines on the future of adult learning and education.

**Prerequisite:** Acceptance into the EdD program.

**EDU8515 Learning How to Learn: Applied Theory for Adult Learners***3 semester hours*

This course applies the theoretical understandings of adult learning and the skills that enable adults to learn effectively in classrooms, small groups and individually. Participants analyze and apply effective policies, methods, techniques and strategies for the instruction of adults.

**Prerequisite:** Acceptance into the EdD program.

**EDU8520 Issues in Higher Education Administration:****Seminar (elective)***3 semester hours*

This course examines administrative strategies and characteristics of adaptive and sustainable higher education organizations. Participants consider higher education administrators response to external forces (governmental agents, the public, the global community) and internal (faculty, staff, students and administrator) issues. Participants investigate shared governance, autonomy and accountability, economics, policy and politics, ethical and sociological issues, management, personnel development, program planning, and evaluation.

**Prerequisite:** Acceptance into the EdD program.

# Doctor of Social Work (DSW)

*This program is offered in Aurora and at the George Williams College campus in Wisconsin.*

The primary objective of the DSW program in the School of Social Work is designed to educate and train doctoral students who can practice at an advanced clinical level as well as teach advanced clinical theory and practice content in any type of undergraduate (BSW) or graduate (MSW) program. Graduating AU DSWs would be prepared to practice clinical social work at a highly advanced post-graduate level, as well as teach advanced clinical theory and practice in BSW and MSW programs throughout the country.

## DSW Admission Requirements

1. The student must have an MSW degree from a Council on Social Work Education (CSWE) accredited program or a master's degree in a related area such as counseling psychology, human services, marriage and family therapy, etc.
2. The student must also have a Licensed Clinical Social Worker license (LCSW) or equivalent discipline license from their home state.
3. The student's GPA must be 3.0 on a 4.0 GPA scale.
4. The student must have at least three years of social work experience, pre-, concurrent- or post-MSW.
5. The student must submit two letters of recommendation.
6. The student must submit a sample of their writing in the area of Clinical Social Work Theory and Practice.
7. The qualified applicant may also go through a personal interview with the admissions committee upon the committee's discretion.

Students must complete the DSW program within five years. In certain circumstances, students may petition for a one-year extension.

## Application Considerations

Potential applicants for the DSW program should note that a criminal background may render them ineligible for a field internship which is a requirement to complete the DSW program. The applicant may also be ineligible for licensure after graduation. Aurora University and the School of Social Work reserve the right to deny admission to the DSW program based on application materials, previous academic record and records of past conduct, including, but not limited to, the results of a criminal background check or registration of a sex offense.

## Provisional Admission

A student seeking regular admission whose official transcripts or other required documents have not arrived by the established deadline due to circumstances beyond the applicant's control and who otherwise meets all requirements for admission to the program may be admitted provisionally for one semester. A provisional student whose admission status is not complete by the first day of the next semester (excluding summer) will be administratively dropped from classes.

## **DSW Program Options**

The School of Social Work offers the DSW program on an evening and/or weekend basis. The program requires 64 semester hours of credit.

## **DSW Clinical Seminar and Clinical Oral Requirements**

In the fall semester of their first year, the doctoral student will consult with the Director of the DSW program to secure his or her clinical preceptorship. The clinical preceptorship will begin in the spring semester of the first year in the doctoral program, and run for four consecutive semesters. In addition to a four-course clinical seminar sequence, the doctoral student is required to concurrently spend eight hours a week in an internship, including one hour of weekly consultation. The doctoral student may use his or her place of employment for the preceptorship with the approval of the Director of the DSW program. At the end of the four-course sequence, the doctoral student will construct a comprehensive paper describing the client being presented in a clinical oral examination. This paper will be distributed to the clinical oral committee consisting of three members; the doctoral student's clinical preceptor, the Director of the DSW Program, and a social work faculty member chosen by the student and approved by the Director of the DSW program. The doctoral student will present his or her clinical case to the committee, demonstrating mastery of a particular clinical theory and its application in clinical practice. The committee will cast a vote of pass or fail at the completion of the clinical oral and discussion. The doctoral student will need at least two out of three favorable votes to pass.

## **DSW Comprehensive Exam**

Once the student has successfully completed the first two years of required clinical and policy courses, he or she must pass a written comprehensive exam on that material. Once a student has passed the comprehensive exam, he or she is accepted into doctoral candidacy and may begin his/her research-course sequence and progress toward his/her dissertation.

## **DSW Dissertation Process**

Once the doctoral student has successfully completed the clinical preceptorship, passed the clinical oral, and passed the comprehensive exam he/she may begin the dissertation process. The doctoral student will secure a dissertation chair approved by the doctoral director and form a dissertation committee that will consist of three members: the dissertation chair and two others that have been chosen by the doctoral student accepted the committee assignment and been approved by the chair.

The doctoral student will then embark upon the clinical dissertation. This includes successfully completing the four-course research sequence, developing a successful clinical dissertation proposal, securing university Institutional Review Board (IRB) approval, gathering and analyzing data, and defending the completed clinical dissertation.

Students will work closely with and under the guidance of their dissertation chair to develop the clinical dissertation proposal, which will ultimately be orally presented to the dissertation committee for approval. Once approved, the doc-

toral student must secure Institutional Review Board approval for research on human subjects and may proceed to gather data. Once all data has been gathered, analyzed and the clinical dissertation has been written, the doctoral student will present an oral defense of his or her study to the committee and the public.

Students must enroll in four semester hours of dissertation supervision upon the successful completion of the research-course sequence. They may take all four semester hours at one time in the summer semester of their third year, or enroll in two semester hours each in the summer and fall semesters of the fourth program year. If the student has not successfully completed the dissertation process by the end of the fall semester of their fourth year, he or she will receive an "X" grade for their final two dissertation supervision semester hours. Students may continue the dissertation process while they carry the "X" grade, but must complete the dissertation no later than their fifth year in the program. In rare circumstances students may apply for a one-year extension to complete the dissertation in six years. While carrying the "X" grade and completing their dissertation, students will be charged a semester dissertation fee.

## DSW Program Requirements

### Year One:

- SWK7100 The History of Psychological Theory and Practice (3)
- SWK7150 The History of Clinical Social Work Knowledge and Practice (3)
- SWK7200 Clinical Seminar One (6)
- SWK7250 History of Social Policy (3)
- SWK7300 Clinical Seminar Two (6)
- SWK7350 Organizational Analysis (3)

### Year Two:

- SWK7400 Clinical Seminar Three (6)
- SWK7450 Teaching Clinical Social Work Theory and Practice (3)
- SWK7500 Clinical Seminar Four (6)
- SWK7810 Special Topics: DSW Electives (Three 3-semester hour courses) (9)

### Year Three:

- SWK8100 Research Methodology I (3)
- SWK8150 Data Analysis I (3)
- SWK8200 Research Methodology II, Dissertation Planning (3)
- SWK8250 Data Analysis II (3)
- SWK8800 Dissertation Supervision (4)

## DSW Course Descriptions

### SWK7100 The History of Psychological Theory and Practice

*3 semester hours*

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of psychological theory and clinical practice.

**Co-requisite:** SWK7150.

**SWK7150 The History of Clinical Social Work Knowledge and Practice***3 semester hours*

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice.

**Co-requisite:** SWK7100.

**SWK7200 Clinical Seminar One***6 semester hours*

This first clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with individual clients. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

**Prerequisites:** SWK7100 and SWK7150.

**Co-requisite:** SWK7250.

**SWK7250 History of Social Policy***3 semester hours*

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of social policy as it relates to clinical social work practice.

**Prerequisites:** SWK7100 and SWK7150.

**Co-requisite:** SWK7200.

**SWK7300 Clinical Seminar Two***6 semester hours*

This second clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with couples. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

**Prerequisites:** SWK7100; SWK7150; SWK7200 and SWK7250.

**Co-requisite:** SWK7350.

**SWK7350 Organizational Analysis***3 semester hours*

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of organizational theory as it relates to the current state of clinical social work practice.

**Prerequisites:** SWK7100; SWK7150; SWK7200 and SWK7250.

**Co-requisite:** SWK7300.

**Year Two:****SWK7400 Clinical Seminar Three***6 semester hours*

This third clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with families. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

**Prerequisites:** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300 and SWK7350.

**Co-requisite:** SWK7450.

**SWK7450 Teaching Clinical Social Work Theory and Practice***3 semester hours*

This didactic and experiential course will expose the doctoral student to the theory and techniques necessary to teach advanced clinical social work theory and practice in higher education.



**Prerequisites:** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300 and SWK7350.

**Co-requisite:** SWK7400.

#### **SWK7500 Clinical Seminar Four**

*6 semester hours*

This fourth clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with groups. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course. In this clinical seminar, the doctoral student will develop the comprehensive paper used in his or her clinical oral. Doctoral students will also use this course to help prepare for the clinical oral through practice presentation in class.

**Prerequisites:** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350; SWK7400 and SWK7450.

#### **SWK8810 Special Topics: DSW Electives Three**

*3 semester hour courses*

*9 total semester hours.*

The remaining three electives will consist of three 3-hour courses in an area of the doctoral student's choosing. These courses must be approved by the doctoral student's advisor, and substantially relate to the overall dissertation plan, i.e. be relevant to the course of study and add to the expertise of the doctoral student's overall educational process. These could include EdD courses from AU, as well as other AU master's-level courses that can be revised to meet doctoral criteria for content and assignment rigor. Coursework from institutions other than AU will not be accepted.

**Prerequisites:** Approval of Advisor; SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350; SWK7400 and SWK7450.

**Co-requisite:** SWK7810.

### **Year Three:**

#### **SWK8100 Research Methodology I**

*3 semester hours*

This course will acquaint the doctoral student with the knowledge and application of research methodology in preparation for development of the dissertation proposal.

**Prerequisites:** Successful completion of the Clinical Oral and Comprehensive Exams.

**Co-requisite:** SWK8150.

#### **SWK8150 Data Analysis**

*3 semester hours*

This course will acquaint the doctoral student with the knowledge and application of statistics for the study and research of social work treatment practices in support of the development of evidence-based practice.

**Prerequisites:** Successful completion of the Clinical Oral and Comprehensive Exams.

**Co-requisite:** SWK8100.

#### **SWK8200 Research Methodology II, Dissertation Planning**

*3 semester hours*

In this course, the doctoral student will develop an initial dissertation proposal, including formulating the research question, literature review, methodology

design, data analysis, human subjects protections procedures including consent forms, IRB application, and agency or organizational approvals.

**Prerequisites:** SWK8100 and SWK8150.

**Co-requisite:** SWK8250.

### **SWK8250 Data Analysis II**

*3 semester hours*

This course is intended to support the student in developing a competitive level of statistical acumen in preparation for both finalizing the dissertation and engaging in professional practice or academia.

**Prerequisites:** SWK8100 and SWK8150.

**Co-requisite:** SWK8200.

### **SWK8800 Dissertation Supervision**

*2–4 semester hours*

**Prerequisites:** Successful completion of the Clinical Oral and Comprehensive Exam; SWK7500; SWK8200 and SWK8250.

## ***Master of Arts in Communication Management (MACM)***

***This program is not available to new students at the time of print.***

Communication, as a process and a function, is at the center of professional success. How organizations of all sizes manage internal and external communication can make the difference between accomplishing organizational goals or not. The challenges have become all the greater as digital media have changed the way people organize and communicate.

The Master of Communication Management program is designed specifically for working professionals who are seeking expertise in the strategic management of communication systems in professional contexts. As a management degree, with a focus on communication, this program will prove particularly valuable to communication professionals seeking to update their knowledge and skills in a 21st century marketplace. Students will leave the degree program with the cutting-edge knowledge and skills that are immediately applicable to their professional lives.

The Master of Communication Management balances study of complex theories with practical application — students learn to apply research and theory to solve complex business and communication problems. The degree program is designed to explore the uses of communication research, management of communication in a changing environment, global communication, integrated media strategies, and more.

### **Required Core Courses**

Eight semester hours of the master's degree must include the following required core courses:

COM5100 Managing Communication (4)

COM5150 Research Design and Evaluation (4)

## Elective Courses

A minimum of 16 semester hours of the master's degree must be completed from this list of elective graduate courses in Communication\*

- COM5200 Strategic Professional Communication (4)
- COM5300 Public Relations (4)
- COM5320 Branding and Advertising (4)
- COM5340 Professional Persuasive Practices (4)
- COM5500 Leadership and Change Management (4)
- COM5520 Group Dynamics (4)
- COM5540 Conflict and Crisis Communication (4)
- COM5560 Intercultural Communication (4)
- COM5700 Managing Media Convergence (4)
- COM5720 Global Communication (4)
- COM5800 Health Communication (4)
- COM5810 Special Topics in Communication (4)
- COM5820 Social Services Communication (4)
- COM6100 Professional Project in Communication (4)
- COM6500 Master's Thesis (4-12)

## Approved Cognate Courses Elective Courses\*

The following courses are approved as cognate electives that students may use in combination with the required 24 communication graduate courses to complete the minimum 32 semester hours for the Master of Communication Management.

- MBA6020 Marketing Management (3)
- MBA6030 Leadership and Organizational Behavior (3)
- MBA6100 Strategic Management (3)
- MBA6200 Human Resource Management (3)
- MBA6230 Strategic Human Resource Management (3)
- MBA6500 Global Business Immersion (3)
- MBA6610 Leading Organizational Development (3)
- MBA6620 Leading Strategically (3)
- MBA6630 Leading Teams (3)
- MBA6810 ST: Leading Nonprofits (3)

**\*Note:** This degree requires students complete a minimum of 32 semester hours in the program, of which 24 semester hours must be in communication. In addition, eight semester hours of communication and/or approved cognate coursework are required to complete the full degree requirements.

## Course Descriptions

### COM5100 Managing Communication

*4 semester hours*

This course addresses the production and distribution of information within organizations including the ethical management of communication networks, organizational structure, control and decision-making functions. The course explores the resources needed for effective organizational communication systems. *Note:* This course is required for all communication graduate students.

**Prerequisite:** Graduate Standing or instructor approval.

**COM5150 Research Design and Evaluation***4 semester hours*

Sophisticated communication professionals need to understand how to create and evaluate knowledge. This course is designed to improve ethical professional practice by exploring the applications of research and data in organizational decision-making. *Note:* This course is required for all communication graduate students.

**Prerequisite:** Graduate standing or instructor approval.

**COM5200 Strategic Professional Communication***4 semester hours*

This course explores the complexities and strategies of internal and external communication in public, private, and non-profit organizations. As a leadership tool, communication serves a political, informational, symbolic and influential function. Organizational theory and research are core components of this course. Specifically, this course equips students to critique and develop the fundamentals of: vision and mission statements, strategic plans, white papers, annual reports, crisis communication, and marketing and promotional communication.

**Prerequisite:** Graduate standing or instructor approval.

**COM5300 Public Relations***4 semester hours*

This course explores how to effectively manage public relations for an organization. Readings address different conceptualizations of the organization within its larger competitive environment and the role practitioners should play to achieve organizational success. Seminar discussions will focus on how different management approaches lead to different communication strategies, tactics and outcomes. Practical applications will be emphasized through a variety of case study analysis and strategic planning exercises.

**Prerequisite:** Graduate standing or instructor approval.

**COM5320 Branding and Advertising***4 semester hours*

Branding and advertising are major components of any business or non-profit organization. Showcasing products and services in creative ways increases visibility and improves sales. This course teaches students how to develop brands, create concepts and develop advertising campaigns. Students also learn practical tips, including how to organize a creative department, how to write a creative brief, how to create budgets and time-lines, how to research and purchase visual imagery, and how to determine appropriate media for particular branding and advertising campaigns.

**Prerequisite:** Graduate standing or instructor approval.

**COM5340 Professional Persuasive Practices***4 semester hours*

This course explores theory and research that connects communication with attitude formation and behavioral practices. The course focuses on the study and practice of persuasive discourse using both the rhetorical and behavioral science traditions. Issues examined include: strategic planning and organization, audience analysis, motives and values, effective use of language, the role of context and purpose, propaganda and the abuse of persuasion, campaign planning, effective presentation techniques, and the application of theory and research on persuasion.

**Prerequisite:** Graduate standing or instructor approval.

**COM5500 Leadership and Change Management***4 semester hours*

Students explore the role of communication with stakeholders, including subordinates, superiors, internal and external customers, suppliers and the community. Students examine effective communication in hiring and promoting, in

conflict, in community interaction and in the internal communication of an organization. Students conduct an assessment from the perspective of senior leadership in an organization, so it involves the design and successful implementation of vision, mission, and strategic plans.

**Prerequisite:** Graduate standing or instructor approval.

#### **COM5520 Group Dynamics**

*4 semester hours*

This course addresses advanced-level theory and practice of small group interaction. The course examines current research, focusing on learning applications of theories to relevant settings.

**Prerequisite:** Graduate standing or instructor approval.

#### **COM5540 Conflict and Crisis Communication**

*4 semester hours*

This course provides students with a fundamental understanding of conflict and crisis management, risk communication, media relations, and public-opinion research techniques in multiple contexts. It introduces students to crisis management principles, strategies, tactics and communication methods. Course participants work as a team to develop a crisis management plan for analysis and discussion. Successful students are able transfer to the workplace the knowledge and skills developed in this course. Students learn to predict, manage and control real-world controversies that they may confront as they pursue their careers. Moreover, students are able to manage effectively, participate in, and control volatile situations involving the news media.

**Prerequisite:** Graduate standing or instructor approval.

#### **COM5560 Intercultural Communication**

*4 semester hours*

This course examines the meaning and importance of intercultural communication as it applies to individuals, groups, organizations and nations. Students examine the meaning of “culture” and how “culture” can affect personal, national, and international understanding and communication, beliefs and behaviors. The course examines the difficulties and dangers that can result from cultural misunderstanding. In a modern world with diverse communication methods, there is an ever-increasing need for intercultural understanding and communication. The course investigates the various ways in which cultures differ and the necessity of understanding and respecting other cultures. The course assists communication professionals to be more effective with external communication campaigns in other countries and internal communication within a diverse workplace. The course emphasizes clear and logical spoken and written expression to enhance individual ability to interact effectively with people of different cultures.

**Prerequisite:** Graduate standing or instructor approval.

#### **COM5700 Managing Media Convergence**

*4 semester hours*

This course addresses the issues of managing communication messages, infrastructure, and audiences in a changing media landscape. The course explores the interactions, richness, and complexities of a converging media industry, allowing for better understanding of how and why strategic decisions are made in the dynamic media environment. Topics in the course include current trends and research in the economics, politics, and culture of the media industry. The unifying theme of this semester: Who are the players and what are the stakes in the media businesses?

**Prerequisite:** Graduate standing or instructor approval.

**COM5720 Global Communication***4 semester hours*

This course reviews the principles of effective communication in a global perspective, focusing on decisions regarding the communications mix. Different communication strategies are analyzed within the global-local dilemma. A specific emphasis on the global media and entertainment landscape is provided through a survey of the most relevant media markets.

**Prerequisite:** Graduate standing or instructor approval.

**COM5800 Health Communication***4 semester hours*

This course reviews current research and professional trends in health communication through an examination of theoretical frameworks, communication techniques and technologies that promote the health of individuals, communities, and populations. Topics may include health literacy, clinician-to-client communication, peer-to-peer communication, 'infotainment' and 'edutainment' communication, effective public health messages and mass media campaigns, risk and emergency communication

**Prerequisite:** Graduate standing or instructor approval.

**COM5810 Special Topics in Communication***4 semester hours*

Intensive study of specific topics; content varies. May be repeated for credit when topic is different.

**Prerequisite:** Graduate standing or instructor approval.

**COM5820 Social Services Communication***4 semester hours*

Effective communication is a vital part of social services. This course reviews current professional and scholarly developments in the field of social services with special emphasis on providing advice and guidance about communicating and interacting in a range of social service settings. The course reviews a variety of communication techniques, including symbolic, non-verbal, verbal, written and electronic forms of communication needed for effective social service planning and delivery.

**Prerequisite:** Graduate standing or instructor approval.

**COM6100 Professional Project in Communication***4 semester hours*

This course is designed to guide students through the development of a final professional communication project. Students select a project in collaboration with a member of the communication faculty. Graduation is subject to approval of the final project by the project committee and completion of a successful project defense. Students are encouraged to enter the class with a clear idea of what they would like to accomplish as a final product.

**Prerequisite:** Graduate standing or instructor approval.

**COM6500 Master's Thesis***4-12 semester hours*

This course is designed to guide students through the thesis process. Students select a topic for original research and conduct and write up their research in the course of the class. Students are encouraged to select a topic that will be useful in the workplace and that can be part of their professional portfolio. Graduation is subject to approval of the thesis by the thesis committee and completion of a successful defense. Students are encouraged to enter the class with a clear idea of what they would like to research. This course may be repeated for ongoing credit.

**Prerequisite:** Graduate standing or instructor approval.

# ***Master of Arts in Curriculum and Instruction (MACI)***

*This program is available in Aurora and at the Woodstock Center.*

The Master of Arts in Curriculum and Instruction degree is geared toward excellence in teaching, and is designed for practicing classroom teachers. The MACI provides a program of selected graduate studies to improve and enhance the delivery system of classroom learning experiences for the practitioner.

The program combines classroom study with field assignments that enable students to test theory against practical reality. This program is delivered in eight-week modules during the school year and a weeklong format during the summer.

## **Admission Requirements for Master of Arts in Curriculum and Instruction (MACI) include:**

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK-12, or preschool-age 21).
- One or more years of teaching experience in a PreK-12 setting and current district employment.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A recommendation from your current building principal or direct supervisor.

## **Attendance Policy**

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## **Academic Standards and Evaluation in Graduate Education Programs**

Upon completion of each of the 12 courses, letter grades are assigned to each candidate. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. Only two grades of "C" are accepted at the graduate level and they must be balanced by two course grades of "A." If a "C" is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## **Program Requirements:**

Thirty-six semester hours are required for the MACI program. Twenty-seven semester hours are taken as core-residency courses either on campus or at designated off-campus sites. The remaining courses in the degree may be satisfied through approved transfer coursework, or approved Aurora University coursework.

The School of Education graduate faculty may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

All courses must be less than five years old at the time of admission and with minimum grade of “B” or better. An official transcript must be provided. University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.

## **Degree Requirements for Master of Arts in Curriculum and Instruction (MACI)**

27 semester hours in core courses

Nine semester hours in courses selected in conjunction with graduate program advisor

### **General Core Courses: 27 semester hours required for all programs**

- EDU6020 Assessment in the Schools (3)
- EDU6030 The Individual, Cognition and Learning (3)
- EDU6040 The Learning Environment (3)
- EDU6050 Technology in the School of the Future (3)
- EDU6060 Scholarship Applied to Teaching (3)
- EDU6070 Introduction to Action Research (3)
- EDU6090 Contemporary Issues in Curriculum and Instruction (3)
- EDU6200 Curriculum for Diversity (3)
- EDU6630 Curriculum Development and Evaluation (3)

### **Education Electives: Nine semester hours from the list below**

- EDU5370 Adolescent Development and Learning (3)
- EDU5440 The Middle School: Mission and Methods (3)
- EDU5610 Survey of the Exceptional Individual (3)
- EDU5810 Conflict Mediation (3)
- EDU6170 Methods and Materials for Teaching ELLS in Bilingual Programs (3)
- EDU6320 Effective Comprehension Instruction (3)
- EDU6330 Literacy in the Content Area (3)
- EDU6610 Educational Leadership (3)
- EDU6640 School/Community Relations (3)
- EDU6650 School Law (3)
- OEDS5030 Technology and Engaged Learning (Tech III) (3)
- OEDS6360 Differentiation of Instruction (3)
- OEDS6441 The Collaborative Classroom (3)
- OEDS6572 Cooperative Discipline (3)
- OEDS6831 Advanced Applications of Educational Technology (Tech II) (3)

## **Core Course Descriptions for Master of Arts in Curriculum and Instruction (MACI)**

### **EEDU6020 Assessment in the Schools**

*3 semester hours*

This course is designed to develop skills in selecting, developing, and interpreting assessment methods that will provide reliable, valid, and fair measurement of valued educational achievement targets.



**EDU6030 The Individual, Cognition and Learning** *3 semester hours*

The focus of this course is the development of an understanding of the individual as learner and teacher and the implications for classroom instruction and student success.

**EDU6040 The Learning Environment** *3 semester hours*

The focus of this course is the development of an understanding of the learner's whole environment as it affects the learning process.

**EDU6050 Technology in the School of the Future** *3 semester hours*

This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.

**EDU6060 Scholarship Applied to Teaching** *3 semester hours*

This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis will be given to implementation of instructional strategies resulting from educational research.

**EDU6070 Introduction to Educational Research** *3 semester hours*

This seminar will be used to develop and clarify topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the student's classrooms through the process of action research.

**EDU6090 Contemporary Issues in Curriculum and Instruction** *3 semester hours*

This course is designed to initiate a professional conversation among individual students, school teams and cohorts about the major issues facing America's schools. The questions that emerge will become the focus for subsequent independent inquiry in master's program classes.

**EDU6200 Curriculum for Diversity** *3 semester hours*

Participants will expand their awareness, knowledge and skill in integrating cultural diversity into their curriculum. This course will increase participants' understanding about cultural diversity, enhance knowledge of specific issues in diversity, and develop skills in integrating cultural diversity into the curriculum. Participants will have opportunities to develop discipline-specific curriculum that integrates multicultural content.

**EDU6630 Curriculum Development and Evaluation** *3 semester hours*

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

In addition to the required courses listed above, cohorts will select three elective courses (nine semester hours) in conjunction with the graduate program advisor to round out the full Master of Arts in Curriculum and Instruction degree.

Three courses of approved electives (a minimum total of nine semester hours)

The following courses may also be applied toward the elective requirements for the MACI if taken as part of the certification program:

EDU5440 Middle School: Missions and Methods (4)

EDU5370 Adolescent Development and Learning (4)

Candidates for the MACI degree must hold a valid Illinois teaching license and be currently employed as a teacher in a K–12 setting in order to enroll. To carry over credits from the Secondary Licensure Program to the MACI, the courses being considered must be within five years of age and completed with a grade of “A” or “B.”

## ***Master of Arts in Curriculum and Instruction (MACI) with Bilingual/English as a Second Language Education (BL/ESL)***

*This program is available in Aurora and at the Woodstock Center.*

The primary goal of the Master of Arts in Curriculum and Instruction (MACI) with Bilingual/ESL Education is to provide candidates with the knowledge, skills and dispositions to achieve excellence in teaching. The candidates will earn an endorsement in Bilingual/English as a Second Language Education while completing a Master of Arts in Curriculum and Instruction (MACI) degree.

### **Admission Requirements**

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).
- One or more years of teaching experience in a PreK–12 setting and current district employment.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A recommendation from your current building principal or direct supervisor.
- Aurora University graduate admission staff will access your previous academic transcripts to note your ESL/Bilingual courses completed at AU.

### **Attendance Policy**

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

### **Academic Standards and Evaluation in Graduate Education Programs**

Upon completion of each of the 12 courses, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted

at the graduate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Program Requirements

Thirty-six semester hours are required for the MACI program with Bilingual/ESL Education. The School of Education Graduate Faculty Committee may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application towards specific degree requirements as outlined below. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

All courses must be less than five years old at the time of admission and must be completed with a grade of “B” or better. An official transcript must be provided. University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.

## Degree Requirements for Master of Arts in Curriculum and Instruction (MACI) – with Bilingual/English as a Second Language Education (BL/ESL)

EDU6030 The Individual, Cognition and Learning\* (3)

EDU6040 The Learning Environment\* (3)

EDU6050 Technology in the School of the Future (3)

EDU6060 Scholarship Applied to Teaching\* (3)

EDU6070 Introduction to Action Research\*(3)

EDU6110 Foundations in Language Minority Education\* (3)

EDU6120 Methods and Materials for Teaching ESL (3)

EDU6130 Cross-Cultural Studies for Teaching ELLs\* (3)

EDU6140 Assessment of Bilingual Students\* (3)

EDU6150 Linguistics for Teaching ELLs (3)

EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)

EDU6630 Curriculum Development and Evaluation\* (3)

\*These courses must be taken through Aurora University and cannot be brought in as transfer credits.

## Course Descriptions

**EDU6030 The Individual, Cognition and Learning** *3 semester hours*  
The focus of this course is the development of an understanding of the individual as learner and teacher and the implications for classroom instruction and student success.

**EDU6040 The Learning Environment** *3 semester hours*  
The focus of this course is the development of an understanding of the learner’s whole environment as it affects the learning process.

**EDU6050 Technology in the School of the Future** *3 semester hours*

This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.

**EDU6060 Scholarship Applied to Teaching** *3 semester hours*

This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis will be given to implementation of instructional strategies resulting from educational research.

**EDU6070 Introduction to Educational Research** *3 semester hours*

This seminar will be used to develop and clarify topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the student's classrooms through the process of action research.

**EDU6110 Foundations in Language Minority Education** *3 semester hours*

This course provides an introduction to the historical, philosophical, political, social and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed in the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools. (includes 20 hours of clinical experience)

**EDU6120 Methods and Materials for Teaching ESL** *3 semester hours*

In this course, participants will analyze the language learning processes of bilingual students and the appropriate order for learning academic basic skills in two languages. The course will focus on approaches and techniques to teach English as a second language. Participants will learn how to teach academic subject matter in and through English. A few of the instructional methods covered include total physical response (TPR), the Natural Approach, Making Content Comprehensible through the SIOP Method, and the Cognitive Language Learning Approach (CALLA). (includes 20 hours of clinical experience)

**Prerequisites:** EDU6110; EDU 6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

**EDU6130 Cross-Cultural Studies for Teaching ELLS** *3 semester hours*

This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning, and schooling on language minority children in the United States and the need of appropriate teaching and learning strategies for a diverse student population in today's classrooms. (includes 20 hours of clinical experience)

**EDU6140 Assessment of Bilingual Students** *3 semester hours*

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessment tools used to identify, place and monitor students receiving services in Bilingual and ESL Programs in Illinois. Emphasis will be

placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. (includes 20 hours of clinical experience)

**EDU6150 Linguistics for Teaching ELLs***3 semester hours*

This course provides the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis, and application of linguistic theory. Participants will also study theories and practices involving first and second language acquisition. (Includes 20 hours of clinical experience)

**EDU6170 Methods and Materials for Teaching ELLS in Bilingual Program***3 semester hours*

This course prepares participants by providing them with the knowledge, skills and competencies needed to meet the needs of English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. (includes 20 hours of clinical experience)

**Prerequisites:** EDU6110; EDU6120; EDU6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

**EDU6630 Curriculum Development and Evaluation***3 semester hours*

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

## ***Bilingual/ESL Endorsement***

***This program is offered in Aurora and through AU Online.***

Aurora University's School of Education has taken pride in keeping abreast of changing trends and needs of the communities it serves. Today, the number of children who come from a non-English language background is rapidly increasing in public and private schools throughout the United States. Most of these children are placed in Bilingual, English as a Second Language (ESL) or Dual Language Programs to meet their linguistic and academic needs by teachers specialized in second language acquisition. Illinois, among many other states, faces a shortage of teachers with endorsement in Bilingual and/or English as a Second Language (ESL) education. Many of these positions go unfilled each year. This endorsement program offers the courses required for the certification in the field of Bilingual/ESL Education.

Aurora University offers the opportunity for licensed teachers, administrators and school service personnel (school counselor, school social worker, school psychologist or speech language pathologist) to complete the coursework required by the state for the Bilingual/ESL Endorsement(s).

The program is offered in two delivery formats: individual course option and the cohort model through partnerships with local school districts. Courses are situated within a constructivist approach that promotes active participation in

knowledge acquisition, knowledge restructuring, re-inventing knowledge, and experimenting with knowledge to make it meaningful, organized and permanent.

Aurora University's Bilingual/ESL Endorsement Program is approved by the Illinois State Board of Education. It includes the 18 semester hours of coursework and 100 hours of clinical experience required by ISBE. Classes are taught by credentialed faculty with extensive experience in leading and teaching in Bilingual/ESL Programs.

## Requirements

The Bilingual/ESL Endorsement courses are offered at the graduate level. The 18 semester hours are part of a Master of Arts in Curriculum and Instruction (MACI) with Bilingual/ESL Education.

Prior to admission to the School of Education, students must meet the following requirements:

- A valid Illinois professional educator license (early childhood, elementary, secondary, or preschool-age 21) and in a current PreK–12 position.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Official transcripts from all institutions attended and/or original ECE or WES transcript evaluation. The transcript or evaluation must indicate a GPA of 2.75 or higher degree based on a 4.0 scale.
- One letter of recommendation.

## Bilingual Endorsement Course Requirements

EDU6110 Foundations for Language Minority Education (3)

EDU6120 Methods and Materials for Teaching ESL (3)

EDU6130 Cross-Cultural Studies for Teaching ELLs (3)

EDU6140 Assessment of Bilingual Students (3)

EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)

EDU6150 Linguistics for Teaching ELLs (3) (*Elective from ESL Endorsement Courses*)

## English as a Second Language Endorsement Course

### Requirements

EDU6110 Foundations for Language Minority Education (3)

EDU6120 Methods and Materials for Teaching ESL (3)

EDU6130 Cross-Cultural Studies for Teaching ELL (3)

EDU6140 Assessment of Bilingual Students (3)

EDU6150 Linguistics for Teaching ELLs (3)

EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3) (*Elective from Bilingual Endorsement Courses*)

The Bilingual/ESL Program at Aurora University is designed to complete the requirements for both endorsements with a total of 18 semester hours and 100 clinical hours embedded in the coursework. Those earning a Bilingual Endorsement must pass a language proficiency test in the target language. The test is administered by the Illinois Certification Testing System (ICTS) and required by the Illinois State Board of Education (ISBE). Upon completion of required coursework, students qualify to apply for one or both endorsements (Bilingual and/or ESL) through the Illinois State Board of Education.

## Bilingual Education Endorsement Courses

### **EDU6110 Foundations for Language Minority Education** *3 semester hours*

This course provides an introduction to the historical, philosophical, political, social and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a Second Language and effective instructional practices for English Language Learners in our schools. (includes 20 hours of clinical experience).

### **EDU6120 Methods and Materials for Teaching ESL** *3 semester hours*

In this course, participants will analyze the language learning processes of bilingual students and the appropriate order for learning academic basic skills in two languages. The course will focus on approaches and techniques to teach English as a second language. Participants will learn how to teach academic subject matter in and through English. A few of the instructional methods covered include Total Physical Response (TPR), the Natural Approach, Making Content Comprehensible through the SIOP Method, and the Cognitive Language Learning Approach (CALLA). (includes 20 hours of clinical experience)

**Prerequisites:** EDU6110; EDU6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

### **EDU6130 Cross-Cultural Studies for Teaching ELLs** *3 semester hours*

This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning, and schooling on language minority children in the United States and the need for appropriate teaching and learning strategies for a diverse student population in today's classrooms. (includes 20 hours of clinical experience)

### **EDU6140 Assessment of Bilingual Students** *3 semester hours*

This course will provide participants with a comprehensive knowledge foundation in the selection, administration, and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessments tools used to identify, place, and monitor students receiving services in Bilingual and ESL programs in Illinois. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. (includes 20 hours of clinical experience)

### **EDU6170 Methods and Materials for Teaching ELLs in Bilingual Program** *3 semester hours*

This course prepares participants by providing them with the knowledge, skills and competencies needed to meet the needs of all English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. (includes 20 hours of clinical experience)

**Prerequisites:** EDU6110; EDU6120; EDU6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

**Elective:**

**EDU6150 Linguistics for Teaching ELLs** *3 semester hours*  
(from the ESL Endorsement) (includes 20 hours of clinical experience)

**English as a Second Language Endorsement Courses**

**EDU6110 Foundations for Language Minority Education** *3 semester hours*  
This course provides an introduction to the historical, philosophical, political, social and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a second language and effective instructional practices for English Language Learners in our schools. (includes 20 hours of clinical experience)

**EDU6120 Methods and Materials for Teaching ESL** *3 semester hours*  
In this course, participants will analyze the language learning processes of bilingual students and the appropriate order for learning academic basic skills in two languages. The course will focus on approaches and techniques to teach English as a second language. Participants will learn how to teach academic subject matter in and through English. A few of the instructional methods covered include Total Physical Response (TPR), the Natural Approach, Making Content Comprehensible through the SIOP Method, and the Cognitive Language Learning Approach (CALLA). (includes 20 hours of clinical experience)

**Prerequisites:** EDU6110; EDU 6130; EDU6140; EDU6150 or consent of BL/ESL Program Chair.

**EDU6130 Cross-Cultural Studies for Teaching ELLs** *3 semester hours*  
This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning and schooling on language minority children in the United States and the need for appropriate teaching and learning strategies for a diverse student population in today's classrooms. (includes 20 hours of clinical experience)

**EDU6140 Assessment of Bilingual Students** *3 semester hours*  
This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in Bilingual and ESL programs in Illinois. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. (includes 20 hours of clinical experience)

**EDU6150 Linguistics for Teaching ELLs** *3 semester hours*  
This course provides an introduction to the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis and application of linguistics theories. Participants will also study theories and practices involving first and second language acquisition. (includes 20 hours of clinical experience)



**Elective:****EDU6170 Methods and Materials for Teaching ELLS in****Bilingual Programs***3 semester hours**(from the Bilingual Endorsement)* (includes 20 hours of clinical experience)**Prerequisites:** EDU6110, EDU6130, EDU6140, EDU6150 or consent of BL/ESL Program Chair.

## ***Master of Arts with Early Childhood and Special Education Endorsements (MA-ECSE)***

***This program is not available to new students at the time of print.***

The career of a teacher requires intellectual competence, dedication to service and a love for children. For those willing and able to meet the rigorous standards for teacher licensure, the joys of helping students grow and learn are lifelong rewards.

Aurora University has designed its licensure programs around the concept of achieving excellence in teaching and learning through “professional education communities.” To achieve the unit’s overarching goal of a collaborative community of learners, we have developed the Master of Arts Degree with License with Early Childhood and Special Education Endorsements around three main organizing concepts: the collaborative educator, curriculum, and community and society. These concepts, taken together, are the foundation of experiences designed to transform the candidates who study with us; ultimately, these educators will also have the disposition to be lifelong learners. Moreover, they will bring to their classrooms the power to transform the lives of their students. All of this is in keeping with the mission of Aurora University: “An inclusive community dedicated to the transformative power of learning.”

The proposed licensure with Early Childhood and Special Education Endorsements (ECSE) seeks to prepare candidates to utilize a variety of theoretical- and research-based practices to enable all children to reach their full potential. Candidates will be encouraged to take an active leadership role in their early childhood education careers, as they seek to blend their role as a collaborative educator with curricular needs and the resources of the community. To become a Type 04 licensed with the ECSE endorsement in Illinois, each candidate must pass a series of tests, and meet the standards of the State of Illinois, the National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and Illinois Professional Teaching Standards (IPTs) as well as the Illinois Learning Standards for Early Childhood.

### **Admission to the School of Education**

Those enrolling in the School of Education and the Master of Arts in Teaching with licensure - Early Childhood Special Education Endorsement Program must submit official transcripts documenting a bachelor’s degree from an accred-

ited college or university with a minimum GPA of 2.75. They must also complete the university application process (including submission of references), request and pass an FBI fingerprint criminal background/sex offender check, have the results of a current (within the last three years) TB skin test, and document passage of the Basic Skills Test (BST)/Test of Academic Proficiency (TAP). Those who have not yet passed the Basic Skills Test/Test of Academic Proficiency BST/TAP, but who have registered for the test and/or Aurora University review seminars, are limited to enrollment (conditional status) in the first year of coursework prior to Illinois Basic Skills Test/Test of Academic Proficiency BST/TAP passage. It also may be possible to use results from the ACT Plus Writing exam; applicants should check with Admission personnel for the most recent ISBE requirement.

### **Retention Criteria**

The Master of Arts in ECSE program is designed with courses sequenced to develop knowledge, skills and dispositions for the effective classroom teacher. In order to remain in good standing in the program, teacher candidates must maintain a minimum GPA of 3.0. They must document passage of the Early Childhood Special Education Content Test 152 and the Assessment of Professional Teaching Test prior to student teaching. They must also meet the dispositions described in the Disposition Assessment which is completed both by the candidate and his/her mentor.

### **Conditional Admission**

If the applicant's grade point average is below 2.75, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses, where a 3.0 average must be maintained or the applicant will not be able to continue the program (Note: Candidates may pursue the Candidate Appeal Process, listed in II.C.1, if they disagree with this decision). The goal of the admission process is to accept only those individual candidates who are committed to being lifelong learners and professionals in the field. The goal is not only to provide early childhood special educators but also individuals who are willing to assume leadership roles in the future.

### **Exit Criteria**

To complete the master's degree, teacher candidates must show satisfactory progress and maintain a minimum GPA of 3.0 for the required 44 semester hours. They must have completed all required coursework and credit hours, including student teaching. Upon successful completion, they will be recommended for teacher licensure with an endorsement in Early Childhood Special Education Grades Birth to Grade 3 Teacher license.

The School of Education is continuously redesigning its programs based on current research, state law and its conceptual framework. Students must be aware that there is the possibility that these redesigns may alter some of the requirements currently stated in this catalog and their program could be subject to these changes.

## Courses required for Teacher Licensure with Early Childhood and Special Education (PreK-2) Endorsements

44 semester hours

The requirements for the State of Illinois in teacher licensure in early childhood education with a special education endorsement are outcome-based. Our program consists of a series of courses that enable candidates to meet the required outcomes. The outcomes of these courses are aligned with the National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and Illinois Professional Teaching Standards (IPTTS), as well as the Illinois Learning Standards for Early Childhood, including social emotional development standards. The following courses are required to meet these outcomes:

- ECSE5100 Development of the Young Child – Birth to age 8 (3)
- ECSE5110 Legal Aspects of Early Childhood Education (3)
- ECSE5200 Infants and Children with Special Needs (3)
- ECSE5210 Speech and Language Development of the Young Child (3)
- ECSE5300 Observation and Assessment of the Young Child (3)
- ECSE5310 Collaborating with Families, Professionals and the Community (3)
- ECSE5320 Curriculum and Classroom Environment (3)

To enroll in any of the methods or practica courses, ECSE5100 through ECSE5320 must have been completed successfully.

- ECSE5400 Methods and Practices for Infants and Toddlers (3)
- ECSE5410 Methods and Practices for Preschoolers (3)
- ECSE5420 Methods of Teaching Early Reading and Writing (3)
- ECSE5430 Methods of Teaching Early Mathematical Thinking (2)
- ECSE5440 Methods of Teaching Early Science, Social Studies and the Arts (2)

Methods courses must be successfully completed prior to enrolling in ECSE5600, ECSE5610 or ECSE5620.

Choose *either* ECSE5600 and ECSE5610 *or* ECSE5610 and ECSE5620.

- ECSE5600 Early Childhood Field Experience – Birth to 3 (2)
- ECSE5610 Early Childhood Field Experience – Preschool (2)
- ECSE5620 Early Childhood Field Experience – Primary (2)

*Content APT Tests must be successfully completed prior to enrollment in Student Teaching.*

*All required courses must be completed successfully prior to enrollment in Student Teaching.*

- ECSE5750 Student Teaching (6)

## Illinois Endorsement in Early Childhood Special Education Requirements for Candidates Already Possessing Teaching Licensure with an LBS I (K-12) Endorsement

18 semester hours

### Required courses

- ECSE5200 Infants and Children with Special Needs 3 semester hours

This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Candidates learn how children are

identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings are addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized.

**Prerequisite:** Possession of an Illinois LBS I licensure.

### **ECSE5210 Speech and Language Development of the Young Child**

*3 semester hours*

This course covers typical and atypical speech and language development of the infant and young child. It teaches a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial techniques are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures, is a focus.

**Prerequisites:** Possession of an Illinois LBS I licensure; and ECSE5200 completed or taken concurrently.

### **ECSE5300 Observation and Assessment of the Young Child**

*3 semester hours*

In this course teacher candidates learn to assess children's cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and interviewing family members. Culture and bias-free instruments and procedures are covered as well as adapting assessments for children with disabilities and identifying gifted children. Candidates have the opportunity to test, interpret results, communicate the results in a team setting and collaboratively develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures related to these areas are examined.

**Prerequisites:** Possession of an Illinois LBS I licensure; and ECSE5200 completed or taken concurrently.

### **ECSE5310 Collaborating with Families, Professionals and the Community**

*3 semester hours*

This course emphasizes the importance of the family and the community in the development of the young child. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources and ethical procedures are explored. Candidates have an opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family's culture and home language.

**Prerequisites:** Possession of an Illinois LBS I licensure; and ECSE5200 completed or taken concurrently.

*To enroll in any of the methods or practica courses, courses ECSE5200, ECSE5210, ECSE5300, and ECSE5310 must have been completed successfully.*

### **ECSE5400 Methods and Practices for Infants and Toddlers**

*3 semester hours*

This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition and safety issues will be covered as well as fostering motor, self-help, language, social/emotional and cognitive skills. Candidates observe screenings and the development of the IFSP. In addition, they learn techniques for implementing learning activities which are embedded in the child's daily routines. Transition issues and procedures are also presented.

**Prerequisites:** Possession of Illinois LBS I licensure; ECSE5200; ECSE5210; ECSE5300 and ECSE5310.

### **ECSE5410 Methods and Practices for Preschoolers**

*3 semester hours*

Candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching social studies, science and the arts are stressed as well as interventions and adaptive technology available for children with disabilities, children from diverse cultures, and second language learners. Candidates learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all students.

**Prerequisites:** Possession of Illinois LBS I licensure; ECSE5200; ECSE5210; ECSE5300 and ECSE5310.

## **Wisconsin Endorsement for Pre-K and K for Candidates Already Possessing an Elementary Certificate in the State of Wisconsin (Position 70: Birth to Age 8 Endorsement on an Existing or New Code 777 Middle Childhood to Early Adolescent License [Grades 1-8])**

21 Semester Hours

### **Required courses**

#### **ECSE5100 Development of the Young Child – Birth to age 8** *3 semester hours*

This course focuses on typical and atypical sequences of human development and theories of learning. Teacher candidates develop an understanding of the theory and research of developmental, adaptive and academic growth and are presented with an overview of developmentally appropriate practices for children from birth to age 8. Normal individual variations in learning styles as well as the effects of stress, trauma, disabilities and/or language and cultural diversity are addressed as well.

**Prerequisite:** Possession of a Wisconsin Elementary Certificate.

#### **ECSE5300 Observation and Assessment of the Young Child** *3 semester hours*

In this course teacher candidates learn to assess children's cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and interviewing family members. Culture and bias-free instruments and

procedures are covered as well as adapting assessments for children with disabilities and identifying gifted children. Candidates have the opportunity to test, interpret results, communicate the results in a team setting and collaboratively develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures related to these areas are examined.

**Prerequisites:** ECSE5100 and ECSE5110 completed or taken concurrently.

### **ECSE5310 Collaborating with Families, Professionals and the Community**

*3 semester hours*

This course emphasizes the importance of the family and the community in the development of the young child. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates have an opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family's culture and home language.

**Prerequisites:** ECSE5100 and ECSE5300 completed or taken concurrently.

### **ECSE5320 Curriculum and Classroom Environment**

*3 semester hours*

In this course teacher candidates learn how to design language, literacy, and stimulus-rich indoor and outdoor environments that foster learning and problem solving; encourage appropriate social interactions and self-regulation; use technology to access information, maintain records, and enhance classroom learning; and become familiar with materials and strategies to accommodate children with disabilities. The importance of play for young children, of providing learning opportunities which are embedded in daily routines and of establishing a physically and psychologically safe environment will be stressed. Candidates have the opportunity to study, develop and implement developmental, functional/adaptive, and academic curricula which meet the Illinois Early Learning Standards through the development of short- and long-term lesson plans. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are examined.

**Prerequisites:** ECSE5100; ECSE5300 and ECSE5310 completed or taken concurrently with ECSE5320.

### **ECSE5420 Methods of Teaching Early Reading and Writing**

*3 semester hours*

Early literacy development and its relationship to a child's oral language are explored. The role of developmentally appropriate children's literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Candidates learn the importance of early phonemic awareness, reading comprehension, and spelling development and acquire strategies to assess and teach these skills. Research-based methods for teaching reading and writing in the early grades are taught and practiced in a classroom setting. Candidates learn how to assess when students are having difficulties with reading or writing and learn strategies for remediation. Specific techniques for children with disabili-

ties, for children from diverse cultural and linguistic backgrounds, and for gifted children are emphasized.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

### **ECSE5430 Methods of Teaching Early Mathematical**

#### **Thinking**

*2 semester hours*

The development of mathematical thinking in young children is covered in this course. Integrating developmentally appropriate mathematical problems (estimation, pattern recognition, manipulative modeling, geometry, etc.) into the child's natural environment and routine is emphasized. Methods and activities for teaching number systems, measurement, spatial relationships, data collection and computation are presented. Candidates have the opportunity to develop and implement lesson plans which increase students' ability to apply mathematical skills in varied contexts. Specific techniques for children with disabilities and from diverse cultures, as well as gifted children, are explored.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

### **ECSE5440 Methods of Teaching Early Science**

#### **Social**

#### **Studies and the Arts**

*2 semester hours*

This course covers methods and strategies for promoting scientific knowledge and inquiry in young children. Developmentally appropriate activities for exploring social sciences and the fine arts (visual arts, music, drama and dance) are also taught and practiced. Approaches and activities for integrating these learning experiences with learning experiences in other content areas are emphasized. This course also covers techniques to adapt lessons for children with disabilities, children from diverse cultures, second language learners and gifted children.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

### **ECSE5610 Early Childhood Field Experience – Preschool** *2 semester hours*

This course is a supervised practicum which gives the teacher candidates more extensive experience in working with children from 3-5 years of age. Candidates plan and implement lesson plan units for individual children and small groups which allow for individual differences and special needs, language and cultural diversity, and which incorporate varying levels of complexity to include all students. Settings may include Early Childhood Special Education classrooms, blended ECSE classrooms, and daycare or nursery school settings which include children with special needs. Continued interaction and support for families is stressed.

**Clinical Component:** 50 hours.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310; ECSE5430 and ECSE5440.

## **Courses Required for Licensure with Early Childhood and Special Education Endorsements**

*44 semester hours*

The requirements for the State of Illinois in early childhood education with a special education endorsement are outcome-based. The AU program consists of a series of courses that enable candidates to meet the required outcomes. The outcomes of these courses are aligned with the National Association for the Education of Young Children (NAEYC), Council for Exceptional Children (CEC) and Illinois Professional Teaching Standards (IPTTS) as well as the Illinois Learning Standards for Early Childhood including social emotional development standards. The following courses are required to meet these outcomes:

**ECSE5100 Development of the Young Child –****Birth to age 8***3 semester hours*

This course focuses on typical and atypical sequences of human development and theories of learning. Teacher candidates develop an understanding of the theory and research of developmental, adaptive and academic growth and are presented with an overview of developmentally appropriate practices for children from birth to age 8. Normal individual variations in learning styles as well as the effects of stress, trauma, disabilities and/or language and cultural diversity are addressed as well.

**ECSE5110 Legal Aspects of Early Childhood Education***3 semester hours*

This course presents historical, philosophical and legislative developments in the education of infants and young children, both with and without disabilities. Candidates explore various school, community and home settings available to children and various community agencies and professional organizations which support and collaborate with young children and their families. IDEA, the recent reauthorization, the Illinois learning standards, and rules and regulations regarding IEPs and IFSPs are also covered.

**CSE5200 Infants and Children with Special Needs***3 semester hours*

This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Candidates learn how children are identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings are addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized.

**Prerequisites:** ECSE5100 and ECSE5110.

**ECSE5210 Speech and Language Development  
of the Young Child***3 semester hours*

This course covers typical and atypical speech and language development of the infant and young child. It teaches a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial techniques are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures, is a focus.

**Prerequisites:** ECSE5100 and ECSE5110.

**ECSE5300 Observation and Assessment of the  
Young Child***3 semester hours*

In this course teacher candidates learn to assess children's cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and interviewing family members. Culture and bias-free instruments and procedures are covered as well as adapting assessments for children with disabilities and identifying gifted children. Candidates have the opportunity to test, interpret results, communicate the results in a team setting and collaboratively develop a learning plan. The different purposes of assessment (screen-



ing, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures related to these areas are examined.

**Prerequisites:** ECSE5100 and ECSE5110.

### **ECSE5310 Collaborating with Families, Professionals and the Community**

*3 semester hours*

This course emphasizes the importance of the family and the community in the development of the young child. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates have an opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family's culture and home language.

**Prerequisites:** ECSE5100 and ECSE5110.

### **ECSE5320 Curriculum and Classroom Environment**

*3 semester hours*

In this course teacher candidates learn how to design language, literacy, and stimulus-rich indoor and outdoor environments that foster learning and problem solving; encourage appropriate social interactions and self-regulation; use technology to access information, maintain records, and enhance classroom learning; and become familiar with materials and strategies to accommodate children with disabilities. The importance of play for young children, of providing learning opportunities which are embedded in daily routines and of establishing a physically and psychologically safe environment will be stressed. Candidates have the opportunity to study, develop and implement developmental, functional/adaptive, and academic curricula which meet the Illinois Early Learning Standards through the development of short and long term lesson plans. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are examined.

**Prerequisites:** ECSE5100; ECSE5300 and ECSE5310 completed or taken concurrently with ECSE5310.

***To enroll in any the methods or practica courses, ECSE5100, ECSE5110, ECSE5200, ECSE5210, ECSE5300, ECSE5310 and ECSE5320 must have been completed successfully.***

### **ECSE5400 Methods and Practices for Infants and Toddlers**

*3 semester hours*

This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition and safety issues will be covered as well as fostering motor, self-help, language, social/emotional and cognitive skills. Candidates observe screenings and the development of the IFSP. In addition, they learn techniques for implementing learning activities which are embedded in the child's daily routines. Transition issues and procedures are also presented.

**Prerequisites:** Possession of Illinois LBS I licensure; ECSE5200; ECSE5210; ECSE5300 and ECSE5310.

**ECSE5410 Methods and Practices for Preschoolers** *3 semester hours*

Candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching social studies, science and the arts are stressed as well as interventions and adaptive technology available for children with disabilities, children from diverse cultures, and second language learners. Candidates learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all students.

**Prerequisites:** Possession of Illinois LBS I licensure; ECSE5200; ECSE5210; ECSE5300 and ECSE5310.

**ECSE5420 Methods of Teaching Early Reading and Writing** *3 semester hours*

Early literacy development and its relationship to a child's oral language are explored. The role of developmentally appropriate children's literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Candidates learn the importance of early phonemic awareness, reading comprehension, and spelling development and acquire strategies to assess and teach these skills. Research-based methods for teaching reading and writing in the early grades are taught and practiced in a classroom setting. Candidates learn how to assess when students are having difficulties with reading or writing and learn strategies for remediation. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are emphasized.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

**ECSE5330 Methods of Teaching Early Mathematical****Thinking***2 semester hours*

The development of mathematical thinking in young children is covered in this course. Integrating developmentally appropriate mathematical problems (estimation, pattern recognition, manipulative modeling, geometry, etc.) into the child's natural environment and routine is emphasized. Methods and activities for teaching number systems, measurement, spatial relationships, data collection and computation are presented. Candidates have the opportunity to develop and implement lesson plans which increase students' ability to apply mathematical skills in varied contexts. Specific techniques for children with disabilities and from diverse cultures, as well as gifted children, are explored.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

**ECSE5440 Methods of Teaching Early Science,****Social Studies and the Arts***2 semester hours*

This course covers methods and strategies for promoting scientific knowledge and inquiry in young children. Developmentally appropriate activities for exploring social sciences and the fine arts (visual arts, music, drama and dance) are also taught and practiced. Approaches and activities for integrating these learning experiences with learning experiences in other content areas are emphasized. This course also covers techniques to adapt lessons for children with disabilities, children from diverse cultures, second language learners and gifted children.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310 and ECSE5320.

**ECSE5420, ECSE5430 and ECSE5440 must be successfully completed prior to enrolling in ECSE5600, ECSE5610 or ECSE5620.**

Choose *either* ECSE5600 and ECSE5610 *or* ECSE5610 and ECSE5620.

**ECSE5600 Early Childhood Field Experience – Birth to 3** 2 semester hours

This course is a supervised practicum to give the teacher candidates more extensive experience in working with children and their families from birth to 3 years of age. Candidates observe, plan and implement activities for children 0–3 with special needs over the course of a semester or summer. Settings may include hospitals, homes, daycare settings, early intervention or community centers and more. Candidates have the opportunity to observe occupational, physical and speech therapists working with young children and their families. There will be continued emphasis on respectful collaboration with families, including those from diverse cultures.

**Clinical Component:** 50 hours.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310; ECSE5430 and ECSE5440.

**ECSE5610 Early Childhood Field Experience – Preschool** 2 semester hours

This course is a supervised practicum which gives the teacher candidates more extensive experience in working with children from 3–5 years of age. Candidates plan and implement lesson plan units for individual children and small groups which allow for individual differences and special needs, language and cultural diversity, and which incorporate varying levels of complexity to include all students. Settings may include Early Childhood Special Education classrooms, blended ECSE classrooms, and daycare or nursery school settings which include children with special needs. Continued interaction and support for families is stressed.

**Clinical Component:** 50 hours

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310; ECSE5430 and ECSE5440.

**ECSE5620 Early Childhood Field Experience – Primary** 2 semester hours

This course is a supervised practicum which gives the teacher candidates more extensive experience in working with children from 5–8 years of age. Candidates choose a kindergarten, first or second grade classroom, or a self-contained primary special education classroom, depending on their interests and goals. Candidates work with the same group of children to plan and implement lesson plan units in mathematics and reading. They will use formal and informal assessments to guide their planning and their teaching.

**Clinical Component:** 50 hours.

**Prerequisites:** ECSE5100; ECSE5300; ECSE5310; ECSE5430 and ECSE5440.

**ECSE5750 Student Teaching**

6 semester hours

Student teaching is the culmination of Aurora University's Early Childhood special Education Program. It is the segment of the program when the candidate is responsible for directing the learning of a group of students under the competent supervision of a licensed teacher. The candidate is guided through experiences designed to apply knowledge and skill gained in the classroom. In essence, the candidate performs the major functions of a teacher with appropriate responsibilities and supervision. A seminar meets regularly which is designed to foster reflection and professionalism.

**Prerequisites:** Content APT Tests must be successfully completed prior to enrollment in ECSE5750. All required courses must be completed successfully prior to enrollment in ECSE5750.

# ***Master of Arts in Educational Leadership (MAEL) with Principal Endorsement***

***This program is offered in Aurora and at the Woodstock Center.***

The Master of Arts in Educational Leadership (MAEL) program will lead to a Principal Endorsement or a Teacher Leader Endorsement. The MAEL with the Principal Endorsement is designed for candidates who wish to prepare to become a principal, assistant principal or director of special education.

The rigorous 36-semester hour Principal Endorsement program was collaboratively designed by Aurora University faculty and members of the District Partnership Network. The curriculum design includes 90 hours of field experience embedded in nine courses giving candidates the opportunity to directly apply what they are learning in class. Coursework prepares the candidates for the Internship, which takes place in PreK–12 diverse instructional settings under the joint supervision of a local principal mentor and the Aurora University faculty supervisor.

## **Admission Procedures — Qualification for Admission:**

The items below are required for the application file to the Aurora University Principal Endorsement Program. Once all materials are received, applicants will be contacted with further instructions for the interview/portfolio portion of the application procedure.

All candidates seeking admission to the Principal Endorsement Program must have:

- A current Illinois teaching license (early childhood, elementary, secondary, special K–12 or preschool-age 21).
- Be in a current full-time teaching position and have two or more years of teaching experience in a PreK–12 setting.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.

## **Admission Requirements:**

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting required teaching and leadership experience.
- A recommendation from your current district superintendent, as well as a recommendation from your current building principal addressing all of the following:
  - Implementing data analysis skills, resulting in instructional revisions and increased student learning/achievement\*

\*Collect artifacts that you will bring to your interview that document the these areas

- Documenting strong oral/written communication and interpersonal skills\*
- Demonstrating strong leadership skills in a current role or the capacity to assume a significant leadership role in the school and/or community environment\*

Following receipt of the above documents the candidate is required to attend an orientation and portfolio development seminar. Notification will be sent to the candidate regarding required seminar dates and participating in the interview process.

## Attendance Policy

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the graduate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Degree Requirements for the 12-course Master of Arts in Educational Leadership (MAEL) with Principal Endorsement

- EDU6510 Educational Leadership and Organizational Theory (3)  
 EDU6515 Technology for School Leaders (3)  
 EDU6525 The Leader’s Role in Human Resources and Supervision of Staff (3)  
 EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation (3)  
 EDU6535 The Leader’s Role in School-Community Relations (3)  
 EDU6565 The Leader’s Role in Fiscal Management (3)  
 EDU6570 School Leadership and the Law (3)  
 EDU6575 School Leadership and the Law for Special Populations (3)  
 EDU6580 The Leader’s Role in Supervision, Assessment and Evaluation in Literacy Learning (3)  
 EDU6585 Introduction to the Internship (3)  
 EDU6590 Internship for Educational Leadership I (3)  
 EDU6595 Internship for Educational Leadership II (3)

## Course Descriptions

### EDU6510 Educational Leadership and Organizational Theory

*3 semester hours*

This course studies contemporary organizational theories with recently developed leadership standards and essays on best leadership thinking to inform the candidates on best practices of the PreK–12 Principal and Assistant Principal.

Instruction focuses on the examination of the evolutionary impact on human resource leadership and the concepts of changing or reinforcing a school culture and climate by using systems thinking.

**EDU6515 Technology for School Leaders***3 semester hours*

This course examines the role of leadership as it relates to the implementation of educational technology for effective teaching, learning and administrative needs. Candidates will be provided theory, gain knowledge and develop skills necessary to use, evaluate, plan and implement technologies effectively within a school system.

**EDU6525 The Leader's Role in Human Resources and Supervision of Staff***3 semester hours*

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK–12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course content is a blend of research-based and best practices used in supervision and evaluation.

**EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation***3 semester hours*

This course studies the responsibilities of the PreK–12 principal as the instructional leader in the area of curriculum development, assessment and evaluation. Topics include: collection and analysis of achievement data to drive curriculum development, revision and refinement, textbook selection, professional development, the Understanding by Design curriculum development model, curriculum mapping strategies, standards based design and instructional design to enhance student achievement and the candidate's knowledge and abilities in working with students throughout the learning spectrum.

**EDU6535 The Leader's Role in School-Community Relations***3 semester hours*

This course will emphasize the importance of community involvement and the adherence to emerging leadership standards for the PreK–12 principal and assistant principal to create a public awareness and support for school improvement. Topics include understanding the unique nature of the school's community, communication and interpersonal skills to establish successful relationships, using communication tools and strategies.

**EDU6565 The Leader's Role in Fiscal Management***3 semester hours*

This course studies the history and current issues of school finance with emphasis on the significant role of local property tax in school funding. The role of the state and federal funding is examined, along with issues of equity and adequacy. Emphasis is given to budget construction, fiscal planning and management of capital outlay programs.

**EDU6570 School Leadership and the Law***3 semester hours*

This course provides candidates with a comprehensive look at the interaction between the local school and the law. The legal basis for American public education and its relationship to PreK–12 school operations will be explored. Special reference is made to current and future legal issues, which are likely to be encountered at the school level.

**EDU6575 School Leadership and the Law for Special****Populations***3 semester hours*

This course will provide an opportunity to examine in some depth the body of law that pertains to the organization, administration, and implementation of special education programs in PreK–12 schools. The focus will be on substantive and procedural rights of special populations, students and the authority and responsibility of states and school districts that are grounded in state and federal law.

**EDU6580 The Leader's Role in Supervision, Assessment and Evaluation in Literacy Learning***3 semester hours*

This course studies the responsibilities of the PreK–12 principal as the instructional leader in the area of literacy and numeracy. Instructional strategies in literacy and numeracy in PreK–12 diverse environments to enhance student achievement and the candidate's knowledge and abilities in working with students through the learning spectrum and with all populations will be explored. This course is designed to provide literacy educators with strategies for the integration of literacy instructional strategies in the content areas.

**EDU6585 Introduction to the Internship***3 semester hours*

In this course the candidate will develop a PreK–12 Internship Plan in conjunction with the faculty supervisor and principal mentor. The plan supports the candidate throughout the internship courses: EDU6590 Internship for Educational Leaders I and EDU6595 Internship for Education Leaders II, and the summer residency portion of EDU6585, which occurs the summer between EDU6585 and EDU6590. Internship goals are outlined in each internship course.

**Prerequisites:** Pass the five ISBE Teacher Evaluation Models prior to Summer Residency; EDU6510; EDU6515; EDU6525; EDU6530 and EDU6580.

**EDU6590 Internship for Educational Leadership I***3 semester hours*

In this course, the candidate implements the PreK–12 internship plan in conjunction with the faculty supervisor and principal mentor. The internship plan supports the candidate throughout the internship courses. The faculty supervisor and principal mentor support the candidate's progression throughout the internship. The candidate completes portfolio entries, attends seminars and completes the required written reflections.

**Prerequisite:** EDU6585.

**EDU6595 Internship for Educational Leadership II***3 semester hours*

In this course, the candidate implements the PreK–12 internship plan in conjunction with the faculty supervisor and principal mentor. The internship plan supports the candidate throughout the internship courses. The faculty supervisor and principal mentor support the candidate's progression throughout the internship. The faculty supervisor observes the candidate a minimum of four times per year and conducts follow-up meetings regarding the candidate's progress. The candidate completes Portfolio Entries, attends seminars and completes the required written reflections. The candidate presents the Professional Portfolio to dignitaries from Aurora University and participating districts.

**Prerequisites:** EDU6590 and passage of Principal Endorsement Content Area Tests.

# ***Master of Arts in Educational Leadership (MAEL) with Teacher Leader Endorsement***

*This program is offered in Aurora and the Woodstock Center.*

The Master of Arts in Educational Leadership (MAEL) program will lead to a Principal Endorsement or a Teacher Leader Endorsement. The MAEL program with the Teacher Leader Endorsement is designed for candidates who wish to prepare to become a curriculum specialist, department chair, grade level leader, instructional coach/mentor, dean or athletic director.

The rigorous 36-semester hour Teacher Leader Endorsement Program was collaboratively designed by Aurora University faculty and members of the District Partnership Network. The curriculum designed includes 60 hours of field experiences embedded in six courses giving candidates the opportunity to directly apply what they are learning in class. Coursework prepares the candidates for the Practicum, which takes place in diverse instructional settings under the joint supervision of a local instructional mentor and the Aurora University faculty supervisor.

## **Admission Procedures — Qualification for Admission:**

All candidates seeking admission to the Teacher Leader Program must have:

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).
- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK–12 setting.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.

## **Admission Procedures:**

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting required teaching experience.
- A recommendation from your current building principal or direct supervisor which addresses all of the following:
  - Implementing data analysis skills, resulting in instructional revisions and increased student learning/achievement
  - Documenting strong oral/written communication and interpersonal skills
  - Demonstrating strong leadership skills in a current role or the capacity to assume a significant teacher leader role in the school and/or community environment



## Attendance Policy

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the graduate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Degree Requirements for the 12-course Master of Arts in Educational Leadership (MAEL) with Teacher Leader Endorsement

- EDU6505 The Teacher Leader’s Role in Professional Development (3)
- EDU6510 Educational Leadership and Organizational Theory (3)
- EDU6525 The Leader’s Role in Human Resources & Supervision of Staff (3)
- EDU6530 The Leadership Role in Curriculum Development, Assessment and Evaluation (3)
- EDU6535 The Leader’s Role in School-Community Relations (3)
- EDU6580 The Leader’s Role in Supervision, Assessment and Evaluation in Literacy Learning (3)
- EDU6586 Introduction to the Teacher Leader Practicum (3)
- EDU6588 The Teacher Leader Practicum (3)
- EDU Four Course BLOCK Area of Content Concentration – 12 semester EDU hours
- EDU Course Selection blocks vary by cohort location and may be limited.
- EDU

## Course Descriptions

### EDU6505 The Teacher Leader’s Role in Professional Development

*3 semester hours*

This course provides a foundation and applied practice in understanding and utilizing research-based concepts in professional development with school faculties. Teacher leaders will study the standards for program design, models for adult professional learning, and how to create a culture receptive to a sustained professional learning community. Candidates will demonstrate best practice in coaching and mentoring. The course curriculum is designed to increase teacher capacity and to deliver high standards in academic achievement for all PreK-12 students.

### EDU6510 Educational Leadership and Organizational Theory

*3 semester hours*

This course studies organizational theory and best practice research in leadership to inform PreK-12 instructional leaders in their endeavor to improve stu-

dent learning for all PreK–12 students in diverse settings. Instruction focuses on the examination of the evolutionary impact on human resource leadership and the concepts of changing or reinforcing a school culture and climate by using systems thinking. Topics will include building a common vision, leadership through moral authority, application of Theory Y, and building a collaborative school community. Learning activities will include writing a personal leadership platform, research and facilitation of discussion of best leadership practice, and a comparison of current leadership practices both in and outside the field of education.

**EDU6525 The Leader’s Role in Human Resources and Supervision of Staff**

*3 semester hours*

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK–12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course content is a blend of research-based and best practices used in supervision and evaluation. It is focused on enhancing teaching and student learning through developing relational strategies and human relations skills in providing an environment of trust and teamwork. This course will also demonstrate the link between human resources, human relations, labor relations, and organizational effectiveness.

**EDU6530 The Leadership Role in Curriculum**

**Development, Assessment and Evaluation**

*3 semester hours*

This course studies the responsibilities of the PreK–12 instructional leader in the area of curriculum development, assessment and evaluation to increase the achievement levels of all students. Topics include: collection and analysis of achievement data to drive curriculum development, revision and refinement, textbook selection, professional development, the Understanding by Design curriculum development model, and curriculum mapping strategies. Candidates employ common core standards based design and instructional design to enhance student achievement as the candidate works with students throughout the learning spectrum including: regular, gifted, special education, ELL, bilingual and diverse populations.

**EDU6535 The Leader’s Role in School-Community Relations**

*3 semester hours*

This course will emphasize the importance of community involvement and the adherence to emerging leadership standards for the PreK–12 leaders to create a public awareness and support for school improvement. Topics include understanding the unique nature of the school’s community, communication and interpersonal skills to establish successful relationships, using communication tools and strategies. The importance of designing programs for the needs and challenges of a school such as crisis management, the influence of the business community and critical topics such as bullying and additional emerging topics will be explored.

**EDU6580 The Leader’s Role in Supervision, Assessment and Evaluation in Literacy Learning**

*3 semester hours*

This course studies the responsibility of PreK–12 instructional leaders to increase student achievement in the area of literacy and numeracy. The course is designed to provide leaders with strategies to integrate reading methodology, research-based instructional strategies, reading in the content areas and methods of

instruction for cross-categorical special education environments in a PreK–12 diverse learning environment. Candidates explore numeracy skills and working collaboratively across content areas to improve problem solving and number sense in a PreK–12 diverse learning environment while working with regular, gifted, special education, ELL, bilingual and all diverse exceptional children.

**EDU6586 Introduction to the Teacher Leader Practicum** *3 semester hours*

The purpose of this course is to support the candidates as they develop their practicum proposal, select a mentor, as well as review and compile research of best practice strategies to raise student achievement. Candidates will learn APA writing style as they complete Chapter One and Chapter Two of their Practicum Report. The candidates will create their Teacher Leader Practicum Plan, which is aligned with all required standards and addresses the teacher leader endorsement requirements in section 25.32 in the IL Administration Code.

**EDU6588 The Teacher Leader Practicum** *3 semester hours*

The University Supervisor and the Administrative/Instructional Leader Mentor support the candidates throughout the internship as they implement their practicum plan. Teacher Leader Practicum Plans follow practicum guidelines, are aligned with required standards and address the Teacher Leader Endorsement requirements in Section 25.32 of the IL Administration Code. All candidates are placed in public or non-public schools for sustained, continued, structured and supervised practicum experiences with diverse populations, which occur during their final semester in the Teacher Leader Endorsement Program for a minimum of 100 hours. Candidates are required to attend and actively participate in teacher leader seminars that are scheduled throughout the eight week practicum.

**Prerequisite:** EDU6586.

## **Four Course BLOCK Area of Content Concentration**

### ***Curriculum and Instruction Block***

EDU6030 The Individual, Cognition and Learning (3)

EDU6040 The Learning Environment (3)

EDU6050 Technology in Schools of the Future (3)

EDU6090 Contemporary Issues in Curriculum and Instruction (3)

**EDU6030 The Individual, Cognition and Learning** *3 semester hours*

The focus of this course is the development of an understanding of the individual as learner and teacher and the implications for classroom instruction and student success.

**EDU6040 The Learning Environment** *3 semester hours*

The focus of this course is the development of an understanding of the learner's whole environment as it affects the learning process.

**EDU6050 Technology in the School of the Future** *3 semester hours*

This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems and interactive resources throughout the instructional program.

**EDU6090 Contemporary Issues in Curriculum and****Instruction***3 semester hours*

This course is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America's schools. The questions that emerge will become the focus for subsequent independent inquiry in master's program classes.

**Reading Instruction Block**

EDU6320 Effective Comprehension Instruction (3)

EDU6330 Literacy in the Content Areas (3)

EDU6350 Teaching Reading to Diverse Readers (3)

EDU6370 Texts for Children (3)

**EDU6320 Effective Comprehensive Instruction***3 semester hours*

The focus of this course is on assessment and instructional practices related to the development of comprehension skills in students in grades K–12. A coaching-based field experience is a requirement of the course.

**EDU6330 Literacy in the Content Areas***3 semester hours*

This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. A school-based field experience with a coaching component is a requirement of the course.

**EDU6350 Teaching Reading to Diverse Learners***3 semester hours*

In this course, the candidate explores reading strategies for developing differentiated lesson plans that meet the needs of diverse learners. A school-based field experience with a coaching component is a requirement.

**EDU6370 Texts for Children***3 semester hours*

This course provides information for the successful selection and integration of high-quality children's and young adult narrative, expository and computer-based texts into classrooms in grades K–12.

**Educational Technology Block**

EDU6210 Planning and Developing Instructional Media I (3)

EDU6225 Assessment and Evaluation with Technology (3)

EDU6235 Leading Staff Development in Educational Technology (3)

EDU6250 Issues and Trends in Instructional Design and Technology (3)

**EDU6210 Planning and Developing Instructional Media I***3 semester hours*

Topics include the design and development of educational media, photography, video production, computer presentations and desktop publishing.

**EDU6225 Assessment and Evaluation with Technology***3 semester hours*

Explores the role of technology in educational assessment, information and knowledge management and methods for integrating technology into the assessment practice. Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

**EDU6235 Leading Staff Development in Educational Technology***3 semester hours*

This course emphasizes planning and policy issues including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation and change strategies.

**EDU6250 Issues and Trends in Instructional Design and Technology***3 semester hours*

This course explores critical challenges to the school environment resulting from the increased infusion of technology. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

***ESL/Bilingual Block***

EDU6110 Foundations for Language Minority Education (3)

EDU6130 Cross-Cultural Studies for Teaching ELLs (3)

EDU6140 Assessment of Bilingual Students (3)

EDU6150 Linguistics for Teaching ELLs (3)

**EDU6110 Foundations for Language Minority Education** *3 semester hours*

This course provides an introduction to the historical, philosophical, political, social and educational issues that have contributed to public policy regarding services for language minority students. Historical trends and legal issues related to bilingual education in the United States will be discussed. A comprehensive focus will be placed on the theoretical foundations of English as a Second Language and effective instructional practices for English Language Learners in our schools (includes 20 hours of experience).

**EDU6130 Cross-Cultural Studies for Teaching ELLs** *3 semester hours*

This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning, and schooling on language minority children in the United States and the need for appropriate teaching and learning strategies for a diverse student population in today's classrooms. (includes 20 hours of clinical experience)

**EDU6140 Assessment of Bilingual Students** *3 semester hours*

This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessments tools used to identify, place and monitor students receiving services in Bilingual and ESL Programs in Illinois. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English. (includes 20 hours of clinical experience)

**EDU6150 Linguistics for Teaching** *3 semester hours*

This course provides an introduction to the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis and application of linguistics theories. Participants will also study theories and practices involving first and second language acquisition. (includes 20 hours of clinical experience)

### ***Leadership Block***

MBA6030 Leadership and Organizational Behavior (3)

MBA6610 Leading Organizational Development (3)

MBA6620 Leading Strategically (3)

MBA6630 Leading Teams (3)

#### **MBA6030 Leadership and Organizational Behavior** *3 semester hours*

This course introduces students to an advanced treatment of behavioral role of the leader interacting with others within the organization. It offers a critical review of leadership and human behavior, and addresses those behavioral concepts that influence such factors as group dynamics, interpersonal relations and ultimately, organizational effectiveness.

**Prerequisite:** EDU6510.

#### **MBA6610 Leading Organizational Development** *3 semester hours*

This leadership concentration course discusses this field in terms of how it has evolved during challenging times. Candidates will explore the literature on leadership as it applies to the complexities of the current business environment. In addition, the course will focus on what companies can do to develop tomorrow's leaders and how to overcome the inevitable conflict and resistance to change. The three subsections are (1) developing tomorrow's leaders (2) evolution of leadership and (3) leading in a complex environment.

**Prerequisite:** MBA6030.

#### **MBA6620 Leading Strategically** *3 semester hours*

This leadership concentration course addresses how leaders can effectively utilize creative strategies. Candidates will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Candidates will also discuss more ethical and legal issues that affect the ability to lead an organization. The subsections are (1) conflict resolution (2) crisis strategies (3) moral, ethical and legal leadership and (4) leading strategic changes.

#### **MBA6630 Leading Teams** *3 semester hours*

In today's global marketplace the organizations that thrive are the ones that anticipate change and create new adaptations to their business model. Creativity is the key to finding new opportunities and establishing a competitive advantage through collaborative teams and the use of organizational alliances and strategic partnerships. The three subsections are (1) creating competitive advantage through teamwork (2) global alliances and partners and (3) emerging topics.

**Prerequisite:** MBA6030.

### ***Middle School Endorsement Block***

This six-semester hour endorsement will be available until December 31, 2017. ISBE will initiate a NEW middle level endorsement in January of 2018.

EDU5370 Adolescent Development and Learning (3)

EDU5440 Middle School: Mission and Methods (3)

\*EDU \*One additional course (3)

\*EDU \*One additional course (3)

\*Additional Graduate-level electives require program director approval.

**EDU5370 Adolescent Development and Learning** *3 semester hours*

This course explores the physical, cognitive, social, emotional, ideological, sexual and gender role, racial/ethnic and vocational development of pre-adolescents and adolescents, and the relationship of adolescents' development to learning and school achievement.

**EDU5440 Middle School: Mission and Methods** *3 semester hours*

This course explores some of the key issues surrounding middle schools and analyzes these issues in an attempt to clarify the changing roles of the schools, teachers and students in our increasingly complex multicultural society. Using current research, case studies, and class projects, teacher candidates discuss and analyze issues that shape middle level educational institutions and current practices. Included is an examination of strategies for reading in the middle school content areas. Teacher candidates explore strategies teachers use to address related classroom issues and construct the "ideal" middle school. Required for the middle school endorsement in Illinois.

***Principal Endorsement Block***

EDU6565 The Leader's Role in Fiscal Management

EDU6570 School Leadership and the Law

EDU6575 School Leadership and the Law for Special Populations

EDU6585 Introduction to the Internship

**EDU6565 The Leader's Role in Fiscal Management** *3 semester hours*

This course studies the history and current issues of school finance with emphasis on the significant role of local property tax in school funding. The role of the state and federal funding is examined, along with issues of equity and adequacy. Emphasis is given to budget construction, fiscal planning and management of capital outlay programs.

**EDU6570 School Leadership and the Law** *3 semester hours*

This course provides candidates with a comprehensive look at the interaction between the local school and the law. The legal basis for American public education and its relationship to PreK-12 school operations will be explored. Special reference is made to current and future legal issues, which are likely to be encountered at the school level.

**EDU6575 School Leadership and the Law for Special Populations** *3 semester hours*

This course will provide an opportunity to examine in some depth the body of law that pertains to the organization, administration, and implementation of special education programs in PreK-12 schools. The focus will be on substantive and procedural rights of special populations, students and the authority and responsibility of states and school districts that are grounded in state and federal law.

**EDU6585 Introduction to the Internship** *3 semester hours*

In this course the candidate will develop a PreK-12 Internship Plan in conjunction with the faculty supervisor and principal mentor. The plan supports the candidate throughout the internship courses: EDU6590 Internship for Educational Leaders I and EDU6595 Internship for Educational Leadership II, and the sum-

mer residency portion of EDU6585. This course will prepare the teacher leader endorsement candidate to continue his/her leadership training through the principal endorsement program.

**Note:** All BLOCK courses are subject to availability; an appropriate course in any Block may be substituted at the discretion of the School of Education.

## ***Teacher Leader Endorsement***

The Teacher Leader Endorsement only is designed for candidates who have already earned a master's degree in a field of education and wish to prepare to become a curricular specialist, department chair, grade level leader, instructional coach/mentor, dean or athletic director.

The rigorous 24-semester hour Teacher Leader Endorsement Only Program was collaboratively designed by Aurora University faculty and members of the District Partnership Network. The curriculum designed includes 60 hours of field experiences embedded in six courses giving candidates the opportunity to directly apply what they are learning in class. Coursework prepares the candidates for the Practicum, which takes place in diverse instructional settings under the joint supervision of a local instructional mentor and the Aurora University faculty supervisor.

### **Admission Procedures — Qualification for Admission:**

All candidates seeking admission to the Teacher Leader Program must have:

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK-12, or preschool-age 21).
- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK-12 setting.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.

### **Admission Procedures:**

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting required teaching experience.
- A recommendation from your current building principal or direct supervisor which addresses all of the following:
  - Implementing data analysis skills, resulting in instructional revisions and increased student learning/achievement
  - Documenting strong oral/written communication and interpersonal skills
  - Demonstrating strong leadership skills in a current role or the capacity to assume a significant teacher leader role in the school and/or community environment



## Attendance Policy

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. Only two grades of "C" are accepted at the graduate level and they must be balanced by two course grades of "A." If a "C" is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Course Requirements for Eight-course Teacher Leader Endorsement Only Program

- EDU6505 The Teacher Leader's Role in Professional Development (3)
- EDU6510 Educational Leadership and Organizational Theory (3)
- EDU6525 The Leader's Role in Human Resources and Supervision of Staff (3)
- EDU6530 The Leadership Role in Curriculum Development, Assessment and Evaluation (3)
- EDU6535 The Leader's Role in School-Community Relations (3)
- EDU6580 The Leader's Role in Supervision, Assessment and Evaluation in Literacy Learning (3)
- EDU6586 Introduction to the Teacher Leader Practicum (3)
- EDU6588 The Teacher Leader Practicum (3)

## Course Descriptions

### EDU6505 The Teacher Leader's Role in Professional Development

*3 semester hours*

This course provides a foundation and applied practice in understanding and utilizing research-based concepts in professional development with school faculties. Teacher leaders will study the standards for program design, models for adult professional learning and how to create a culture receptive to a sustained professional learning community. Candidates will demonstrate best practice in coaching and mentoring. The course curriculum is designed to increase teacher capacity and to deliver high standards in academic achievement for all PreK-12 students.

### EDU6510 Educational Leadership and Organizational Theory

*3 semester hours*

This course studies organizational theory and best practice research in leadership to inform PreK-12 instructional leaders in their endeavor to improve student learning for all PreK-12 students in diverse settings. Instruction focuses on the examination of the evolutionary impact on human resource leadership and the concepts of changing or reinforcing a school culture and climate by using systems thinking. Topics will include building a common vision, leadership through moral authority, application of Theory Y, and building a collaborative school community. Learning activities will include writing a personal leadership platform, research and facilitation of discussion of best leadership practice, and a comparison of current leadership practices both in and outside the field of education.

**EDU6525 The Leader's Role in Human Resources and****Supervision of Staff***3 semester hours*

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK–12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course content is a blend of research-based and best practices used in supervision and evaluation. It is focused on enhancing teaching and student learning through developing relational strategies and human relations skills in providing an environment of trust and teamwork. This course will also demonstrate the link between human resources, human relations, labor relations and organizational effectiveness.

**EDU6530 The Leadership Role in Curriculum****Development, Assessment and Evaluation***3 semester hours*

This course studies the responsibilities of the PreK–12 instructional leader in the area of curriculum development, assessment and evaluation to increase the achievement levels of all students. Topics include: collection and analysis of achievement data to drive curriculum development, revision and refinement, textbook selection, professional development, the Understanding by Design curriculum development model and curriculum mapping strategies. Candidates employ common core standards-based design and instructional design to enhance student achievement as the candidate works with students throughout the learning spectrum including: regular, gifted, special education, ELL, Bilingual and diverse populations.

**EDU6535 The Leader's Role in School-Community****Relations***3 semester hours*

This course will emphasize the importance of community involvement and the adherence to emerging leadership standards for the PreK–12 leaders to create a public awareness and support for school improvement. Topics include understanding the unique nature of the school's community, communication and interpersonal skills to establish successful relationships, using communication tools and strategies. The importance of designing programs for the needs and challenges of a school such as crisis management, the influence of the business community and critical topics such as bullying and additional emerging topics will be explored.

**EDU6580 The Leader's Role in Supervision, Assessment  
and Evaluation in Literacy Learning***3 semester hours*

This course studies the responsibility of PreK–12 instructional leaders to increase student achievement in the area of literacy and numeracy. The course is designed to provide leaders with strategies to integrate reading methodology, research-based instructional strategies, reading in the content areas and methods of instruction for cross-categorical special education environments in a PreK–12 diverse learning environment. Candidates explore numeracy skills and working collaboratively across content areas to improve problem solving and number sense in a PreK–12 diverse learning environment while working with regular, gifted, special education, ELL, Bilingual and all diverse exceptional children.

**EDU6586 Introduction to the Teacher Leader Practicum** *3 semester hours*  
The purpose of this course is to support the candidates as they develop their practicum proposal, select a mentor, as well as review and compile research of best practice strategies to raise student achievement. Candidates will learn APA writing style as they complete Chapter One and Chapter Two of their Practicum Report. The candidates will create their Teacher Leader Practicum Plan, which is aligned with all required standards and addresses the teacher leader endorsement requirements in section 25.32 in the IL Administration Code.

**EDU6588 The Teacher Leader Practicum** *3 semester hours*  
The University Supervisor and the Administrative/Instructional Leader Mentor support the candidates throughout the internship as they implement their practicum plan. Teacher Leader Practicum Plans follow practicum guidelines, are aligned with required standards, and address the teacher leader endorsement requirements in Section 25.32 of the IL Administration Code. All candidates are placed in public or non-public schools for sustained, continued, structured and supervised practicum experiences with diverse populations, which occur during their final semester in the Teacher Leader Endorsement Program. Candidates are required to attend and actively participate in teacher leader seminars that are scheduled throughout the eight-week practicum.

**Prerequisite:** EDU6586.

## ***Master of Arts in Educational Technology (MAET)***

***This program is available in Aurora and at the Woodstock Center.***

The primary goal of the Master of Arts in Educational Technology (MAET) program is to provide candidates with the knowledge, skills and disposition to become a technology specialist in school-based settings. Candidates who complete the program are eligible to take the ISBE Technology Specialist content test (#178) to add an endorsement as a Technology Specialist to their professional educator license. MAET coursework prepares the candidate to develop expertise in instructional technology, as well as, in hardware and networking.

### **Admission Procedures: Qualification for Admission:**

All candidates seeking admission to the Educational Technology Program must have:

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK-12, or preschool-age 21).
- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK-12 setting.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).

- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting teaching and experience using technology to increase student achievement.
- A recommendation from your current building principal or direct supervisor.

## Attendance Policy

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the graduate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Program Requirements

Thirty-six semester hours are required for the MAET program.

The School of Education Graduate Faculty Committee may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

All courses must be less than five years old at the time of admission and must be completed with a grade of “B” or better. An official transcript must be provided. University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.

## Degree Requirements for the 12-course Master of Arts in Educational Technology (MAET)

- EDU6060 Scholarship Applied to Teaching (3)
- EDU6070 Introduction to Action Research (3)
- EDU6210 Planning and Developing Instructional Media I (3)
- EDU6215 Planning and Developing Instructional Media II (3)
- EDU6220 Computer Applications in Education (3)
- EDU6225 Assessment and Evaluation with Technology (3)
- EDU6230 Managing the Instructional Technology Program (3)
- EDU6235 Leading Staff Development in Educational Technology (3)
- EDU6240 Distance Learning (3)
- EDU6250 Issues and Trends in Instructional Design and Technology (3)
- EDU6610 Educational Leadership (3)
- EDU6630 Curriculum Development and Evaluation (3)

## Course Descriptions

### **EDU6060 Scholarship Applied to Teaching** *3 semester hours*

Review of the development of emerging best practice in American education. Emphasis will be given to presentation and implementation of strategies resulting from educational research.

**Prerequisite:** EDU6070.

### **EDU6070 Introduction to Action Research** *3 semester hours*

This course is designed to launch individual and/or group investigation of school-related issues facing America's schools. Candidates will create a proposal of an investigated project for their research with applications to the school and complete an extensive literature review.

### **EDU6210 Planning and Developing Instructional Media I** *3 semester hours*

Topics include the design and development of educational media, photography, video production, computer presentations and desktop publishing.

### **EDU6215 Planning and Developing Instructional Media II** *3 semester hours*

Expands and enhances Media I course.

**Prerequisite:** EDU6210.

### **EDU6220 Computer Applications in Education** *3 semester hours*

Topics include integrating computer technology with common teaching/learning practices. The course reviews social, ethical and legal issues surrounding the responsible use of technology.

### **EDU6225 Assessment and Evaluation with Technology** *3 semester hours*

Explores the role of technology in educational assessment, information and knowledge management, and methods for integrating technology into the assessment practice. Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

### **EDU6230 Managing the Instructional Technology Program** *3 semester hours*

Topics include configuring, managing, installing, maintaining and troubleshooting computer/technology systems.

### **EDU6235 Leading Staff Development in Educational Technology** *3 semester hours*

This course emphasizes planning and policy issues, including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation and change strategies.

### **EDU6240 Distance Learning** *3 semester hours*

This course addresses the use of educational telecommunications systems, teleconferencing, digitized video, and compressed video to support research and instruction across the curriculum. It includes the study of distance education and issues related to instructional delivery, connectivity and distribution methods.

**EDU6250 Issues and Trends in Instructional Design and Technology***3 semester hours*

This course explores critical challenges to the school environment resulting from the increased infusion of technology. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

**EDU6610 Educational Leadership***3 semester hours*

This course describes the role of the educational leader in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate this vision to teachers, students and parents.

**EDU6630 Curriculum Development and Evaluation***3 semester hours*

This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

## ***Technology Specialist Endorsement***

### **Admission Procedures — Qualification for Admission:**

All candidates seeking admission to the Educational Technology Program must have:

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).
- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK–12 setting.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting teaching and experience using technology to increase student achievement.
- A recommendation from your current building principal or direct supervisor.

### **Attendance Policy**

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

### **Academic Standards and Evaluation in Graduate Education Programs**

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the grad-

uate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Course Requirements for the Eight-course Educational Technology Specialist Endorsement

- EDU6210 Planning and Developing Instructional Media I (3)
- EDU6215 Planning and Developing Instructional Media II (3)
- EDU6220 Computer Applications in Education (3)
- EDU6225 Assessment and Evaluation with Technology (3)
- EDU6230 Managing the Instructional Technology Program (3)
- EDU6235 Leading Staff Development in Educational Technology (3)
- EDU6240 Distance Learning (3)
- EDU6250 Issues and Trends in Instructional Design and Technology (3)

## Course Descriptions

**EDU6210 Planning and Developing Instructional Media I** *3 semester hours*  
Topics include the design and development of educational media, photography, video production, computer presentations, and desktop publishing.

**EDU6215 Planning and Developing Instructional Media II** *3 semester hours*  
Expands and enhances Media I course.

**Prerequisite:** EDU6210.

**EDU6220 Computer Applications in Education** *3 semester hours*  
Topics include integrating computer technology with common teaching/learning practices. The course reviews social, ethical and legal issues surrounding the responsible use of technology.

**EDU6225 Assessment and Evaluation with Technology** *3 semester hours*  
Explores the role of technology in educational assessment, information and knowledge management, and methods for integrating technology into the assessment practice. Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

**EDU6230 Managing the Instructional Technology Program** *3 semester hours*  
Topics include configuring, managing, installing, maintaining and troubleshooting computer/technology systems.

**EDU6235 Leading Staff Development in Educational Technology** *3 semester hours*  
This course emphasizes planning and policy issues including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation, and change strategies.

**EDU6240 Distance Learning** *3 semester hours*  
This course addresses the use of educational telecommunications systems, teleconferencing, digitized video, and compressed video to support research and instruction across the curriculum. It includes the study of distance education and issues related to instructional delivery, connectivity and distribution methods.

**EDU6250 Issues and Trends in Instructional Design  
and Technology***3 semester hours*

This course explores critical challenges to the school environment resulting from the increased infusion of technology. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

## ***Master of Arts in Leadership for Service (MALS)***

***This program is not available to new students at the time of print.***

The Master of Arts in Leadership for Service (MALS) is targeted to the current or future leader whose focus will center on identifying, strategizing around, and nurturing the possibilities evident within the tangible and intangible capital of their organization, while honoring the fiduciary responsibilities essential to sustainability. The program will provide students with the capacity for effective leadership understood as a demonstration of stewardship, in both concept and practice. Servant Leadership demands stewardship of all opportunities and resources concurrently, and we all have the potential to be servant leaders within our own sphere. Only when we construct our integrity from intentional reflection on personal values and back our goals with passion and purpose, do we position ourselves and that which we represent for excellence.

The MALS is grounded in the expertise of multiple disciplines, recent literature and classic texts, which stimulate identification and development of a conceptual framework on a personal level. The MALS addresses the creation of financial competency (six semester hours), interpersonal competency (six semester hours), entrepreneurial competency (six semester hours), and stewardship competency (12 semester hours). The remaining six semester hours are dedicated to an optional concentration of choice. The optional concentrations include business, not-for-profit, healthcare, higher education and religion. The MALS program design draws upon accomplished professionals, nationally recognized experts, and thought leaders, to share their expertise regarding finely targeted, dense topics. The MALS program is not simply conducive to, but benefits from, a blended learning approach, allowing for extensive reflection through person-to-person discussions and activities, and solitude.

- The financial competency provided by the MALS equips graduates to both demonstrate and sustain excellence in the pursuit of an organizational mission. The ability to comprehend and analyze financial and economic data and environments is necessary to inform and support the pursuit of excellence. (Excellence)
- The interpersonal competency provided by the MALS supports the graduate's ability to navigate the unavoidable conflicts and change that arise in any committed endeavor. The study of group and community dynamics included in this area of the MALS program enables graduates to identify the moral and ethical implications of personal and organizational actions, and sharpens the ability to recognize and diagnose needs from a personal and systemic perspective. (Citizenship)



- The entrepreneurial competency provided by the MALS is built through an academic reflection on social justice, strengthened by engagement with a case or project. Entrepreneurial competency is sourced in curiosity, driven by passion and the need to advance knowledge, and solutions to needs. The MALS student spends time exploring the dynamic of adult learning as a means to coordinate their own, as well as foster continuous learning in those they lead. (Continuous Learning)
- The stewardship competency provided by the MALS is the underlying percussion of the program. The defining elements of Servant Leadership to be applied within a personal and organizational context have been organized into dense, focused topic areas. The curriculum coordinates reflection upon and strengthening of these elements, under the care of leadership practitioners with special expertise in each particular area. (Integrity)

## MALS Degree Requirements

The MALS degree requires 36 semester hours as stipulated below.

**Stewardship Competency:** 12 semester hours

**MLS5100 Servant Leadership** 3 semester hours

This course explores the philosophy of Servant Leadership. Students will consider a general organizational ethic, meaning the moral principles and values governing organizations, as well as the feasibility of servant leadership practice within those. The characteristics of the servant leader and application of the same to various distinct career disciplines will be considered.

### Integrated Concept Courses

**MLS5400 Stewardship, Ethics/Values, Trust** 1 semester hour

This course examines stewardship and its related components, including trust. We will contrast a service orientation versus martyrdom, and individually identify the roots of ethics and values as well as how they inform a personal leadership framework.

**Prerequisite or Co-requisite:** MLS5100.

**MLS5450 Self Awareness, Team Building, Presence** 1 semester hour

We will examine mindsets and biases that support and defy our leadership potential as individuals, and contributory potential within a group. We will explore the concept of presence and flow both individually and within a group.

**Prerequisite or Co-requisite:** MLS5100.

**MLS5500 Motivation, Empowerment, Coaching** 1 semester hour

This course will contribute to the growth of the skills helpful to truly empathize with the goals and needs of others, in order to remove the obstacles blocking the inherent self-motivation in beings, as well as inspire value added coaching.

**Prerequisite or Co-requisite:** MLS5100.

**MLS5550 Authenticity, Vulnerability, Humility** 1 semester hour

We will explore the essential Authenticity required for Servant Leadership, provide insight as to how to navigate the resultant Vulnerability, all in the pursuit of organizationally productive humility.

**Prerequisite or Co-requisite:** MLS5100.

**MLS5600 Followership, Usefulness, Changing the Pyramid** *1 semester hour*

This course explores the practice and importance of effective followership, its potential impact on organizational structure, and those structures that indicate or are indicated by Servant Leadership. The commitment to Usefulness as defined by the rights and responsibilities of organizational citizenship will be considered.

**Prerequisite or Co-requisite:** MLS5100.

**MLS6100 Experiential** *1 semester hour*

Credit is met by participating in and formally reflecting upon, a service oriented, “hands on” experience. This experience may consist of an international or domestic service opportunity. The granting of credit for an experiential opportunity not facilitated by the university is at the discretion of the program director. Participation in a campus net impact chapter project is one such example.

**Prerequisite or Co-requisite:** MLS5100.

**MLS6300 Foresight, Intuition, Listening** *1 semester hour*

Foresight driven by intuition and continuous learning will be examined, as well as strategies and skills essential to the productive management of resultant organizational change.

**Prerequisite or Co-requisite:** MLS5100.

**MLS6350 Conceptualization, Creativity, Systems Thinking** *1 semester hour*

We will engage in activities to empower individual Creativity, coupled with the introduction of systems thinking. The intersection of these two is where executable Conceptualization is born.

**Prerequisite or Co-requisite:** MLS5100.

**MLS6400 History of Servant Leadership, Sustainability,****Faith/Culture** *1 semester hour*

This course will survey the presence of servant leadership in history. A broad variety of faith and cultural perspectives will be analyzed regarding differences and commonalities. We will explore the financial sustainability supported by Servant Leadership.

**Prerequisite or Co-requisite:** MLS5100.

**Entrepreneurial Competency:****6 semester hours****MLS6200 Social Entrepreneurship** *3 semester hours*

This course will explore the ways that servant leadership in action manifests in innovative solutions which address the systemic causes or perpetuation of social injustice. Specific cases of social entrepreneurship will be reviewed and analyzed, followed by the execution of a case, PBL or special project.

**Prerequisite or Co-requisite:** MLS5100.

**EDU8225 Philosophies of Adult Learning** *3 semester hours*

The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution, and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning.

**Financial Competency:** 6 semester hours**MBA5120 Foundations of Accounting** 3 semester hours

This course introduces basic financial and managerial accounting concepts from the viewpoint of the user. Emphasis is on developing critical decision-making skills through the study of problems and cases. It will also cover financial statement analysis.

**MBA5140 Foundations of Economics** 3 semester hours

Students will be introduced to the domestic and global economies, business cycles, unemployment, and inflation. They will also be exposed to the economic decision process of firms and individuals as they attempt to maximize their relative well-being.

**Interpersonal Competency:** 6 semester hours**Select:****SWK6381 Social Work Practice II: Group Work** 3 semester hours

The course examines social work practice from a macro perspective introducing group work practice skills.

**Or****SWK6382 Social Work Practice II: Community** 3 semester hours

The course examines social work practice from a macro perspective introducing community direct practice skills.

**MBA6620 Leading Strategically** 3 semester hours

This leadership concentration course addresses how leaders can effectively utilize creative strategies. Students will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Students will also discuss moral ethical and legal issues that affect the ability to lead an organization. The subsections are (1) conflict resolution (2) crisis strategies and (3) moral, ethical and legal leadership (4) leading strategic changes.

**Concentration Courses:** 6 semester hours**MLS6770, 6771, 6772, 6773, 6774, 6775 Leadership Capstone: "Concentration Specified"** 3 semester hours

This course will guide students through the application of a service oriented lens to their chosen concentration. The systemic circumstances within the environment of the chosen concentration will be explored, and a conceptualization plan for the student's path within that environment will be constructed.

**Prerequisite:** Completion of a minimum of 18 semester hours in the MALS program.

**Elective of Choice or Master's Thesis** 3 semester hours

Students will select a graduate level course or may construct a master's thesis to supplement their concentration area program. Course selections and thesis topics are subject to the approval by the Director of the MALS Program. Elective course examples might include, but are not limited to:

**ACC5520 Governmental and Nonprofit Accounting** *3 semester hours*

This course focuses on accounting and budgeting concepts applied to the management of public, not-for-profit, and non-profit organizations: program budgeting, fund accounting, and systematic analysis as they apply to public sector and not-for or non-profits.

**Prerequisites:** ACC2010 and ACC2020 or MBA5120.

**SWK6390 Social Work Practice with Diverse and Vulnerable Populations**

*3 semester hours*

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes towards self, others and differences are explored.

**SWK6900 MALS Thesis**

A research-based thesis will be prepared by the student, in consultation with a faculty member and/or discipline based mentor. A multidisciplinary environment is maintained intentionally, in order to facilitate broad analysis and critical thought.

**Prerequisites:** 18 semester hours completed In the MALS program.

## ***Master of Arts in Mathematics Education (MAME)***

***This program is offered in Aurora and through AU Online.***

This is a unique program designed for mathematics secondary teachers, or for those who wish to teach mathematics at that level. The program requires basic mathematics knowledge including a course in calculus.

The program is designed to introduce teachers to the Common Core State Standards in Mathematics and the Mathematical Practices associated with them. It seeks to train them to develop and implement a curriculum based on these standards. The program focuses on deepening the participants' understanding of mathematical concepts and the connections among the various branches, so they are understood as a coherent whole through the K-12 spectrum. The content courses are designed to increase the participants' self-efficacy with higher-level mathematics and to enhance their teaching with additional depth and breadth of content. Each course integrates teaching methods and content seamlessly and emphasizes the pedagogy of the particular course content. The program trains participants to implement knowledge gained in each course in their own classroom by emphasizing the creation of new lesson plans based on the CCSS. The program increases teachers' confidence and helps prepare them to become leaders and advocates for mathematics and science education in their own school and district.

### **Program Goals**

- Train teachers to design and implement curriculum based on the Common Core State Standards and Mathematical Practices associated with them.
- Help teachers understand the mathematics curriculum for K-12 as a coherent continuum and see mathematics branches as parts of an integral whole.

- Deepen teachers' understanding of mathematics content knowledge by focusing on concepts and reasoning.
- Help teachers understand and present mathematics as a modeling and a problem-solving technique in a STEM context.
- Improve participants' teaching skills by presenting content and teaching methods seamlessly and emphasize the pedagogy of the content.
- Increase teachers' confidence by training them to become reflective teachers and use educational research to assess and improve their own teaching.
- Increase the focus of participants on improving attainment in their students so they understand, apply and retain mathematics knowledge over time by:
  - a. Designing and delivering lessons using the CCSS and Mathematical Practices.
  - b. Presenting a mathematical topic as a part of a coherent whole and connect it to other branches of mathematics as well as other disciplines.
  - c. Focusing on explaining mathematics and science reasoning, and the concepts that lead to the use of a certain procedure to solve a given problem.
  - d. Presenting mathematics as a problem-solving technique in a real world context.
  - e. Using technology, online resources, and manipulatives appropriately and effectively.
  - f. Reviewing and implementing latest research in mathematics education.
  - g. Identifying specific weaknesses students have in solving mathematics problems.

### **Program Requirements: 36 semester hours + one semester hour field experience**

#### **Required courses in mathematics: 21 semester hours**

- MTH5010 Numbers and Mathematical Thinking (3)  
MTH5020 Statistics and Probability (3)  
MTH5030 Understanding and Teaching Algebra (3)  
MTH5040 Understanding and Teaching Geometry (3)  
MTH6010 Calculus Concepts and Applications I (3)  
MTH6030 Applications in STEM (3)  
MTH6060 Calculus Concepts and Applications II (3)

#### **Complete six semester hours from the following list:**

- MTH6020 Mathematical Connections (3)  
MTH6040 Technology in Mathematics Classrooms (3)  
MTH6080 Selected Topics in Mathematics (3)  
MTH6090 Selected Topics in Mathematics Education (3)

#### **Required courses in mathematics and science education: 10 semester hours**

- NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)  
NSM5900 Field Experience in STEM (1)  
NSM6100 Educational Research in Mathematics and Science I (3)  
NSM6200 Educational Research in Mathematics and Science II (3)

## Course Descriptions

### **MTH5010 Numbers and Mathematical Thinking** *3 semester hours*

This course will integrate the common core standards in a review of various introductory mathematics topics to build the participants' foundational knowledge in numbers and operations. It will focus on further developing the participants' mathematical thinking, conceptual understanding of the real and complex number systems, and link that to vector and matrix quantities, number theory and modern algebra concepts. Students will reason quantitatively, use modeling, problem-solving, and other mathematical practices to accomplish these goals.

### **MTH5020 Statistics and Probability** *3 semester hours*

This course will deepen student understanding of critical concepts in statistics and probability related to core standards. They will gain the ability to collect and analyze data related to educational research. The course provides students with the requisite background in descriptive and inferential statistics to interpret categorical and quantitative data, make inferences, and draw conclusions. Conditional probability and decision making using probability will be a part of the modeling in this course.

**Prerequisite:** Consent of instructor.

### **MTH5030 Understanding and Teaching Algebra** *3 semester hours*

This course will reinforce basic algebra concepts, present participants with advanced algebra topics, and present algebra as a modeling and a problem solving technique. The course will emphasize the understanding of the structure of algebra, polynomials, rational functions, and creating reasoning with equations and inequalities. Students will investigate how these topics connect to the algebra that is taught in the middle and high school grades. The course will integrate seamlessly concepts and methods of teaching algebra. After researching best practices, students will present a lesson on one of these topics. A discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers.

**Prerequisite:** Consent of instructor.

### **MTH5040 Understanding and Teaching Geometry** *3 semester hours*

The course will primarily be a presentation of advanced geometry topics and will include connections to methods of teaching geometry. The majority of the class will be devoted to discussion of Euclidian and modern geometry topics that will deepen students' understanding of basic and advanced geometry concepts. Topics such as congruence, similarity, right triangles and trigonometry, circles, coordinate geometry, geometric measurements, and transformations will be presented. Students will be asked to prepare and present lessons. Following the presentation, a discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers. The course will emphasize the use of geometry software such as Geometry Sketchpad, Geogebra, Cabri, etc.

**Prerequisite:** Consent of instructor.

**MTH6010 Calculus Concepts and Applications I** *3 semester hours*

This course presents opportunities for students to expand and deepen their knowledge and understanding of calculus concepts and application. Basic concepts such as limits derivatives and integrals will be covered. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will also focus on solving applications of calculus in STEM fields.

**Prerequisites:** MTH5030 and MTH5040.

**MTH6060 Calculus Concepts and Applications II** *3 semester hours*

This course is a continuation of the first calculus course and focuses on techniques and applications. Integration and series will be emphasized. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will focus also on solving applications of calculus in STEM fields.

**Prerequisite:** MTH6010.

**MTH6020 Mathematical Connections** *3 semester hours*

The course will present students with topics that relate different mathematics branches to each other. Analytic geometry can be used as a platform to show how algebra, geometry, calculus, etc. are interconnected. The course will emphasize problem solving as a technique to establish these connections and use mathematics as a tool to solve problems.

**Prerequisites:** MTH5030 and MTH5040.

**MTH6030 Applications in STEM** *3 semester hours*

The course follows a problem-based model of inquiry that will emphasize all mathematical practices. Students will explore the interdisciplinary nature of STEM, and investigate problems and projects from the physical sciences, life sciences, space science, technology and engineering. They will analyze, research and find the appropriate mathematical tools to model and solve these problems.

**Prerequisite:** MTH6010.

**MTH6040 Technology in Mathematics Classrooms** *3 semester hours*

This course will present and evaluate methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations. Students will research a relevant use of technology that could be used in their curriculum and share it with their classmates. Peer evaluation will provide helpful feedback.

**Prerequisites:** MTH5030 and MTH5040.

**MTH6080 Selected Topics in Mathematics** *3 semester hours*

Advanced topics in mathematics will be introduced in this course. The course will expand the breadth and depth of the students' content knowledge in mathematics and science.

**Prerequisite:** Consent of instructor.

**MTH6090 Selected Topics in Mathematics Education** *3 semester hours*

Current topics in mathematics education will be introduced in this course. Recent article and research publication will be shared and discussed. Students will review and implement latest research in mathematics and science education.

**Prerequisite:** Consent of instructor.

**NSM5400 Curriculum Development and Assessment in Mathematics and Science***3 semester hours*

The course will focus on curriculum goals and implementation, a mix of theoretical research-based foundations and classroom reform based perspectives on assessment and evaluation in schools, recent developments in mathematics and science curriculum, core standards, learning research; alternate modes of presentation.

**NSM5900 Field Experience in STEM***1 semester hour*

The field experience is designed to connect participants to real world applications of mathematics and to professions that use these applications. Professional connections will be developed with scientists and engineers and the experience will help participants connect their classroom to career exploration in science, technology, engineering and mathematics (STEM) fields. Each candidate is expected to take part in a flexible field experience at a community partners' site. The goal is to give each participant an opportunity to either work with a leader on a project or play a teacher leader role during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them and will help them grow professionally.

**Prerequisite:** Consent of instructor.

**NSM6100 Educational Research in Mathematics and Science I***3 semester hours*

This course has the dual purpose of providing an educational research background in the STEM field as well as the quantitative knowledge necessary to conduct such research. The course investigates recent developments and relevant research in STEM education and initiates a professional conversation about the major issues in teaching mathematics and science. Emphasis will be placed on methods of critically reading and analyzing research reports and the development of a STEM research proposal. Topics include reading and evaluation of original research, issues of validity and reliability in research, assembling research writing components, and an introduction to statistical inference.

**Prerequisite:** NSM5400.

**NSM6200 Educational Research in Mathematics and Science II***3 semester hours*

This course is a continuation of Educational Research in Mathematics and Science I. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

**Prerequisite:** NSM6100.



# ***Master of Arts in Mathematics and Science Education for Elementary Teachers (MAMSE)***

*This program is offered in Aurora and through AU Online.*

This is a unique program designed for elementary school teachers who wish to strengthen their content knowledge in mathematics and science. The curriculum focuses on national standards in mathematics and science and how to implement them in the classroom. The program emphasizes deepening the participants' understanding of mathematics and science concepts and the connections between them. The content courses are designed to increase the participants' self-efficacy with various subjects in mathematics and science, thereby enhancing their teaching with additional depth and breadth of content. The courses in the program present the content and pedagogy in a parallel manner and connect the two throughout the program. The teachers will become familiar with professional practices in mathematics, science and engineering, and will develop a research project of their own founded in mathematics and science education. The program helps teachers' professional growth to become leaders and advocates for mathematics and science education in their own school and district.

## **Program Goals**

- Establish a comprehensive understanding of the Common Core State Standards in mathematics and the Next Generation Science Standards.
- Train participants to create lesson plans using core standards and mathematical and scientific practices.
- Establish teacher leaders in mathematics and science in the elementary schools in order to be able to lead the effort to improve teaching and learning of mathematics and science in the teacher's own school and district.
- Deepen teachers' understanding of mathematics and science content knowledge by focusing on concepts and connections among the various areas of mathematics and science, so that it is understood as a coherent whole at levels K-12.
- Encourage candidates to become more reflective by using research to assess and improve their own teaching.
- Improve mathematics and science teaching skills of participants so their students understand, apply and retain science and mathematics knowledge over time by having the candidates:
  - a. Focus on reading, presenting, clarifying and writing concepts in a simple and precise language, and reiterating mathematics and science terms.
  - b. Focus on the skills of "explaining mathematics and science" by emphasizing the logical reasoning and concepts that lead to certain procedures to solve problems and answer questions.
  - c. Present STEM topics using an integrated approach and in a real world context.

- d. Present examples from real-world issues, and foster connections between teachers and professionals in STEM.
- e. Use technology, online resources, manipulatives and graphs appropriately and effectively.
- f. Use strategies that increase teacher, and consequently, student self-efficacy in problem solving and inquiry-based learning.
- g. Review and implement the latest research in mathematics and science education.

### Required Courses:

MTH5210 Numbers and Operations for Elementary Teachers (3)

MTH5220 Algebraic Thinking for Elementary Teachers (3)

MTH5230 Geometry for Elementary Teachers (3)

MTH5240 Measurement and Data Analysis for Elementary Teachers (3)

NSM5210 Physical Science Foundations (3)

NSM5220 Earth and Space Science (3)

NSM5230 Life Science I (3)

NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)

NSM5900 Field Experience in STEM (1)

NSM6100 Educational Research in Mathematics and Science I (3)

NSM6200 Educational Research in Mathematics and Science II (3)

NSM6230 Life Science II (3)

NSM6240 Integrated Applications in STEM (3)

### Course Descriptions

#### MTH5210 Numbers and Operations for Elementary

##### Teachers

*3 semester hours*

This course is designed to use the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the problem-solving aspect of mathematics and to assist the student in gaining confidence with mathematical thinking. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on numbers and operations incorporating the CCSSM and researched best practices. Emphasis will be placed on problem solving, numerations systems and sets, whole numbers and their operations, integers, rational numbers, proportional reasoning, decimals, and percents.

**Prerequisite:** Open to graduate students only.

#### MTH5220 Algebraic Thinking for Elementary Teachers

*3 semester hours*

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to algebraic thinking through problem solving and investigations. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on algebraic thinking incorporating the CCSSM and researched best practices. Emphasis will be placed on real numbers, generating and analyzing patterns, algebraic expressions, one-variable equations, functions, and proportional relationships.

**Prerequisite:** Consent of instructor.

**MTH5230 Geometry for Elementary Teachers** *3 semester hours*

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of geometry. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on geometry incorporating the CCSSM and researched best practices. Emphasis will be placed on analysis and comparison of geometric shapes, lines and angles, classification of two-dimensional figures by properties of their lines and angles, and the coordinate plane.

**Prerequisite:** Consent of instructor.

**MTH5240 Measurement and Data Analysis for Elementary Teachers** *3 semester hours*

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of measurement and data analysis. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on measurement and/or data analysis incorporating the CCSSM and researched best practices. Emphasis will be placed on units of measurements, perimeter, area, volume, unit conversions, concepts of angles and angle measurement, representation, and interpretation of data.

**Prerequisite:** Consent of instructor.

**NSM5210 Physical Science Foundations** *3 semester hours*

This course provides the student with an understanding of the foundations of scientific theory and practices in the physical sciences of chemistry and physics, and will deepen the content knowledge of elementary educators in these areas. Content emphasis will reflect the disciplinary core ideas in physical science, including matter and its interactions, motion and stability, energy, and waves and their applications in technologies for information transfer. Topics will be related to their applications (e.g. pharmaceuticals, alternative energy, and medicine) in the natural world.

**Prerequisite:** Consent of instructor.

**NSM5220 Earth and Space Science** *3 semester hours*

This course provides the student with an understanding of the foundations of scientific theory and practices in the earth and space sciences, and will deepen the content knowledge of elementary educators in these areas. The purpose is to explore, create, and utilize a variety of earth and space science topics, making connections with mathematics that are appropriate to and motivating for the elementary school child. Content emphasis will reflect the disciplinary core ideas in earth and space sciences, including earth's place in the universe, earth's systems, and earth and human activity.

**Prerequisite:** Consent of instructor.

**NSM5230 Life Science I** *3 semester hours*

This course introduces the disciplinary core ideas in the life sciences with mathematical connections. It enables students to increase their proficiency in teaching elementary mathematics and science by deepening their understanding of biological content. Students will study historical foundations of scientific theory and inquiry, and practice the skills of asking questions, analyzing and interpreting data,

constructing explanations, and engaging in argument from evidence. Content emphasis will reflect the structure and function of cells, biological evolution, heredity and genetics, and the interactions, energy and dynamics of ecosystems.

**Prerequisite:** Consent of instructor.

### **NSM5400 Curriculum Development and Assessment in Mathematics and Science**

*3 semester hours*

The course will focus on assessment goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in math and science curriculum, core standards, learning research, and alternate modes of presentation will be discussed.

**Prerequisite:** Open to graduate students only.

### **NSM5900 Field Experience in STEM**

*1 semester hour*

Each candidate is expected to take part in a flexible field experience with a mathematics and/or science professional organization. The goal is to give each participant an opportunity to work with a scientist or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom.

**Prerequisite:** Consent of instructor.

### **NSM6100 Educational Research in Mathematics and Science I**

*3 semester hours*

This course has the dual purpose of providing an educational research background in the STEM field as well as the quantitative knowledge necessary to conduct such research. The course investigates recent developments and relevant research in STEM education and initiates a professional conversation about the major issues in teaching mathematics and science. Emphasis will be placed on methods of critically reading and analyzing research reports and the development of a STEM research proposal. Topics include reading and evaluation of original research, issues of validity and reliability in research, assembling research writing components, and an introduction to statistical inference.

**Prerequisite:** NSM5400.

### **NSM6200 Educational Research in Mathematics and Science II**

*3 semester hours*

This course is a continuation of Educational Research in Math and Science I. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

**Prerequisite:** NSM6100.

### **NSM6230 Life Science II**

*3 semester hours*

This course covers additional topics in the biological sciences with mathematical connections. Life Science II surveys the animal kingdom, including the interaction of form and function in anatomy and physiology. Lab experiences will be incorporated whenever feasible. NSM 5300 Life Science I is a prerequisite for this course. This course is aligned to the national science standards.

**Prerequisite:** NSM5230.

**NSM6240 Integrated Applications in STEM***3 semester hours*

This course, the capstone of the program, provides the student with an opportunity to further explore the interdisciplinary nature of STEM content and applications. Topics will be drawn from all of the science and mathematical disciplines subject to the discretion of the instructor. The course activities will derive from a problem-based model of inquiry.

**Prerequisite:** Consent of instructor.

**NSM6280 Selected Topics in Mathematics and Science***3 semester hours*

Advanced topics in mathematics, science, technology, and engineering will be introduced in this course. The course will expand the breadth and depth of the students' content knowledge in various STEM fields and will emphasize the interdisciplinary nature of STEM.

**Prerequisite:** Consent of instructor.

**NSM6290 Selected Topics in Mathematics and Science****Education***3 semester hours*

Current topics in mathematics and science education will be introduced in this course. Recent article and research publication will be shared and discussed. Students will review and implement latest research in STEM education.

**Prerequisite:** Consent of instructor.

## ***Master of Arts in Reading Instruction (MARI)***

***This program is available in Aurora and at the Woodstock Center.***

The primary goal of the 36-semester hour Master of Arts in Reading Instruction program is to provide candidates with the knowledge, skills and dispositions to become a building or district-level reading specialist. Coursework is designed to address the Reading Specialist standards of the International Reading Association (IRA) and the six areas required for licensure by the Illinois State Board of Education (ISBE). The degree is intended for experienced, practicing licensed teachers who seek to become reading coaches or reading specialists. The Reading Specialist must successfully complete the APT (K-12) #104 Test and the Reading Specialist Content Test (#176) prior to program completion.

### **Admission Requirements**

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK-12, or preschool-age 21).
- One or more years of teaching experience in a PreK-12 setting and current district employment.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indi-

cating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).

- A recommendation from your current building principal or direct supervisor.

## Attendance Policy

Attendance is mandatory at all class sessions. If a candidate is to be absent for any reason, he/she must discuss the expected absence with the course instructor before the absence occurs.

## Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the graduate level and they must be balanced by two course grades of “A.” If a “C” is received within the first three courses, the candidate may be removed from the program, by action of the program faculty.

## Program Requirements

Thirty-six semester hours are required for MARI degree. Thirty semester hours involve coursework designated to develop candidates’ content knowledge and skills related to reading instruction and program leadership. The remaining six semester hours are spent in a supervised clinical experience involving assessment and instruction with struggling readers (EDU6410).

The School of Education Graduate Faculty Committee may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

All courses must be less than five years old at the time of admission and must be completed with a grade of “B” or better. An official transcript must be provided. University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.

## Degree Requirements for Masters of Arts in Reading Instruction (MARI)

Full-time coursework leading to the degree consists of six semester hours per term for a total of 18 semester hours per year and 36 semester hours for the MARI degree. Of the 36 semester hours, six involve a supervised clinical practicum in assessment and instruction with struggling readers. The program also involves candidates in various field experiences in which they apply course content to their classroom instruction, to individual work with a struggling reader, or to developing coaching and collaboration skills.

30 semester hours in content related to literacy

Six semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

## Course Requirements for Master of Arts Reading Instruction (MARI) and Reading Specialist

- EDU6300 Professional Research in Literacy Learning (3)
- EDU6310 Effective Word Study Instruction (3)
- EDU6320 Effective Comprehensive Instruction (3)
- EDU6330 Literacy in the Content Areas (3)
- EDU6340 Assessment of Literacy Learning (3)
- EDU6350 Teaching Reading to Diverse Learners (3)
- EDU6370 Texts for Children (3)
- EDU6380 Supervision and Administration in Literacy I (3)
- EDU6390 Supervision and Administration in Literacy II (3)
- EDU6400 Professional Research in Literacy Learning II (3)
- EDU6410 Practicum in Reading (6)

## Course Descriptions for Master of Arts in Reading Instruction (MARI) and Reading Specialist

### **EDU6300 Professional Research in Literacy Learning** *3 semester hours*

In this course, the candidates will learn about designing and implementing an action research project that will be conducted during their participation in the MARI program. The topics for the research will emerge from questions generated by in-class discussions, professional language arts interests, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The questions will launch individual and/or group investigation with application to the candidates' classrooms through the process of action research — a systematic process of inquiry.

### **EDU6310 Effective Word Study Instruction** *3 semester hours*

In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K-12. Topics include the nature of word analysis strategies, the stages of literary development, the nature of the spelling system, assessing students' literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.

### **EDU6320 Effective Comprehensive Instruction** *3 semester hours*

This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K-12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.

### **EDU6330 Literacy in the Content Areas** *3 semester hours*

This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.

**EDU6340 Assessment of Literacy Learning***3 semester hours*

In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K–12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.

**EDU6350 Teaching Reading to Diverse Learners***3 semester hours*

In this course, candidates explore research-based reading strategies to develop lesson plans that meet the needs of diverse learners, including English Language Learners (ELLs), special education, slow learners, unmotivated students and gifted readers. This course requires a classroom-based field experience with a coaching component.

**EDU6370 Texts for Children***3 semester hours*

Course topics include qualities of outstanding children's and adolescent literature, goals of a literature program, planning the literature curriculum, multicultural literature, teaching genres, selecting literature for the classroom, criteria for evaluating and strategies for using narrative and expository text written for students in grades K–12, students' reading interests and preferences, instructional strategies for teaching literature, evaluating students' progress in responding to literature, creating a response-centered and literature-rich classroom, developing a literature-based curriculum, and current trends in children's and adolescent literature.

**EDU6380 Supervision and Administration in Literacy I***3 semester hours*

In this course, the candidates will examine the responsibilities of the reading specialist within the context of an individual school building. Topics include models for the delivery of reading services; legal and legislative influences on reading specialists; collaboration and consultation with teachers; providing professional development; evaluating existing reading programs and planning for change; communicating with staff, administration and community; securing funding; and continuing personal development as a reading professional. This course requires collection and analysis of building-level reading assessment data.

**Prerequisites:** EDU6310 through EDU6370.

**EDU6390 Supervision and Administration in Literacy II***3 semester hours*

In this course, the candidates will further examine the responsibilities of the reading specialist. Topics include analysis and communication of data from testing; planning professional development; becoming informed about budgeting for curriculum and reading programs; communicating with staff, administration, and public; securing funding; and continuing personal development as a reading professional. This course requires a coaching assignment (i.e., demonstration lesson/co-teaching a reading lesson).

**Prerequisite:** EDU6380.

**EDU6400 Professional Research in Literacy Learning II***3 semester hours*

This course is the culmination of candidates' action research projects in which they designed and implemented curricular and/or instructional change in literacy learning in an educational setting. Topics include action planning for edu-



cational change, sharing action research, personal reflection, and post self-report on definition and philosophy of reading. This course requires a PowerPoint presentation summarizing the action research project.

**Prerequisite:** EDU6300.

### **EDU6410 Practicum in Reading**

*6 semester hours*

In this course, candidates will learn to develop and implement individual instructional plans based on results from formal and informal assessments. In addition, these plans will demonstrate candidates' knowledge of appropriate instructional materials, resources, and support for diverse populations of readers in grades K-12. This is a supervised clinical experience which requires 30 hours of work with students. The key assessment for this course involves writing two formal case studies which are shared with parents in a formal conference.

## ***Reading Teacher Endorsement***

### ***Course Requirements for Reading Teacher Endorsement Only***

Coursework leading to the endorsement consists of 24 semester hours (eight courses) spread over the course of six terms. Reading Teacher Endorsement candidates complete six semester hours of supervised clinical practicum involving assessment and instruction with struggling readers. The program also involves them in various field experiences in which they apply course content to their classroom instruction, to individual work with a struggling reader, or to developing coaching and collaboration skills.

### **Admission Requirements**

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK-12 or preschool-age 21).
- One or more years of teaching experience in a PreK-12 setting and current district employment.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or ACT plus writing composite score of 22 or higher.
- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A recommendation from your current building principal or direct supervisor.

### **Course Requirements for the Reading Teacher Endorsement**

- EDU6310 Effective Word Study Instruction (3)
- EDU6320 Effective Comprehensive Instruction (3)
- EDU6330 Literacy in the Content Areas (3)
- EDU6340 Assessment of Literacy Learning (3)
- EDU6350 Teaching Reading to Diverse Learners (3)
- EDU6370 Texts for Children (3)
- EDU6410 Practicum in Reading (6)

## Course Descriptions for the Reading Teacher Endorsement

### **EDU6310 Effective Word Study Instruction**

*3 semester hours*

In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K–12. Topics include the nature of word analysis strategies, the stages of literary development, the nature of the spelling system, assessing students' literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.

### **EDU6320 Effective Comprehensive Instruction**

*3 semester hours*

This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K–12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.

### **EDU6330 Literacy in the Content Areas**

*3 semester hours*

This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.

### **EDU6340 Assessment of Literacy Learning**

*3 semester hours*

In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K–12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.

### **EDU6350 Teaching Reading to Diverse Learners**

*3 semester hours*

In this course, candidates explore research-based reading strategies to develop lesson plans that meet the needs of diverse learners, including English Language Learners (ELLs), special education, slow learners, unmotivated students and gifted readers. This course requires a classroom-based field experience with a coaching component.

### **EDU6370 Texts for Children**

*3 semester hours*

Course topics include qualities of outstanding children's and adolescent literature, goals of a literature program, planning the literature curriculum, multicultural literature, teaching genres, selecting literature for the classroom, criteria for evaluating and strategies for using narrative and expository text written for students in grades K–12, students' reading interests and preferences, instructional strategies for teaching literature, evaluating students' progress in responding to literature, creating a response-centered and literature-rich classroom, developing a literature-based curriculum, and current trends in children's and adolescent literature.

**EDU6410 Practicum in Reading***6 semester hours*

In this course, candidates will learn to develop and implement individual instructional plans based on results from formal and informal assessments. In addition, these plans will demonstrate candidates' knowledge of appropriate instructional materials, resources and support for diverse populations of readers in grades K-12. This is a supervised clinical experience which requires 30 hours of work with students. The key assessment for this course involves writing two formal case studies which are shared with parents in a formal conference.

## ***Master of Arts in School and Professional Counseling (MASPC)***

***This program is pending approval by the Illinois State Board of Education.***

The Master of Arts in School and Professional Counseling (MASPC) is designed to provide multiple pathways for candidates to enter the field of counseling. The program gives the opportunity to earn a counseling endorsement as a School Counselor in Illinois as well as a license in Illinois as a Professional Counselor. In addition, there is an option for teachers holding a professional teaching license to enroll in the Master of Arts in School and Professional Counseling (MASPC) leading to a community endorsement. *This program is pending approval by the Illinois State Board of Education. Please contact the Center for Adult and Graduates for current status.*

### **Common Core Requirements**

EDU6415 The Counseling Profession and Ethics (3)

EDU6416 Diagnosis of Mental Health in Counseling (3)

or

SWK6500 Social Work Perspectives on Psychopathology Research (3)

EDU6417 Developmental Counseling Across the Lifespan (3)

or

SWK6150 Human Behavior and Social Environment I (3)

or

SWK6160 Human Behavior and Social Environment II (3)

EDU6418 Framework for Counseling: Theories and Practices (3)

EDU6419 Group Counseling (3)

EDU6421 Career Counseling (3)

EDU6420 Professional Research in Counseling I (3)

EDU6422 Multi-Cultural Counseling (3)

or

SWK6390 Social Work Practice with Diverse and Vulnerable Populations (3)

EDU6423 Assessment and Evaluation (3)

EDU6424 Children, Adolescents, and Their Systems (3)

EDU6425 Practicum in Counseling (3)

EDU6426 Crisis Counseling (3)

EDU6427 Stress Management: Symptoms and Strategies (3)

EDU6428 Survey of Substance Abuse: Evaluation and Treatment (3)

or

SWK6340 Survey of Substance Abuse: Evaluation and Treatment

EDU6430 Professional Research in Counseling II (3)

*All candidates pursuing a Master of Arts in School and Professional Counseling must enroll in this course and complete a written thesis. A faculty supervisor will supervise the thesis.*

### **School Counseling Option (choose three)**

EDU6429 Psychopharmacology (3)

or

SWK6350 Psychopharmacology (3)

EDU6431 Counseling Special Needs Populations in Schools (3)

or

SPED5510 Characteristics and Identification of Disabilities and the Law (4)

EDU6432 School Counseling Programs: Issues and Policies (3)

EDU6433 Post-Secondary Counseling: College, Career and Transition (3)

EDU6434 Consulting and Management in a Developmental School (3)

### **Counseling Model**

**Note:** All School Counseling candidates must pass the ISBE Basic Skills/TAP Test prior to admission to the program.

### **Professional Counseling Option (choose three)**

EDU6429 Psychopharmacology (3)

or

SWK6350 Psychopharmacology (3)

EDU6437 Advanced Marriage and Family Counseling (3)

EDU6438 Clinical Mental Health Counseling (3)

EDU6439 Gerontology: Counseling and the Elderly (3)

or

SWK5100 Social Work Gerontology: Social Work and Older Adults (3)

EDU6440 Assessment and Intervention with Older Adults (3)

or

SWK6100 Social Work Gerontology: Families and Groups (3)

EDU6441 Counseling in the Criminal Justice System (3)

or

SWK5300 Forensic Social Work (3)

EDU6442 Bereavement Counseling (3)

or

SWK6030 Bereavement Counseling (3)

### **Clinical Experience**

This Internship Model is required for all graduates in Counseling – 600-clock hours of internship in professional track second year.

Practicum and internship consists of 700 hours. Candidates must have documented field-related experience of which 280 hours of face-to-face counseling is required.

Practicum is taken in the first year and is 100 hours. Internship I and II consist of 600 hours of direct clinical work with clients. When appropriate the internship may be completed at the candidate's place of employment.

## Internship School Counseling Option

EDU6435 School Internship I (3)

EDU6436 School Internship II (3)

## Internship Professional Counseling Option

EDU6445 Community Mental Health Internship I (3)

EDU6446 Community Mental Health Internship II (3)

Candidates who hold a master's degree in counseling or a related field such as psychology, social work or an appropriate education degree (i.e., educational psychology) must pass the ISBE/TAP exam prior to admission and complete the ISBE Content Area (#181) exam prior to enrolling in the internship courses or any of the following courses:

EDU6419 Group Counseling (3)

EDU6431 Counseling Special Needs Populations (3)

EDU6432 School Counseling Issues and Practices (3)

EDU6434 Counseling and Management in a Developmental School (3)

## Counseling Model

Licensed Professional Counselor (LPC) Examination: Preparation includes LPC licensing exam after taking the following courses:

EDU6428 Survey of Substance Abuse Evaluation and Treatment (3)

or

SWK6340 Survey of Substance Abuse: Evaluation and Treatment (3)

EDU6429 Psychopharmacology (3)

or

SWK6350 Psychopharmacology (3)

EDU6438 Clinical Mental Health Counseling (3)

## Course Descriptions

**EDU6415 The Counseling Profession and Ethics** *3 semester hours*

This course offers an overview of the counseling profession including ethical, legal and professional identity issues. Candidates will study the history of the profession, legal and ethical standards, organization functions, preparation standards and journals.

**EDU6416 The Diagnosis of Mental Health in Counseling** *3 semester hours*  
(or *SWK6500 Social Work Perspectives on Psychopathology Research*)

This course provides candidates with the skill to interpret and apply the research-based clinical knowledge necessary for the diagnosis and treatment of mental health disorders. (DSM-V) This course will cover the use of this data in developing psychosocial assessments working in multi-disciplinary teams, and integration of community based resources.

**EDU6417 Developmental Counseling Across the Lifespan** *3 semester hours*  
(or *SWKHBS I or HBS II Human Behavior and Social Environment I and II*)

Based on lifespan theory, this course focuses on the concepts of developmental counseling. Counselors learn to assess the client's developmental processes and provide appropriate helping strategies to assist in working through the "blocks" created by personal growth, relationship development or impaired by external systems of dysfunction.

**EDU6418 Framework for Counseling: Theories and Practices***3 semester hours*

Candidates will study a range of counseling skills and strategies, and will study a variety of theories. They will apply their knowledge and skills in a variety of professional counseling settings. This course contributes to the theoretical foundations of the helping profession and encourages each candidate to synthesize the material and recognize a personal style.

**EDU6419 Group Counseling***3 semester hours*

This course will provide the foundation for establishing and conducting group experiences for helping professions. The course will focus on the composition of groups, roles of members and leader including intervention roles. Facilitative and debilitative behaviors in groups will be examined as well as the confidentiality and ethical issues encountered in groups. Group theories will be reviewed. Members will be given opportunities to participate in group experiences and consideration will be given to utilizing group process in designing and conducting workshop experiences.

**EDU6421 Career Counseling***3 semester hours*

This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition, the course will review the use of occupational classification systems, tests and computer use in career counseling. Counseling with special populations will be examined.

**EDU6420 Professional Research in Counseling I***3 semester hours*

This course will cover methods in educational research, planning and conducting a research study, developing problem identification skills, data collection, analysis, interpretation and preparation of a research paper. Candidates will be introduced to the nature of scientific research, with particular reference to the research methods and statistical treatments that are appropriate to the study of issues related to education and counseling.

**EDU6422 Multi-Cultural Counseling***3 semester hours*

*(or SWK6390 Social Work Practice with Diverse and Vulnerable Populations)*

This course will explore the social, psychological, cultural, economic and environmental influences that effect various client populations. The course will assist the candidates in understanding the need for formulating and implementing counselor/counselee roles within diverse communities. Focus will be on the candidates' integration of awareness, knowledge, insights and cultural identities. Candidates will discuss treatment approaches with culturally diverse families and learn the impact of worldview and cultural factors in life cycle development.

**EDU6423 Assessment and Evaluation***3 semester hours*

This course studies the principles of measurement applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in medication and personnel work. Candidates will learn how to select, administer, score and interpret the appropriate standardized measure for evaluation in both educational and personnel situations. Candidates will examine and discuss the ethical, legal and administrative issues that surround this topic.

**EDU6424 Children, Adolescents and Their Systems** *3 semester hours*

This course will consider the theoretical foundations of working with children and adolescents. It will address the developmentally appropriate counseling perspectives and interventions. Emphasis will be on the child/adolescent in various systemic contexts. Family, school, community and specific behaviors of children and adolescents, and resiliency will all be discussed. The course will review early and transitional human growth and behavior with emphasis on the child/adolescent's normal and abnormal psychological reactions to stressors in their environment. Within their systems, candidates will explore appropriate counseling perspectives, consultation with other disciplines and intervention that can be prescribed.

**EDU6425 Practicum in Counseling** *3 semester hours*

The practice of counseling will be experienced in laboratory and field settings. Candidates will have learning experiences in the field and in lab settings within the university. They will work with individuals and groups on general adjustment issues and topic specific groups. Utilizing case studies, tapes, and role-playing candidates will analyze their work in self-evaluation and peer review. This course will include 100 hours of fieldwork with a minimum of 40 hours of supervised client contact.

**EDU6426 Crisis Counseling** *3 semester hours*

One of the principal tools of human services work is crisis intervention counseling. Intervention and treatment strategies will be covered from first response to the principles of treatment for each stage of crisis response. The course will review the psychosocial issues related to crisis and the various stages including Critical Incident Stress Debriefing (CISD). The response of systems to crisis and grief and the individual's physiological and psychological responses to loss, death, and crisis will be studied. Appropriate counseling interventions and strategies for Post-Traumatic Stress Disorder (PTSD) and other stress responses will also be covered.

**EDU6427 Stress Management: Symptoms and Strategies** *3 semester hours*

This course is for counselors working in a variety of settings. A holistic approach is taken to pro-active and re-active responses to stress. Stress and counselor burnout will be addressed holistically in both a didactic and experiential setting. Candidates will learn strategies appropriate for stress reduction for all ages. Candidates participate in research, lab experiences and develop their own personal wellness program for stress management.

**EDU6428 Survey of Substance Abuse: Evaluation and Treatment** *3 semester hours*

*(or SWK6340 Survey of Substance Abuse and Treatment)*

This course will provide the basic identification, evaluation, treatment and counseling strategies utilized with various types of substance abuse and the accompanying addictions. It is the foundation course for the CADC certification. It will also provide information useful in working with individuals and families who are affected by substance abuse. Education of individuals and groups in various settings in the community are discussed.

**EDU6429 Psychopharmacology***3 semester hours**(or SWK6350 Psychopharmacology)*

This course is designed to provide the knowledge base necessary to advance towards a certificate for alcohol and drug counseling in Illinois. The course will cover areas including medical complications, symptoms, assessment, definitions used in diagnosis and treatment, denial, relapse, special populations, education, treatment settings, and counseling attitudes. Major drug categories will be reviewed with emphasis on the physiological effects of the substance and treatment for various substances. The legal impact of addictions will be presented and candidates will visit drug court or DUI court to see how current systems respond in addition to open AA or NA meetings.

**EDU6430 Professional Research in Counseling II***3 semester hours*

This course is the second of the two research courses required for the Master of Arts in School and Professional Counseling (MASPC) degree. The candidates utilize the research proposal, theoretical framework, literature review, and data collection methodology established in the first research course to summarize data, present and reflect upon the research. The candidates complete a professional thesis document in APA format and share their scholarly work with others.

**EDU6431 Counseling Special Needs Populations in Schools***3 semester hours**(or SPED5510 Characteristics and Identification of Disabilities and the Law)*

This course will introduce candidates to special education law including relevant statutes, cases, and regulations. Candidates will learn about the development and implementation of the IEP and the 504 plans for individual candidates with disabilities and health impairments. The characteristics of the disabilities typically identified and served in school settings will be examined, and research based interventions will be introduced. A comprehensive overview of all types of exceptionalities will be studied with emphasis on characteristics and interventions. This course satisfies Illinois HB 150. Exceptional characteristics of mentally, physically and emotionally challenged candidates, facilities, practices and special education instruction that help individuals with these disabilities reach their full potential will be reviewed. Political and philosophical biases will also be addressed in light of federal and state regulation and funding practices.

**EDU6432 School Counseling Programs: Issues and Policies***3 semester hours*

This course will cover current issues related to the effective counseling of candidates in schools, effective school counseling programming, including developmental counseling curriculum, academic programming, college and career exploration, motivation, retention, consultation and referral. The American School Counseling Association (ASCA) model of school counseling will be emphasized and integrated throughout the school counseling course sequence. Candidates will be provided an overview of school counseling history and its implementation at the elementary, middle and secondary level. The developmental school counseling model, the American School Counseling Association (ASCA) offer the foundation for counseling services in schools, including the counselor as advocate, coordinator, teacher, programmer, consultant, information and referral agent, and counselor. Academic Development, Career Development, and Social- Emotional Development (ASCA model domains) will be emphasized.



**EDU6433 Post-Secondary Counseling: College, Career and Transition** *3 semester hours*

This course will introduce career exploration and career counseling in a school context. Focus will be on strategies to increase candidate knowledge of the world of work, career theories and related influences. The ASCA model for K-12 programs will be integrated throughout. Opportunities will be provided to examine current materials as well as online programs to assist in this process. Technology-based instruments, case studies, and clinical observations will help the candidate recognize theories and decision-making models. Clinical experiences will be included.

**EDU6434 Consulting and Management in a Developmental School Counseling Model** *3 semester hours*

Candidates will learn the skills necessary to plan and implement an effective developmental school-counseling program. Social emotional learning standards and models for integration will be addressed. The Developmental Model of School Counseling indicates that counseling services must be provided "to all candidates." The candidates will learn how leadership strategies can help the counselor serve as an advocate with administrators, teachers, and specialists and outside agencies to guarantee services for all candidates. This course will review and study a variety of programs that meet the ASCA requirements for Developmental School Counseling Models and how they were developed.

**EDU6437 Advanced Marriage and Family Counseling** *3 semester hours*

Candidates will have an in-depth look at family systems theory including development and life cycles. Comparison of the system view and traditional medical model used in psychiatry will take place. Contemporary problems including substance abuse, domestic violence, sexual dysfunction, divorce and death will be discussed. Family systems assessment tools will also be studied.

**EDU6438 Clinical Mental Health Counseling** *3 semester hours*

This course will acquaint candidates with the environmental/organizational demands of mental health centers, substance abuse centers, and other social service agencies that employ master's-level counselors. There will be an examination of administrative structures, private state and federal funding, and Medicare and Medicaid provisions. Candidates will also examine research-based clinical interventions and treatment that is used with mental disorders as defined in the DSM-V. Candidates will learn to develop their interview skills of a professional level in the mental health field. Writing and record keeping will be reviewed with legal counseling and ethical issues applied. Candidates will have a foundational understanding of funding, collaboration and consultation.

**EDU6439 Gerontology: Counseling and the Elderly** *3 semester hours*  
*(or SWK5100 Social Work Gerontology: Social Work and Older Adults)*

This course will cover major theories of aging. Community services available to the aging and attitudes towards the aging and their care will be examined. The psychological and physiological processes of aging will be identified. The counselor's role as helping professional as well as the roles of advocacy and mediation will be considered in the context of normal family system changes and related services available to the elderly and their families. Candidates will gain knowledge necessary to work with agencies that service this population group.

**EDU6440 Assessment and Intervention with Older Adults** *3 semester hours*  
(or *SWK6100 Social Work Gerontology: Families and Groups*)

This course examines the advanced study of clinical treatments of older adults. Focus will include different mental health issues presented by older adults such as depression, Alzheimer's disease, adjustment disorders due to relocation or loss of loved ones, and chronic illness. Successful treatment methods with older adults will be presented framed in the life stages perspective. Candidates will examine clinical treatment in adults and the various mental health issues that present during this life stage due to medical and environmental factors. Effective therapeutic interventions with both individuals and families will be discussed in the treatment of older adults in various living arrangements. This course is an excellent preparation for candidates interested in hospice or other work with sick and elderly.

**EDU6441 Counseling in the Criminal Justice System** *3 semester hours*  
(or *SWK5300 Forensic Social Work*)

This course is an introduction to the criminal justice system through the study of mental health and its interaction with the law. Candidates review the care and treatment of mentally ill offenders in the criminal justice system. The policies and procedures will be reviewed as well as the impact various treatments have on the individual, families and community systems.

**EDU6442 Bereavement Counseling** *3 semester hours*  
(or *SWK6030 Bereavement Counseling*)

This course presents the theoretical frameworks for working with the bereaved individuals and an examination of cultural attitudes towards death, other life losses, and what effects these attitudes have on individual grief reactions. The course highlights the therapeutic skills needed in working with the bereaved.

**EDU6435 School Internship I** *3 semester hours*

The School Internship provides candidates with the opportunity to practice and integrate counseling theory in a P-12 school setting under the guidance and instruction of a certified, licensed and experienced counselor/field instructor. School Internship I, is the first semester of the consecutive sequence of field work experience (internships) in a school. Throughout School Internship I and School Internship II, the candidate will learn from and are supervised by an experienced licensed school counselor and university instructor. Interns perform the duties of a school counselor under supervision in the school they are assigned for their internship. The internship must document a total of 600 hours, include direct client counseling, and meet the American School Counseling Association (ASCA) Standards.

**EDU6436 School Internship II** *3 semester hours*

The School Internship provides candidates with the opportunity to practice and integrate counseling theory in a P-12 school setting under the guidance and instruction of a certified, licensed and experienced counselor/field instructor. School Internship I, is the first semester of the consecutive sequence of field work experience (internships) in a school. Throughout School Internship I and School Internship II, the candidate will learn from and are supervised by an experienced licensed school counselor and university instructor. Interns perform the duties of a school counselor under supervision in the school they are assigned for their internship. The internship must document a total of 600 hours, include direct client counseling, and meet the American School Counseling Association (ASCA) Standards.

**EDU6445 Community Mental Health Internship I** *3 semester hours*

The Community Mental Health Internship provides candidates with the opportunity to practice and integrate counseling theory in a mental health counseling center, agency, or hospital under the guidance of an experienced, Licensed Professional Counselor (LPC). Throughout the Community Mental Health Internship I and II, the candidate will be supervised by an LPC. Interns perform the duties of a community mental health counselor under the supervision of a LPC and a university supervisor in the center, agency or hospital where they are assigned for their internship. The internships must document a total of 600 hours, include direct client counseling, and meet American Counseling Association (ACA) Standards.

**EDU6446 Community Mental Health Internship II** *3 semester hours*

The Community Mental Health Internship provides candidates with the opportunity to practice and integrate counseling theory in a mental health counseling center, agency, or hospital under the guidance of an experienced, Licensed Professional Counselor (LPC). Throughout the Community Mental Health Internship I and II, the candidate will be supervised by an LPC. Interns perform the duties of a community mental health counselor under the supervision of a LPC and a university supervisor in the center, agency or hospital where they are assigned for their internship. The internships must document a total of 600 hours, include direct client counseling, and meet American Counseling Association (ACA) Standards.

## ***Master of Arts in Science Education (MASCE)***

*This program is offered in Aurora and through AU Online.*

This program is designed to equip the middle school and high school science teacher with the science content and science education pedagogy needed to excite and instill a passion for science in the next generation of learners. While the program has its greatest appeal for middle school and high school teachers, all Pre K-12 teachers who seek to increase their knowledge of STEM (Science, Technology, Engineering and Mathematics) in biology, chemistry, physical science, and earth and space science will learn new ways to work with students in the classroom and meet the Next Generation Science Standards. The program is designed to deliver a teacher leadership curriculum alongside content courses in physical, life, earth and space sciences. These courses are designed so that teachers can experiment with at-home laboratories and take these ideas directly to the classroom. Scientific and engineering practices will be introduced in courses of field study and technology in the classroom. Overall, the program is designed to explore how humans scientifically study the natural world and its universe while considering cause and effect relationships between humans, technology and their environment.

All classes in the program are taught in eight-week online modules through AU Online or on-ground in a cohort format. The classes include field work, lab work, and moderated chat-room synchronous and asynchronous discussions. Natural areas (Geneva Lake, glacial and other landscapes) along with community partners (Morton Arboretum, Waste Management, Robert Crown Center for Health Edu-

cation, Fermi Lab, DuPage Children's Museum, Challenger Learning Center for Science & Technology) in the area are used to provide hands-on experiences for the teachers.

### **Program Goals:**

- Establish a comprehensive understanding of the national standards in mathematics and science.
- Train participants to create lesson plans using core standards and mathematical and scientific practices.
- Realize the integration of physical, life, and earth and space sciences with mathematics, engineering and technology through curriculum development complete with assessment measures.
- Deepen teachers' content knowledge in physical sciences, life sciences, earth and space sciences by focusing on fundamentals of these disciplinary cores through hands-on experimentation.
- Apply science education pedagogical methods in modeling and inquiry to new middle school classroom experiences.
- Establish teacher leaders in middle school science education to lead an effort to improve teaching and learning of middle school science in the teacher's own school and district.
- Encourage candidates to be self-reflective of their own teaching by using research to assess and identify areas of improvement.
- Provide innovative teaching methods and technologies that allow participants to become efficacious teachers so their students apply and retain knowledge of physical, life, and Earth and space sciences over time.
- Improve mathematics and science teaching skills of participants, so their students understand, apply and retain science and mathematics knowledge.

### **Required Courses:**

#### **Science Education:**

NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)

NSM6100 Educational Research in Mathematics and Science I (3)

NSM6200 Educational Research in Mathematics and Science II (3)

#### **Physical Sciences:**

NSM5420 Physical Science I: Matter and Energy (3)

NSM5430 Physical Science II: Forces, Energy and Motion (3)

#### **Life Sciences:**

NSM5440 Hierarchical Organization of Life – From Cells to Organisms (3)

NSM5450 Hierarchical Organization of Life – From Organisms to Ecosystems (3)

#### **Earth and Space Sciences:**

NSM5460 The Universe (3)

**Cross-cutting Concept Courses:**

NSM6410 Exploring Planet Earth (3)

NSM6420 Technology and Instrumentation (3)

NSM6430 Biochemical Applications in Technology (3)

**Engineering, Technology and Applications of Science Courses:**

NSM5410 Scientific and Engineering Practices (3)

NSM5900 Field Experience in STEM (1)

**Course Descriptions*****Educational Research*****NSM5400 Curriculum Development and Assessment in  
Mathematics and Science***3 semester hours*

The course will focus on assessment goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in mathematics and science curriculum, core standards, learning research, and alternate modes of presentation will be discussed.

**Prerequisite:** Open to graduate students only.

**NSM6100 Educational Research in Mathematics and  
Science I***3 semester hours*

This course has the dual purpose of providing an educational research background in the STEM field as well as the quantitative knowledge necessary to conduct such research. The course investigates recent developments and relevant research in STEM education and initiates a professional conversation about the major issues in teaching mathematics and science. Emphasis will be placed on methods of critically reading and analyzing research reports and the development of a STEM research proposal. Topics include reading and evaluation of original research, issues of validity and reliability in research, assembling research writing components, and an introduction to statistical inference.

**Prerequisite:** NSM5400.

**NSM6200 Educational Research in Mathematics and  
Science II***3 semester hours*

This course is a continuation of NSM6100. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

**Prerequisite:** NSM6100.

***Physical Science*****NSM5420 Physical Science I: Matter and Energy***3 semester hours*

This course introduces the fundamentals of matter and its interactions. Examples from chemistry and biology will highlight how atoms in a system can change their arrangement, allowing the observation and characterization of useful chemical reactions. Different types of atoms and their interactions will also be used to predict how a system can respond to a given stimulus. The conservation of energy and

the concept of thermal energy will be studied throughout by examining systems from burning fuel to photosynthesis. The two fundamental forces, weak nuclear and strong nuclear, that describe how the nucleus of an atom exists will also be presented during the investigation of nuclear processes. Includes at-home laboratory activities that reinforce introduced concepts.

**Prerequisite:** NSM5410.

**NSM5430 Physical Science II: Forces, Energy, and Motion** *3 semester hours*

Physical Science II explores the principles that help describe our macroscopic world, in particular, how forces influence the motion of a macroscopic object. A basic understanding of the four fundamental forces that govern our understanding of the universe (gravity, electromagnetism, strong nuclear and weak nuclear forces) will serve as fundamental knowledge when considering the stability of multi-scaled systems. Motion of macroscopic objects will be explained using Newton's laws. This course will also emphasize how frame of reference and units are important in describing information about the system being studied. A continuation of the conservation of energy principles introduced in Physical Sciences I will show how the interchangeability of energy, using mainly long-range and contact forces, can affect the motion of an object or group of objects. Includes at-home laboratory activities that reinforce introduced concepts.

**Prerequisite:** NSM5420.

### ***Life Sciences***

**NSM5440 Hierarchical Organization of Life – From  
Cells to Organisms**

*3 semester hours*

Students will explore the levels of the biological hierarchy below the level of the individual, including cells, tissues, organs, and organ systems, and the biological processes that are important at each level. They will connect content and pedagogy to improve biology teaching in the classroom. Through lecture, discussion, simulation, and laboratory exercises, this course integrates and applies concepts from the biological, chemical, and physical sciences. Topics include the types of cells and cell structure, processes that occur within cells, cell division and types of reproduction, inheritance and sources of genetic variation, major organ systems of animals and plants, and signal processing within cells and whole organisms. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

**Prerequisite:** NSM5410.

**NSM5450 Hierarchical Organization of Life – From  
Organisms to Ecosystems**

*3 semester hours*

Students will explore the levels of the biological hierarchy above the level of the individual, including populations, biological communities, ecosystems, and social systems, and the processes that have shaped the diversity of life. Through lecture, discussion, simulation, and laboratory exercises, the course integrates and applies concepts from the biological, chemical, and earth sciences and reinforces pedagogical methods that will improve content teaching. Topics include the concepts and processes of microevolution and macroevolution, the fossil record and geologic time scale, large-scale factors that have shaped the diversity of life, mass extinctions, the diversity of living organisms, and ecological principles that encompass populations, communities, and ecosystems. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

**NSM6410 Exploring Planet Earth***3 semester hours*

This course is intended to bridge the STEM disciplines of life science and earth and space science, and will accomplish this from a broad environmental science perspective. Students will explore concepts of earth science tied to those of ecosystems learned in previous courses. Through lecture, discussion, simulation, and laboratory activities, the course explores how the physical compartments of the earth (atmosphere, hydrosphere, and lithosphere) affect and are affected by the biological components of the earth (biosphere). Topics include the physical and chemical properties of the atmosphere, oceans and other water systems, and the lithosphere, natural hazards, natural resources, and the interaction of those earth components with humans in shaping weather, climate, and the earth's surface. The course will emphasize the STEM practices and disciplinary core ideas outlined by the national science standards.

**Prerequisites:** NSM5450 and NSM5460.

**NSM6410 Exploring Planet Earth***3 semester hours*

This course is intended to bridge the STEM disciplines of life science and earth and space science, and will accomplish this from a broad environmental science perspective. Students will explore concepts of earth science tied to those of ecosystems learned in previous courses. Through lecture, discussion, simulation, and laboratory activities, the course explores how the physical compartments of the earth (atmosphere, hydrosphere, and lithosphere) affect and are affected by the biological components of the earth (biosphere). Topics include the physical and chemical properties of the atmosphere, oceans and other water systems, and the lithosphere, natural hazards, natural resources, and the interaction of those earth components with humans in shaping weather, climate, and the earth's surface. The course will emphasize the STEM practices and disciplinary core ideas outlined by the national science standards.

**Prerequisites:** NSM5450 and NSM5460.

***Earth and Space Sciences*****NSM5460 The Universe***3 semester hours*

This course is designed to enable the educator to develop national science standards-based lessons exploring the scale of the cosmos, cycles of the sky, and the use of technology in the field of astronomy throughout history. Content and integrated pedagogy will be used to understand black holes, galaxies, the solar system, and the formation, life, and death of stars. Modalities of lecture, discussion, simulations and laboratory exercises will be utilized. This course emphasizes adaptation of theory and techniques to the middle school science classroom.

**Prerequisite:** NSM5410.

***Engineering, Technology, and Applications of Science*****NSM5510 Scientific and Engineering Practices***3 semester hours*

This course focuses on scientific exploration through inquiry and on engineering methods through the iterative design process. Students will integrate concepts of scientific methodology and engineering design through discussion and activities pertaining to science and technology. The impact of science, technology and engineering on the world and on humankind will be discussed. Assignments and laboratory investigations will focus on experimental design and statistical analysis of

quantitative data, helping to develop problem solving and optimization skills by practicing design with constraints. Includes at-home laboratory activities that reinforce introduced concepts.

**Prerequisite:** Open to graduate students only.

### **NSM6420 Technology and Instrumentation**

*3 semester hours*

This course will showcase technological applications in medicine, information systems, and information transfer involving light and waves. Crosscutting concepts involving patterns, cause and effect mechanisms, and energy flow and conservation will merge fundamentals learned in Physical Science I, Physical Science II, and The Universe by examining how modern technologies have improved the human experience. The course will start by exploring the fundamental properties of all waves using multi-disciplinary examples from the human eye to earthquakes. By studying from start to finish how information is transferred when using technology, students will be able to thoroughly experience and understand the basic laws of electricity, magnetism, light and waves. A range of waves from seismic to the electromagnetic will consider material composition to also examine how the properties of waves can change. A brief introduction to the methods used to code and decode wave signals sent as information packets will also be covered.

**Prerequisites:** NSM5420; NSM5430 and NSM5460.

### **NSM5900 Field Experience in STEM**

*1 semester hour*

Each candidate is expected to take part in a flexible field experience with a mathematics and or science professional organization. The goal is to give each participant an opportunity to work with a scientist, engineer or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom.

**Prerequisite:** Consent of instructor.

### **NSM6430 Biochemical Applications in Technology**

*3 semester hours*

In this course the student will learn basic concepts of biochemistry and contemporary biotechnological methods and techniques. Students will study the chemistry of biological molecules at the molecular and cellular level. Through lecture, discussion, and activities, this course integrates and applies concepts from physical sciences and life sciences. Students will integrate mathematical and engineering principles related to biochemistry and biotechnology. Students will study biochemical reactions of life processes and applications to microbiology, medicine, and forensics. This course emphasizes adaptation of theory and techniques to the middle school science classroom.

**Prerequisites:** NSM5420 and NSM5440.



# ***Master of Arts in Special Education (MASE)***

*This program is offered in Aurora.*

The primary focus of this program is to prepare teachers for a Teaching Licensure with a Learning Behavior Specialist I (LBS I) (K–12) endorsement. Candidates may be existing teachers, someone who has experience in the schools, or someone with a degree in a related field. Licensure requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive disabilities, autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the licensure will cover grades K–12, candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. The coursework is designed to allow the candidate both to evaluate research and conduct action research in the classroom. Furthermore, varied clinical practice and field experiences are considered an integral part to all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. Please note that candidates with an existing licensure will not be required to student teach, but will participate in an internship that will be tailored to broaden the candidate's base of experience in the field. Candidates who do not hold an existing license will be required to student teach, taking SPED6750 instead of SPED6570. While completing the entire master's degree is advised, candidates can apply in one of three tracks: 1.) Endorsement (open only to licensed teachers), 2.) Licensure as an LBS I, or 3.) Master's degree in Special Education with licensure. The Endorsement-only program is also offered through AU Online.

Candidates with an existing LBS I licensure will qualify for an endorsement in special education after the first 19 hours of coursework. For a candidate with an existing licensure, completion of the Master of Arts in Special Education (MASE) involves 48 hours of coursework although the core courses necessary for the licensure total 42 hours. The remaining six hours to complete the MASE degree will involve a cognate of two courses that the candidate will plan with the assistance of his or her advisor. This cognate will enable the candidate to establish an area of increased specialization. Suggested cognates include coursework in areas such as elementary education, the reading specialist, ELL/ESL/Bilingual, or educational leadership/supervision (toward a Type 75 licensure) or early childhood special education. For a candidate for whom this will be an initial licensure with student teaching, there are 54 total hours for the master's degree, which includes the two-course cognate. The main objectives of the coursework are twofold: to build the pedagogical expertise of the candidate; and to facilitate collaboration with his or her students, their families, their colleagues and the community.

Candidates should be aware that the Illinois State Board of Education requires that these additional tests be passed before an LBS I licensure will be issued:

- 1.) The LBS I Content Area test (#155)
- 2.) The Special Education General Curriculum test (#163)
- 3.) The K–12 Assessment of Professional Teaching examination (#104)

In fact, state licensure tests must be passed before the candidate may begin the final clinical experience (the internship or student teaching).

## Admission Requirements for the MA in Special Education:

- A valid Illinois professional educator license (early childhood, elementary, secondary or preschool-age 21).
- One or more years of teaching experience in a PreK–12 setting and current district employment.
- Passage of the Illinois Basic Skills Test, TAP Test of Academic Proficiency or an ACT with a writing, composite score of 22 or higher.
- A completed Graduate Application for Admission(aurora.edu/auapply).
- Transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution. 3.0 grade point average on a 4.0 scale. If the applicant's grade point average is below that of a 3.0, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses where a 3.0 average must be maintained or the applicant will not be able to continue the program.
- Two letters of recommendation from individuals familiar with the applicant's professional potential related to this field.
- Passing a National Background Check (Criminal Activity and Sex Offender); completed after admission.

## Prerequisite Suggestion:

- A course in teaching primary reading; if taken at the graduate level, this may count as a cognate for the MASE.

## Application Deadline and Notification:

Applications will be reviewed by the special education admission committee, and applicants will be advised of acceptance on a rolling basis as they are reviewed. Applicants should please note that this program is designed for a fall semester start; however, a spring start with a modified sequence of courses is also available. Some endorsement courses may also be available online.

## Academic Standards and Evaluation in the MASE Program

In addition to feedback to students in the form of grades, full-time candidates' overall performance will be reviewed at the end of each semester (part-time candidates' work will be reviewed every two semesters) to evaluate whether the applicants are integrating the theoretical knowledge and practical applications at a competent level. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. A 3.0 grade point average must be maintained to continue in the program. Only two grades of "C" are accepted at the graduate level in the MASE program. If a candidate receives a "C" grade within the first semester, the candidate may be removed from the program by action of the program faculty. As is true of admission to the program, candidates may be allowed to continue on a probationary status at the discretion of their advisor and the program director. Candidates must achieve a "B" grade in the

Unified Field Experience to be eligible for the internship or student teaching. Additionally, candidates must pass the two state special education content area tests and the Assessment of Professional Teaching test before beginning their internship or student teaching. A grade of “B” or better must be achieved in the internship or student teaching courses to become licensed.

### **Program Requirements**

If a candidate has an existing licensure, 48 semester hours are required for the MASE degree. If a candidate does not have an existing licensure and will need to student teach, the degree will take an additional six hours (54 hours). Forty hours (34 of these hours are core hours required for licensure) are devoted to content coursework designed to develop expertise across the wide range of disability categories required for the cross-categorical LBS I licensure with the state. Each of these content classes focuses on both theory and clinical and educational application. The remaining eight hours are devoted completely to supervised clinical experience in applying theory to practice in the field. In these experiences, candidates will be exposed to a range of ages and educational/life impact on the student(s). As noted earlier, licensure may be granted with the 42 semester hours of core courses (48 hours if student teaching is required), composed of 34 hours of content coursework and eight hours of supervised clinical experiences (14 hours if student teaching), but the applicant is strongly encouraged to complete the MASE curriculum. The objective of the MASE is to give the candidate the expertise to understand and teach not only the student, who may have a range of disabilities that manifest differentially at different points in his or her life, but also to be able to understand and collaborate with significant members within the context of the student’s family, school and community.

The sequence of courses for the MASE program anticipates that the candidate will generally begin the program in the fall semester. Applicants may attend either full or part time.

### **Degree Requirements for MASE**

- 40 hours in content classes, with accompanying clinical field exposure (includes 6 hours of cognate courses)
- Eight semester hours of supervised clinical practica (assumes that a candidate has an existing teaching licensure, these hours include an internship)
- 14 semester hours if student teaching
- Six additional semester hours in a cognate area

### **Licensure Requirements for LBS I**

General Content Area and Practicum Classes Required for Licensure

**Note:** Courses marked with an (E) comprise the endorsement. The endorsement is also offered through AU Online.

- SPED5510 Characteristics and Identification of Disabilities and the Law (4) (E)
- SPED5520 Cognitive Development and Disabilities (2) (E)
- SPED5530 Oral Language Development and Disorders (3)
- SPED5540 Diversity and Disability Issues: Students, Families, Schools and the Community (2)

- SPED5550 Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior (2) (E)
- SPED5551 Intervention Strategies for Problematic Behavior (2) (E)
- SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (2) (E)
- SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (3) (E)
- SPED6510 Psychoeducational Assessment of Students with Disabilities (4) (E)
- SPED6520 Reading Disabilities Theory and Interventions (3)
- SPED6530 Written Language Development and Disorders (3)
- SPED6540 Mathematics and Sciences Interventions for Students with Disabilities (2)
- SPED6550 Introduction to Educational Research (2)
- SPED6560 Unified Field Experience (4)
- SPED6570\* Internship and Action Research Seminar (assumes previous student or teaching experience/licensure) (4)
- SPED6750\* Student Teaching in Special Education *8 semester hours*
- SPED6760 Seminar for Student Teaching in Special Education

\*Candidates take one of the above courses, dependent on whether student teaching is required.

**Elective Classes for Degree Candidates:** Two electives, totaling six hours, forming a cognate, established with the approval of the candidate's advisor.

**Total hours for the MASE degree: 48 hours; 54 hours if student teaching is required.**

## Course Descriptions

### SPED5510 Characteristics and Identification of Disabilities and the Law

*4 semester hours*

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues such as mental retardation and traumatic brain injury, autism, emotional disorders, and physical disabilities/other health impaired), including discussion of subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Definition of exceptionality and incidence rates and how they vary by state or urban/suburban/rural area will be considered. Historical perspective will be given regarding major national education laws, including IDEA and the most recent reauthorization. Discussion will center on how these laws have been interpreted and how this impacts the service provision in the schools, both for students who receive accommodations (504 Plans) and for those who receive services from a variety of school professionals. The special education referral process will be studied, delineating how and when either a 504 Plan or an Individual Education Plan might be established. Also, state-level legislation that has influenced identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered.

**SPED5520 Cognitive Development and Disabilities** *2 semester hours*

This course will address research and theories related to typical cognitive development and learning and disorders associated with the cognitive processes, ranging from constructivist research to information processing and brain imaging. A historical perspective will also be provided. Additionally, contrasts will be drawn between the impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory (both working memory and long term memory), and how they might impact learning and behavior, as well as remedial efforts for differing disabilities, such as learning disabilities, mental retardation or acquired disorders (traumatic brain injury). Task analyses focusing on receptive/expressive (input/output), visual/auditory, and verbal/non-verbal aspects of cognitive tasks will be undertaken for students ranging from primary to high school. The development of more metacognitive tasks, such as the ability to monitor behavior, actively solve problems, and use study skills, will also be discussed, particularly for the middle and high school years.

**SPED5530 Oral Language Development and Disorders** *3 semester hours*

The normal course of oral and nonverbal language development will be contrasted with atypical development, with a focus on the P-12 period. Aspects of language development and techniques for treatment will cover issues related to phonological awareness, morphology, syntax, semantics and pragmatics; additionally, consideration will be given to how the impact of these aspects of language changes through the middle and high school years, both in the school and the community. Further study of the utility and practice of standardized tests specific to oral language development will be undertaken. Additionally, candidates will learn to conduct informal language analyses of school-aged (P-12) students in order to identify oral language weaknesses. Remedial techniques and potential accommodations, based on identified difficulties, will be an additional focus. Specific focus will be given to communication intervention for some cognitive disorders, such as autism, including alternative and augmentative communication. The use of sign language and second language acquisition, and how diagnosis and service provision can overlap, will also be discussed. Finally, software technology in common use will be learned, with requirements to integrate the use of software and other interventions into lesson plans.

**Prerequisite:** SPED5510.

**SPED5540 Diversity and Disability Issues: Students, Families,  
Schools and the Community** *2 semester hours*

The focus of this course will be on how various social institutions, particularly the school and family, may define disability and how this may impact collaboration and communication in regard to service provision in special education. Research regarding how identification and service delivery, as well as the student's learning, may be impacted by issues of diversity, including disability, ethnicity/culture, socioeconomic level, language/linguistics/dialects, and gender, will be studied. The potential for bias during assessment and/or instruction and the potential impact on learning will be investigated. Moreover, how these issues are reflected in family systems and identity and how differences might lead to misconceptions or misunderstandings will be discussed. Finally, how strategies to support identity formation and retention can be incorporated into lesson plans or classroom activities will be addressed.

**SPED5550 Social, Emotional and Behavioral Development:****Promoting Prosocial Behavior***2 semester hours*

This course will cover both the current theories of social-emotional development and the disorders for the school-aged years and adolescence, with some discussion of lifespan issues. Focus will be placed on identification/assessment and intervention of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individuals self-perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological or related service interventions will be discussed and how the schools collaborate with these professional groups.

**Prerequisite:** SPED5510.

**SPED5551 Intervention Strategies for Problematic Behavior** *2 semester hours*

This course focuses on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques, such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups.

**Prerequisite:** SPED5510.

**SPED5560 Strategies and Assistive Technology for Students****with Low Incidence and Multiple Disabilities***2 semester hours*

This course will focus on intervention techniques, adaptations, and assistive technology for students with more significant disabilities, including mental retardation, traumatic brain injury, orthopedic impairments, more significant autism, and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community. Study will span the needs of students in relation to life skills, recreation/leisure, community and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning and transfers.

**Prerequisite:** SPED5510.

**SPED5570 Trends: Collaboration, Differentiating Instruction****in the Inclusive Classroom, and Transition***3 semester hours*

Remedial theories and modes of intervention for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response

to intervention models. The role of the special educator as a facilitator for differentiating curriculum and providing accommodations in the regular education classroom will be highlighted, as well as co-planning and co-teaching models. Moreover, transition services and how they might be impacted by differing needs dependent upon disability will be an additional focus. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators' varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. Candidates will be exposed to professional organizations in the field and will develop a professional development plan and a personal philosophy of special education. The necessity for consultation, collaboration and flexibility of services will permeate all discussion of theory and models.

**Prerequisite:** SPED5510.

### **SPED6510 Psychoeducational Assessment of Students with Disabilities**

*4 semester hours*

The procedures for formal assessment of the issues underlying learning, academic performance, psychosocial behavior, and vocational skills for the P-12 grades will be examined. Issues related to cognitive development, in regards to intelligence or processing (e.g., memory, speed of processing), and testing will be discussed. Non-biased assessment practices and modification or adaptations for mode of response will be addressed. Candidates will practice administration, scoring, and interpretation of the results of standardized tests in common use in the schools. Case studies will be used to understand the process of differential diagnosis, including interviews, functional assessment of behavior, and assessment of the learning environment; and oral and written dissemination of results that include planning for instruction based on interpreted results. Moreover, curriculum-based assessment and portfolio assessment will be investigated. Readings will focus on research of the possible limitations of formal and informal testing—that is, the relative efficacy of the differing diagnostic approaches, including response to intervention, and how they might facilitate service provision. A lab fee will be charged.

**Prerequisite:** SPED5510 or concurrent.

### **SPED6520 Reading Disabilities Theory and Interventions**

*3 semester hours*

The focus of this course will be on the theoretical models of reading development and disorders and how these theories have impacted the definition of the causes, diagnosis and treatment of reading disorders. Normal development of pre-reading and reading skills will be contrasted with atypical development. Research regarding how reading achievement relates to decoding and phonological awareness; word recognition; vocabulary; comprehension; fluency; self-monitoring; and instruction/service provision (individual, small group and whole-class programs) will be studied, with practice of intervention techniques. For the middle and high school years, techniques effective for various domain areas will be stressed, as well as how accommodations in relation to reading can be integrated into the student's curriculum. In addition, the course will include further training on the standardized tests and software technology interventions specific to reading, as well as the performance of informal measures such as running records and informal reading inventories, with a focus on error analysis, interpretation and communication of results to students, families and colleagues.

**Prerequisites:** SPED5510 and SPED6510.

**SPED6530 Written Language Development and Disorders** *3 semester hours*

This course will study theories and research regarding the development and disorders of written language, including handwriting, spelling, and written discourse, from emergent literacy to strategies for research and essay forms used more extensively in middle/high school. The range of impact, dependent on disability, will be investigated, both in regard to academic, social, and vocational pursuits. Formal and informal assessments to elicit and analyze written language samples will be learned and practiced, as well as lesson plans using remedial techniques and software technology commonly in use for varying disabilities, ranging from learning disabilities to physical disorders impacting the physical act of writing.

**Prerequisites:** SPED5510 and SPED6510.

**SPED6540 Mathematics and Science Intervention for Students with Disabilities** *2 semester hours*

The development of mathematical and science knowledge and reasoning will be studied in conjunction with disorders of these domains. Candidates will learn to assess and remediate weaknesses in both physical, biological, and social sciences and mathematics, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics such as estimation, mental mathematics, measurement, algebra, geometry, patterns and problem solving in mathematics; the inquiry process, experimentation and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation, and recreation will be stressed.

**Prerequisites:** SPED5510 and SPED6510.

**SPED6550 Introduction to Educational Research** *2 semester hours*

Candidates will receive an overview of qualitative and quantitative research paradigms. The course will encompass the efficacy of use of basic statistical methods, including correlation, testing of means, analysis of variance and regression. The focus will be on the in-depth understanding and evaluation of research from peer-evaluated journals of the field and in conducting more advanced action research.

**SPED6560 Unified Field Experience** *4 semester hours*

While observation and clinical experience in previous courses are more dependent on the domain being studied, this course stresses the integration of theory and pedagogical methodology across domains based on the assessed needs of the individual student. Candidates will collaborate and work with the same students for extended periods of time, developing lesson plans and writing reports that incorporate informal assessments, goals/specific objectives, and progress after remedial efforts. Candidates will conduct conferences with parents to communicate progress/results. Approximately 50 hours of supervised clinical field experience will be required. A lab fee will be charged.

**Prerequisites:** SPED6510; SPED6520 and SPED6530.



**SPED6570 Internship and Action Research Seminar** *4 semester hours*

Because candidates will come to the program with an existing licensure, the focus of this field experience will be to ensure the students' overall field experiences cover both the range/severity/age levels of all disabilities covered by the LBS I licensure. Candidates should expect the need to be flexible regarding hours, based on the needs of the schools. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. Seminars will be spaced to afford candidates support in completing their comparative case study action research projects and to provide a forum for support, in addition to that provided by supervisors, during the internship process.

**Prerequisites:** SPED6560 with a grade of "B" or better; completion of all master's courses required for special education LBS I licensure, maintaining a GPA of 3.0; and officially reported passing score on the pertinent Illinois licensure tests (Basic Skills; Assessment of Professional Teaching K-12; Learning Behavior Specialist I [content area]; and Special Education Curriculum Test); FBI fingerprints check; National Sex Offender list check; TB test; and passing the DCFS-Mandated Reported Training.

**SPED6750 Student Teaching in Special Education** *8 semester hours*

The student teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to the range/severity/age levels of all disabilities covered by the LBS I certification.

**Prerequisites:** Admission to the School of Education; a 3.0 or better GPA in special education courses; a grade of "B" or better in SPED6560 Unified Field Experience; officially reported passing score on the pertinent Illinois certification tests (Basic Skills, Assessment of Professional Teaching K-12, Learning Behavior Specialist I, and Special Education Curriculum Test), all special education coursework for the major; FBI fingerprints check; National Sex Offender list check; TB test; and passing grade on ISBE Child Abuse Reporting regulations; concurrent enrollment in SPED6760.

## **SPED6760 Seminar for Student Teaching in Special**

### **Education 2 semester hours**

Student teaching seminars will provide candidates with support in completing their comparative case study projects, with a focus on P-12 student learning. The objective will be for the candidate to learn to communicate student progress effectively through relaying effective teaching strategies and the modes of assessment that were used to demonstrate student achievement of goals. They will also provide a forum for support, in addition to that provided by supervisors, during the field experience process.

**Prerequisites:** Admission to the School of Education, a 3.0 or better GPA in special education courses, officially reported passing score on the pertinent Illinois certification tests (Basic Skills; Assessment of Professional Teaching K-12; Learning Behavior Specialist I (content area); and Special Education Curriculum Test); all Special Education coursework for the major; and concurrent enrollment in SPED6750.

# ***Director of Special Education Endorsement***

***This program is offered in Aurora and at the Woodstock Center.***

The primary goal of this endorsement program is to provide candidates with the knowledge, skills and dispositions to provide special education leadership at the building or school district level. Candidates who complete this program and successfully complete the required State of Illinois examination will receive ISBE endorsement as a special education director. Potential candidates should check with the Center for Adult and Graduate Studies for further information.

## **Admission Requirements for Director of Special Education Endorsement**

- A valid Professional Educator License endorsed in a teaching area or school service area of school social work, school psychology or speech/language pathology; a Type#75 Administrative License or Principal Endorsement, and current position.
- One letter of recommendation.
- At least two years of professional experience working with special populations in a Pre-K through 12/age 21 setting.

## **Academic Standards and Evaluation in Graduate Education Programs**

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. Only two grades of "C" are accepted at the graduate level and they must be balance by two course grades of "A."

## Program requirements

In addition to the aforementioned program admission requirements, twelve (12) semester hours are required for the Special Education Director endorsement.

## Course Requirements

SPED6660	Supervisor of Programs for Children with Disabilities (3)
SPED6670	Special Education Finance (3)
SPED/EDU6680	School leadership and the Law for Special Populations (3)
SPED6690	Current Research in Cross-Categorical Special Education (3)

## Programming and Assessment

### **SPED6600 Supervisor of Programs for Children with Disabilities**

*3 semester hours*

Study of the theory and practice of leadership in special education within the larger organizational system. Develop an understanding of the responsibilities and potential challenges related to the organizational and administration, as well as balancing the fiscal and human resource structure, needed to run an effective special education program. Current research on best practices and service delivery models of special education for the individual student through analysis and assessment of program functioning more broadly is covered.

### **SPED6670 Special Education Finance**

*3 semester hours*

This course will focus on financial management of special educational programs, taking the perspective of the student/family, the school, the district, the state and the country. Moreover, the course will provide an overview of how special education financial management fits into the larger financial needs of these same entities; this will allow the administrator to have perspective on how financial policy and sources of revenue affect all stakeholders. Themes will include the financial impact of federal and state mandates and laws such as Child Find, 504, Response to Intervention, and IDEA as well as how these impact more school-based issues such as extended school year, transportation, and categorical funding.

### **SPED/EDU6680 School Leadership and the Law for Special Populations**

*3 semester hours*

This course blends the significant legal foundations for students with disabilities and English Language Learners (ELLs) which are instrumental to the development and implementation of Special Education and ELL programs, services, policies and practices. The legal foundations will be balanced with rich historical and philosophical perspectives. The influence of specific legislation, Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB), Section 504 of the Rehabilitation Act (504), Americans with Disabilities Act (ADA), 23 IL Section 226 of the Administrative Code and the Illinois School Code will be intertwined with the relevant case law. Candidates participate in a "Moot Court" simulation to demonstrate an understanding of the overall legal process impacting the decision making of the educational leader. There will be an emphasis on ethical responsibilities, the development of core values, and informed decision making related to education, students with disabilities, and English Language Learners.

**SPED6690 Current Research in Cross-Categorical Special Education Programming and Assessment** *3 semester hours*

Current research on data-driven best practices and service delivery models of special education for the special education student through analysis and assessment of program functioning more broadly. Explores the professional development process to keep special education teachers apprised of new advances, utilizing adult learning theories and addressing identification, service delivery, and use of assistive technology for special education. This course stresses district-wide utilization of Response to Intervention and measurement of P-12 student learning with a particular focus on programming and assessment.

## ***Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE)***

*This program is not available to new students at the time of print.*

The Master's-Level Elementary Education program has two options available for candidates. A Master of Arts in Teaching with Licensure is available for those candidates wishing to become elementary or middle school teachers. A licensure-only program also is available for those who wish to earn an initial elementary license without a master's degree credential. The Master's-Level Elementary Education program is intended for students who have already obtained a bachelor's degree from a regionally accredited institution of higher learning. Courses generally meet in the evening, once or twice per week, during the academic semester. Students can begin the program in the fall or spring semester.

The current MATC program is pending ISBE review and approval. As modifications to the program are made, students will be informed.

### **Admission Requirements for the Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE) Programs**

Students are eligible for admission to the Master of Arts in Teaching with Licensure program if they meet the general Aurora University requirements for master's admission and have the following:

1. Attain a baccalaureate degree from a regionally accredited institution of higher learning with a grade point average of 2.75 or above. The degree must be documented by official transcripts. Most approved baccalaureate degrees are acceptable toward elementary licensure.
2. Submit a completed graduate application.
3. Submit a passing score on the Illinois Licensure Testing System's Test of Academic Proficiency (TAP).
4. Submit to a criminal background check/FBI fingerprinting.

## Transfer of Credit

The School of Education Graduate Faculty Committee may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit must be accepted prior to enrollment in the first course. Graduate faculty reserve the right to decide on the applicability of any and all transfer credit.

## Continuation in the Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure Programs (MLEE)

Candidates must maintain an overall GPA of 3.0. If a candidate's GPA does fall below 3.0, he/she receives a letter from the chair asking him/her to withdraw from the program. The letter also states how the candidate is placed on a semester-long academic probation.\* Candidates are encouraged to make use of the resources available at the university for improving their GPA. Candidates then are informed that they will be welcomed to continue in their program of study in the School of Education if, and when, the GPA returns to an acceptable level of 3.0 or higher.

\*Once placed on academic probation, the candidate must attain at least a 3.0 or higher by completion of the next academic semester of coursework, to remain in good standing; if a 3.0 or higher is not achieved in the subsequent semester of study, the candidate will be removed from the program. Further, if a candidate does not remain in good standing for two semesters (i.e., a candidate has been placed previously on academic probation) the candidate will be removed from the program.

## Master's-Level Elementary Education Licensure (MLEE) (Licensure-Only Program)

32 semester hours

- EDU5170 Culturally Responsive Education: Teaching Diverse Students (3)
- EDU5180 How Students Learn: Planning for Differentiated Instruction (3)
- EDU5270 Assessment for Student Instruction (3)
- EDU5380 Teaching Reading and Language Arts for Primary Grades (3)
- EDU5381 Teaching Reading and Language Arts for Intermediate and Middle Grades (3)
- EDU5382 Transformative Instruction: Integrating Wellness, Physical Movement and Fine Arts into Elementary Grade Instruction (2)
- EDU5383 Methods of Teaching Mathematics in the Elementary School (3)
- EDU5384 Methods of Teaching Science in the Elementary School (3)
- EDU5765Z Internship in Teaching Methods (0; 16-week course)
- EDU6765 Student Teaching Internship (9; 16-week course)

## Master of Arts in Teaching Elementary Education with Licensure (MAT-Licensure) (Master's Degree Program)

minimum 40 semester hours

To earn a Master of Arts in Elementary Education with teaching licensure degree, candidates complete all courses for elementary education licensure, as listed above, and additional graduate-level courses, comprising a cognate of study

for a master's degree. The master's degree totals a minimum of eight additional semester hours, with prior approval from the MAT-Licensure Department Chair, in one of the following cognate (specialty) areas

**Cognate A:** Middle School cognate (requiring EDU5440 Middle School Mission and Methods and EDU5370 Adolescent Development)

**Cognate B:** Bilingual/ESL cognate (requiring minimum of eight semester hours in master's-level Bilingual/ESL endorsement courses, as also approved by the Department Chair of Bilingual/ESL)

**Cognate C:** Special Education cognate (requiring minimum of eight semester hours in master's-level Special Education endorsement courses, as also approved by the Department Chair of Special Education).

## **Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE) Program Course Descriptions**

### **EDU5170 Culturally Responsive Education: Teaching**

#### **Diverse Students**

*3 semester hours*

This course examines schooling as both a social and cultural act, along with influences on the learning process for all learners in a multicultural society. To that end, this course investigates diversity, multiculturalism and the quest for equity and meaningful, democratic learning communities in elementary schools. Candidates begin questioning the way social and cultural activities of schooling typically are enacted, in order to develop a personal belief system. Candidates also analyze teacher and student behaviors, inherent structures and practices found in today's schools, such as academics and behavioral interventions. Candidates also explore what comprises a safe, healthy learning environment to meet needs of the whole child. EDU5170 also will engage candidates in review of the required dispositions for teacher candidates in Aurora University's initial licensure program.

**Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

### **EDU5180 How Students Learn: Planning for Differentiated**

#### **Instruction**

*3 semester hours*

This course examines the complex interactions between and among standards, learning theory, student development and differentiated instruction. Candidates will investigate major theorists and theories that have provided the foundation for current research and practice. This course also explores the cultural, cognitive, physical, emotional, language and social development of children, as related to student needs on instructional planning and delivery. Special attention will be given to the development of literacy, language, and the interaction between growth and learning and diverse and exceptional learners. Candidates will also identify and explore effective collaborative classroom practices, including co-planning and co-teaching methods, currently implemented in contemporary schools.

**Co-requisites/Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; maintaining a GPA of 3.0; and EDU5170.

**EDU5270 Assessment for Student Learning***3 semester hours*

This course is designed to prepare the teacher candidate for teaching using intervention strategies so all students become competent lifelong learners. A variety of core assessment methods are explored and examined, with special emphasis on how to best measure learning outcomes and student growth. This course then links teacher- and student-centered instructional planning methods to assessment practices that capitalize upon teachable moments. Interpretation of teacher-constructed and standardized test results, as well as how to use assessment results to guide instructional decision-making, also will be analyzed as an additional means for improved student learning.

**Co-requisites/Prerequisites:** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; maintaining a GPA of 3.0; and EDU5170.

**EDU5370 Adolescent Development***4 semester hours*

In this course, we will consider adolescence from multiple perspectives and theories. Candidates will analyze the fundamental changes in development, contexts and psychosocial behavior that occur during adolescence. Analysis of adolescent development as it impacts the adolescent educator is a primary focus of the course. Candidates will exit EDU5370 with comprehensive knowledge, skills, and abilities to address the multidimensional needs of all adolescent learners in middle level settings. Required for the middle school endorsement in Illinois. Required of all candidates pursuing WI licensure.

**Prerequisites:** EDU6750; completion of all licensure professional coursework; and consent of program chair.

**EDU5380 Teaching Reading and Language Arts for****Primary Grades***3 semester hours*

In this course, teacher candidates analyze how literacy is a multidimensional, culturally driven, social act of learning. This course focuses on the science of reading, including phonemic awareness, phonics, comprehension, fluency and vocabulary encompassing early literacy skills instruction from kindergarten to 2nd grade readers. Instruction in emergent literacy, development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency, and writing are the main components of this course. Multiple methods of teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Teacher candidates also investigate classroom-based assessments to evaluate student learning in these areas, including running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics, and rubrics to assess strategy use. Teacher candidates also develop an understanding of the methods of teaching language arts, with emphasis on principles, trends, methods and materials based on current research, practice and the integration of technology. Throughout the course, reading and language arts instruction for all children including, but not limited to, ELL and special needs students will be explored. Candidates explore how to incorporate multicultural literature into lessons in order to address various cultural and experiential backgrounds of children.

**Co-requisites/Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0. EDU5170; EDU5180; and EDU5280.

**EDU5381 Teaching Reading and Language Arts for  
Intermediate and Middle Grades***3 semester hours*

This course is intended for elementary education candidates seeking State of Illinois certification. This course is an extension of Teaching Reading and Language Arts for Primary Grades. Teacher candidates will learn about the teaching and learning processes associated with research comprehensive literacy instruction, in the intermediate grades, around the science of reading instruction, phonemic awareness, phonics comprehension fluency, and vocabulary. Based on constructivist theories of literacy development, this course presents methodology and instructional materials designed to help elementary teachers develop comprehensive literacy in the content areas. Teacher candidates will review and analyze historical and current principles, trends and research that focus on reading integration methods, approaches and strategies, with special attention to social studies integration, directed/guided reading methods and complex/differentiated instruction. Writing for authentic purposes and audiences, along with how to build upon students' cultural competencies in the writing process, also will be addressed. Various dimensions of comprehensive literacy, including meta-cognition, learner-centered study skills and technology literacy, will be examined.

**Co-requisites/Prerequisites:** Acceptance into the School of Education, including passing the TAP - Test of Academic Proficiency and passing a federal criminal background check; maintaining a GPA of 3.0; EDU5170; EDU5180; EDU5270; and EDU 5380.

**EDU5382 Transformative Instruction: Integrating Wellness,  
Physical Movement and Fine Arts into Elementary  
Grade Instruction***2 semester hours*

Whereas in traditional curriculum models, schools focus primarily on linguistic and logical-mathematical intelligences; transformative curriculum models place equal attention on learners who reflect abilities using other intelligences, such as in wellness, physical movement and fine arts. To that end, this course will examine multiple intelligence theory and investigate how integration of multiple intelligences contributes to transformation in elementary education. Student engagement, attentiveness and the integration of technology will also be explored in this course. Emphasis will be placed on how to present lessons in a wide variety of ways, including the use of drama, music, visual arts, wellness, movement and dance, as well as other transformative methods that best meet the needs of the whole child.

**Co-requisites/Prerequisites:** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and maintaining a GPA of 3.0.

**EDU5383 Methods of Teaching Mathematics in the  
Elementary School***3 semester hours*

This elementary methods course is founded on the premise that "knowing" mathematics is inseparable from "doing" mathematics. Teacher candidates will explore, create and utilize a variety of instructional mathematics strategies that are developmentally appropriate, engaging and motivating for a diverse classroom of elementary students. Candidates continually explore, analyze and question how to facilitate mathematical application and implementation of concepts and procedures to real-world situations. Special emphasis will be placed on instruction that engages all learners in problem solving, reasoning and proof, authentic connections, and conceptual representation. Ways to measure student learning progress, via forma-



tive and summative assessments, also will be emphasized throughout this course. **Co-requisites/Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; passing the TAP - Test of Academic Proficiency; EDU5170; EDU5180; and EDU5270.

#### **EDU5384 Methods of Teaching Science in the Elementary School**

*3 semester hours*

This elementary methods course is founded on the premise that “knowing” science is inseparable from “doing” science. In this course, candidates develop an understanding of the methodologies and approaches to teaching and integrating fundamental concepts of physical, life, environmental, and earth/space sciences, surrounding inquiry-based, scientific method and problem-based learning. To that end, candidates will participate in activities integrating science into their teaching, in order to facilitate learning, application, and implementation of concepts and procedures to real-world situations. Candidates design and implement age-appropriate inquiry/problem-based lessons, to convey the nature of “real-world” science in the elementary classroom.

**Co-requisites/Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; maintaining a GPA of 3.0; passing the TAP - Test of Academic Proficiency; EDU5170; EDU5180; and EDU5270.

#### **EDU5440 Middle School Mission and Methods**

*4 semester hours*

This course explores some of the key issues surrounding middle schools and analyzes these issues in an attempt to clarify the changing roles of the schools, teachers and students in our increasingly complex multicultural society. Using current research, case studies, and class projects, teacher candidates discuss and analyze issues that shape middle level educational institutions and current practices. Included is an examination of strategies for reading in the middle school content areas. Teacher candidates explore strategies teachers use to address related classroom issues and construct the “ideal” middle school. Required for the middle school endorsement in Illinois. Required of all candidates pursuing WI licensure. **Prerequisites:** EDU6750; completion of all licensure professional course work; and consent of program chair.

#### **EDU5765Z Internship in Teaching Methods**

*0 semester hours*

This course is an elementary field experience in grades K–8 taken prior to the Student Teaching Internship. Teacher candidates schedule all required contact hours spread over an eight-week module in a pre-assigned K–8 classroom placement and are responsible for observing, planning, co-teaching and co-evaluating an assigned group of students. Teacher candidates design and deliver small-group lessons, evaluate and use teaching resources and curriculum materials, utilize classroom technology; create and use assessment instruments, reflect upon their experiences through journaling and collaborate with practicing teachers, the college professor, the University Supervisor, peers and elementary learners. Seminar attendance will be required. Candidates also will be assessed on their teaching knowledge, skills and dispositions, for a requisite transition-point review in this course, as a prerequisite for admission into the student teaching internship. A successful interview assessment with university and cooperating school personnel will be required in this internship, in order for candidates to progress into EDU6750.

**Co-Requisites/Prerequisites:** Acceptance into the School of Education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; EDU5170; EDU5180; and EDU5270.

### **EDU6765 Student Teaching Internship**

*9 semester hours*

Student Teaching is the capstone experience of elementary education initial licensure. Here, the teacher candidate is assigned to a K–8 classroom for the internship, upon successful completion of EDU5765Z Methods of Teaching Internship, and is responsible for planning, directing and evaluating the learning of a group of students under the supervision of a certified teacher and university supervisor. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The teacher candidate performs the major functions of a teacher with appropriate responsibilities and supervision. The internship also requires seminar courses that are an integral part of the student teaching internship. Co-teaching with cooperating school personnel will be expected when appropriate. Candidates also will exhibit successful teaching dispositions, as reflected in the Initial Certification Dispositions Summary, throughout the course.

**Co-Requisites/Prerequisites:** Consent of Student Performance Committee; acceptance into the School of Education, including passing the TAP - Test of Academic Proficiency Content Test; officially reported passing grade on the APT - Assessment of Professional Teaching Content Area Test; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; completion of all professional courses. Students with an earned baccalaureate degree must satisfactorily complete 15 semester hours at Aurora University prior to student teaching.

## ***Post-Baccalaureate Licensure for Secondary Education Program (BPL-SE)***

*This program is not available to new students at the time of print.*

Aurora University has designed a licensure-only program for those students seeking initial secondary licensure. The four content areas of secondary licensure offered by Aurora University are biology, English, history and mathematics. This degree program is intended for students who have already obtained a bachelor's degree from a regionally accredited institution of higher learning. Courses generally meet in the evening, once per week, during the academic semester.

### **Admission Requirements for Secondary Licensure:**

Prior to admission to the School of Education, students seeking licensure at the secondary level in the Secondary Licensure Program will have all undergraduate transcripts evaluated for content area requirements. Notification of content courses that will need to be taken prior to student teaching will be attached to the formal acceptance letter from the university.

## Admission Requirements

- Complete a baccalaureate degree from a regionally accredited institution of higher learning with a grade point average of 2.75 or above. The degree must be documented by official transcripts. Submit a completed graduate application and be accepted by Aurora University.
- Submit a passing score of the Illinois Licensure Testing System's TAP - Test of Academic Proficiency.

See page 76 for information on continued coursework leading to the Master of Arts in Curriculum and Instruction (MACI) degree.

## Transfer of Credit

The School of Education graduate faculty may accept a maximum of nine semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. These hours may include, as appropriate, graduate coursework taken through the Aurora University's Collaborating Academic Partnership Program. Graduate faculty reserve the right to decide on the applicability of any and all transfer credit.

## Continuation in the Post-Baccalaureate Licensure for Secondary Education (PBL-SE) Program

Candidates must maintain an overall GPA of 3.0. If a candidate's GPA does fall below 3.0, he/she receives a letter from the chair asking him/her to withdraw from the program. The letter also states how the candidate is placed on a semester-long academic probation.\* Candidates are encouraged to make use of the resources available at the university for improving their GPA. Candidates then are informed that they will be welcomed to continue their program of study in the College of Education if, and when, the GPA returns to an acceptable level of 3.0 or higher.

\*Once placed on academic probation, the candidate must attain at least a 3.0 or higher by completion of the next academic semester of coursework to remain in good standing. If a 3.0 or higher is not achieved in the subsequent semester of study, the candidate will be removed from the program. Further, if a candidate does not remain in good standing for two semesters (i.e., a candidate has been placed previously on academic probation), the candidate will be removed from the program.

## Program Requirements for Post-Baccalaureate Licensure for Secondary Education

- EDU5106 The Secondary School: The Learning Environment (3)  
EDU5206 Secondary School: Foundations of Assessment (3)  
EDU5266 The Secondary School: Theories of Learning (3)  
EDU5726 Reading and Writing across the Content Areas (3)  
EDU5756 Methods Practicum (0)  
BIO5826 Secondary Methods of Teaching Biology (4)  
ENG5826 Secondary Methods of Teaching English/Language Arts (4)  
MTH5826 Secondary Methods of Teaching Mathematics (4)  
SBS5826 Secondary Methods of Teaching Social Studies (4)

HIS5996 Directed Study Capstone in History (3)  
 or  
 MTH5996 Directed Study Capstone in Mathematics (2)  
 or  
 ENG5996 Directed Study Capstone in English (2)  
 EDU6756 Student Teaching Internship (10)

Optional eight semester hours to obtain Middle School Endorsement (requires both EDU5440 and EDU5370)

EDU5370 Adolescent Development and Learning (4)

EDU5440 Middle School: Missions and Methods (4)

**Note:** Students seeking a middle school endorsement must take EDU5440 and EDU5370 and meet state requirements for content area prior to student teaching. Students seeking a middle school endorsement in mathematics must also take EDU5450 Methods of Teaching Mathematics: Middle School.

## Course Descriptions

### EDU5106 The Secondary School: The Learning

#### Environment

*3 semester hours*

The focus of this course is classroom dynamics in the secondary education classroom as they influence the learning process and creation/development of a productive learning environment for all learners. It also is the intent of this course to engage in deep exploration of diversity and its relationship to power structures inherent in the secondary school system.

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

### EDU5206 Secondary School: Foundations of Assessment *3 semester hours*

This course is designed to introduce students to the standards and inclusion models that comprise secondary education teaching and learning in today's public schools. The course also links assessment methods and models to the overview of standards, foundations and inclusion practices that comprise secondary education in America's public schools today.

**Prerequisites:** Maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

### EDU5266 The Secondary School: Theories of Learning *3 semester hours*

This course provides a comprehensive survey of various theories of educational psychology, with a focus on the learner as the center of developmental teaching, learning and adaptations in the secondary education classroom. Social learning theory and constructivism as integral responses to the needs of learners will be emphasized throughout.

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**EDU5276 Reading and Writing Across the Content Areas** *3 semester hours*

This course is designed to instruct students in the teaching of reading and writing in the content areas in the secondary classroom, with an emphasis on principles, trends, methods, materials, approaches and strategies. Based on theories of interactive language and writing development, the course presents methodology designed to help teachers develop literacy and comprehension abilities in the content areas.

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and EDU5206.

**EDU5756 Methods Practicum***0 semester hours*

This course is a secondary field in middle- or high school-level grades taken concurrently with one of the content methods courses in the program. Teacher candidates schedule a minimum of 50 contact hours spread over the 16-week semester in a pre-assigned middle school- or high school-level classroom and are responsible for observing, planning, teaching and evaluating the assigned group of students. Teacher candidates design and deliver small- and large-group lessons, evaluate and use teaching resources and curriculum materials, utilize classroom technology, create and use assessment instruments, reflect upon their experiences through journaling and collaborate with practicing teachers, the college professor, the university supervisor, the faculty content supervisor, peers and secondary learners.

**Prerequisites:** Acceptance into the School of Education, including passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**Co-requisite:** BIO5826 or ENG5826 or MTH5826 or SBS5826.

**BIO5826 Secondary Methods Teaching Biology***4 semester hours*

This course presents techniques that are effective in teaching biology. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the discipline. This course is taken in conjunction with the Methods Practicum field experience (EDU5756).

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**Co-requisite:** EDU5756.

**ENG5826 Secondary Methods of Teaching English/  
Language Arts***4 semester hours*

This course presents techniques that are effective in teaching English/Language Arts. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the discipline. This course is taken in conjunction with the Methods Practicum field experience (EDU5756).

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**Co-requisite:** EDU5756.

**MTH5826 Secondary Methods of Teaching Mathematics** 4 semester hours

This course presents techniques that are effective in teaching mathematics. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the discipline. This course is taken in conjunction with the Methods Practicum field experience (EDU5756).

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**Co-requisite:** EDU5756.

**SBS5826 Secondary Methods of Teaching Social Studies** 4 semester hours

This course presents techniques that are effective in teaching Social Studies. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the following disciplines: Anthropology, Sociology, Economics, Political Science, World History, U.S. History, Illinois History. This course is taken in conjunction with the Methods Practicum field experience (EDU5756).

**Prerequisites:** Acceptance into the School of Education; passing the TAP - Test of Academic Proficiency; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

**Co-requisite:** EDU5756.

**HIS5996 Directed Study Capstone in History** 2 semester hours

This directed study capstone course examines the nature and definition of history and historical truth, research methodology and tests of evidence, synthesis and skill in writing, the evolution of history as a discipline, and the tasks of the professional historian. It treats history as a liberal arts discipline and as a profession and is designed to be useful to those earning licensure in history.

**Prerequisite:** Permission from the Department of History.

**MTH5996 Directed Study Capstone in Mathematics** 2 semester hours

The goal of this course is to aid the students in integrating their experience in secondary mathematics certification at AU and to prepare for entry into the job market. Some sessions will be held regarding interviewing skills and the current job market. In other sessions, students will meet with their individual advisors during the term to analyze the contents of the portfolio they have been preparing during their tenure at AU, to organize its contents, and to finalize its format as a tool in the job search. Students will write an essay summarizing their experience in the licensure program, indicating their special interests in the field, for inclusion in the portfolio. Students will also compile a bibliography of Internet sites relevant to their special interests in the field of mathematics and/or mathematics education.

**Prerequisite:** Consent of department.

**ENG5996 Directed Study Capstone in English***2 semester hours*

This particular directed study course is designed to challenge and to suggest that there may be more to knowing “how to read” than even experienced and sophisticated readers realize. In this directed study course, students will complete critical analyses of literary (and other) texts using theoretical perspectives to inform such analyses. This directed study will require sustained encounter with a wide range of modern literary theories and with the questions of just how these theories should, do, should not and do not affect the way(s) that we read, and eventually teach, both classic and contemporary works of literature.

**Prerequisite:** Permission from Chair of English.

**EDU6756 Student Teaching Internship***10 semester hours*

Student Teaching is one of the capstone experiences of the Secondary Certification Program. The teacher candidate is assigned full time to a middle or secondary school classroom for the 16-week semester and is responsible for planning, directing and evaluating the learning of a group of students under the supervision of a licensed teacher and university supervisor. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The teacher candidate performs the major functions of a teacher with appropriate responsibilities and supervision.

**Prerequisites:** Consent of program chair; acceptance into the School of Education, including passing the TAP - Test of Academic Proficiency; officially reported passing grade on the Content Area Test and APT - Assessment of Professional Teaching; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and completion of professional courses. Students with an earned baccalaureate degree must satisfactorily complete 15 semester hours at Aurora University prior to student teaching.

## ***Master of Business Administration (MBA)***

***This program is offered in Aurora, at the Woodstock Center and through AU Online.***

The Master of Business Administration offers a comprehensive curriculum designed to give students a broad understanding of business operations and hone their problem-solving and team-building skills. The program focuses on key management concepts with opportunities to pursue a concentration in leadership or take electives, including courses from the Master of Science in Accountancy or Master of Science in Digital Marketing and Analytics programs.

The MBA core courses provide a strong foundation in fundamental business concepts, including marketing, organizational behavior, finance, operations management, research, strategic management and accounting. Building on this foundation, elective courses allow students to pursue concepts that have direct relevance to their careers and future professional goals.

Aurora University business students will apply business theory and research to current business trends and real-world case studies, and learn from professors who are established experts in their industries. Students will gain knowledge and skills that can be put immediately to work in their profession, maximizing the ROI from the degree program.

## **Admission Requirements**

The general admission requirements are to be found in the section “Graduate Admission Requirements.” In addition to the requirements listed there, it is expected that applicants to the MBA program will have at least two years of professional work experience. An interview with the Director of Graduate Business Programs is required.

## **Attendance Policy**

Attendance is mandatory for all class sections. If a student is to be absent for any reason, he/she must discuss the expected absence with the course instructor before it occurs.

## **Academic Standards and Evaluation**

Grades will be assigned to each student at the conclusion of each course according to the procedures outlined in the section “Graduate Grading System.”

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in the MBA program and they must be balanced by two grades of “A.” If a “C” is received within the first three courses, the student may be removed from the program by action of the program faculty.

## **Residency Requirement**

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive the MBA degree. A maximum of six (6) semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the director. See the section “Transfer of Credit” for the conditions governing the transfer of credit.

## **MBA Program Detail**

Aurora University’s MBA program accepts students from all academic backgrounds and an undergraduate degree in business is not required. There are no prerequisite courses required for admission to the MBA program. In the interest of ensuring student success, the Director of Graduate Business Programs may require limited foundational business courses for students whose academic and experiential backgrounds suggest they would benefit from such preparation. Decisions about required foundational business courses are made collaboratively with students and are based on review of academic transcripts, professional experience and the results of a personal interview.



## MBA Course Requirements

The MBA degree requires 36 semester hours: 21 semester hours of required core courses plus 15 semester hours from electives, concentration courses and/or special topics courses.

### MBA Required Core Courses: 21 semester hours required

- MBA6020 Marketing Management (3)
- MBA6030 Leadership and Organizational Behavior (3)
- MBA6050 Financial Management (3)
- MBA6075 Operations Management (3)
- MBA6090 Applied Business Research (3)
- MBA6100 Strategic Management (3)
- MBA6140 Managerial Accounting (3)

### MBA Concentrations and Electives

15 semester hours required from concentration courses, electives, and/or special topics courses

If a student elects to pursue a concentration, a minimum of nine (9) semester hours is required within the chosen concentration. The remaining semester hours can be chosen from any other concentration or special topics courses.)

### MBA Concentration in Leadership

*(Offered in Aurora, at the Woodstock Center and through AU Online)*

- MBA6610 Leading Organizational Development (3)
- MBA6620 Leading Strategically (3)
- MBA6630 Leading Teams (3)
- MBA6810 ST: Servant Leadership (3)

### Additional Elective Courses

- MBA6200 Human Resource Management (3)
- MBA6500 Global Business Immersion (3)
- MBA6520 Project Management Planning (3)
- MBA6530 Project Management Execution (3)
- MBA6540 Entrepreneurial Management (3)
- MBA6550 Healthcare Management (3)
- MBA6560 Leadership of Not-for-Profit Organizations (3)

## Course Descriptions

### MBA Core Courses

#### MBA6020 Marketing Management

*3 semester hours*

The primary purpose of this course is to determine how to develop marketing strategy. Students will develop a client focus and learn how to target market. They will also study product, distribution, promotion, and pricing strategies. Upon completion of this course, the student will be able to conduct market-planning analysis, solve common marketing problems, develop marketing strategies, and implement introductory marketing campaigns.

**MBA6030 Leadership and Organizational Behavior** *3 semester hours*

This course introduces students to an advanced treatment of the behavioral role of the leader interacting with others within the organization. It offers a critical review of leadership and human behavior, and addresses those behavioral concepts that influence such factors as group dynamics, interpersonal relations, and ultimately, organizational effectiveness.

**MBA6050 Financial Management** *3 semester hours*

This course examines financial theory and activities connected with the organization and operations of a business. It explores: the relationship between management decisions and financial results, interpretation of financial reports, the development of financial projections, the evaluation of investment decisions, the relationship between risk and return, capital budgeting under risk and uncertainty, the cost of capital, and estimation of the value of a business or a security.

**MBA6075 Operations Management** *3 semester hours*

Operations Management analyzes the role of evidence based decision-making in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control and just-in-time systems. The course will focus on the concepts and methods necessary to direct and control the “transformation process” of resources into goods and services—within an integrated framework/model of the firm.

**MBA6090 Applied Business Research** *3 semester hours*

Designed to understand the process by which business leaders respond to business problems. Integrates action research skills and professional business practices and provides an opportunity to apply current research to a business problem.

**MBA6100 Strategic Management** *3 semester hours*

In this course, all functional disciplines are integrated together in an attempt to look at and comprehend some of the important issues in strategic management. It concentrates on modern analytical approaches and on enduring successful strategic practices. It is consciously designed with a technological and global outlook since this orientation in many ways highlights the significant emerging trends in strategic management. The course is intended to provide students with a pragmatic approach that will guide the environmental analysis, formulation, implementation evaluation and control, and the feedback systems needed to have a successful strategy. This course will cover strategic and tactical planning, budgeting, analysis of decision under uncertainty and change. Issues related to making ethical judgment and leadership are also covered. Teams of students complete strategic analyses, plans and recommendations for individual companies.

**Prerequisites:** MBA6020; MBA6030; MBA6050 and MBA6140.

**MBA6140 Managerial Accounting** *3 semester hours*

This course will explore and have students utilize the various accounting tools, techniques, and knowledge base used by managers to make more effective decisions. This course will look at a number of aspects within the accounting decision-making framework. These aspects will include: overview of accounting and financial reporting, how accountants measure and report, managing financial reporting, cost concepts and analysis, product costing and an introduction to cost

management, analysis for capital investment decisions, and measurements for management. Business decision-making will be the focus of this course and the business cases approach will be used extensively.

### ***MBA Concentration Courses***

#### ***MBA Electives:***

#### **MBA6200 Human Resource Management** *3 semester hours*

This course explores the basic concepts of individual and social behavior as they apply to the modern organizational environment and day-to-day issues of human resource management. Specific topics include: communication, motivation, training and development, compensation, and labor relations issues. Labor relation issues include: minority rights, sexual harassment and environmental concerns. Emphasis is on organizational development and team building.

#### **MBA6500 Global Business Immersion** *3 semester hours*

This course focuses on the differences between domestic and international businesses as well as the impact of the global economy on all functions of business.

#### **MBA 6520 Project Management Planning** *3 semester hours*

Application of Project Management Body of Knowledge (PMBOK®), Project Management Planning process group to develop scope, manage time and costs, ensure quality, and develop human resources, communication, and risk management strategies for a project.

#### **MBA 6530 Project Management Execution** *3 semester hours*

Application of Project Management Body of Knowledge (PMBOK®), Project Management Executing process group to deliver the committed scope, manage time and costs, ensure quality, and recruit and employ human, communication, and risk management resources for a project. Emphasizes timely achievement of plan objectives, techniques for measuring and documenting success, and effective communication of project status. Includes orientation to change management.

#### **MBA6540 Entrepreneurial Management** *3 semester hours*

This course will explore and examine the economic and management roles of the entrepreneur. In exploring the entrepreneur, students will be exposed to the theory as well as the experiences associated with entrepreneurs, entrepreneurial acts, and entrepreneurship in all organizational settings—large, small, public and private. Emphasis will be placed on the integration of theories and concepts with personal and historical experiences.

#### **MBA6550 Healthcare Management** *3 semester hours*

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of this sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives.

#### **MBA6560 Leadership of Not-for-Profit Organizations** *3 semester hours*

This course is designed to apply the key aspects of leadership to leading not-for-profit organizations in both the public and private domains. In typical leadership courses, students study leadership skills, variables, team-building, negotiation and crisis management. In this course students will learn how to apply those skills

in not-for-profit organizations. Emphasis will be in the context of leading in an environment of typical not-for-profit problems such as a lack of direct reporting relationships, fundraising and funding challenges, and impact of external influences such as political priorities. Management outcomes will include developing relationships, building coalitions, developing more effective systems, forming more productive management teams, and incenting and measuring performance.

**MBA6880 Travel Study: Global Business Experience** *3 semester hours*  
Offered either on campus or on location at a non-U.S. site, this course focuses on the differences between domestic and international business and the impact of the global economy on all the functions of business.

## Graduate Certificate in Leadership

The Graduate Certificate in Leadership is designed for individuals who already hold a master's degree or those individuals not ready to pursue the MBA degree who desire specialized study in leadership to support their professional growth. The certificate program, in general, is designed to advance skills and provide an excellent way to begin the path toward earning an MBA degree.

The program is open to students with any undergraduate major, and credits completed within the certification program are fully applicable to Aurora University's MBA program, provided the candidate meets the MBA admission requirements.

Certificates are offered to students who:

- prefer a certification program as a shorter, more concentrated alternative to an MBA degree;
- have already completed a graduate program, but would like to either update their skills or focus on another professional skill different from their graduate concentration; and
- see the program as a short-term goal that may help them earn a graduate degree at a later time.

The Graduate Certificate in Leadership requires:

MBA6030 Leadership and Organizational Behavior

Choice of *two* of the *four* leadership courses offered:

MBA6610 Leading Organizational Development

MBA6620 Leading Strategically

MBA6630 Leading Teams

MBA6810 ST in Leadership

# ***Master of Science in Accountancy (MSA)***

***This program is available in Aurora.***

Aurora University's Master of Science in Accountancy degree is designed to prepare students to successfully complete professional accountancy exams and commence professional practice as accountants. Program graduates will be prepared to become CPAs and CMAs practicing in the areas of financial accounting and reporting, managerial accounting, taxation and attest services.

The program design includes two tracks. One meets the needs of persons with undergraduate degrees in accountancy. It consists of 30 semester hours of training and can be completed in one year of full-time studies or two years of part-time studies. The second track is designed to meet the needs of persons with baccalaureate degrees in areas other than accounting. It consists of 48 semester hours of graduate study. Both tracks, when combined with the credits earned during the baccalaureate experience, provide the credits necessary to qualify to take the Uniform Certified Public Accountant Examination.

## **Admission**

Candidates may be admitted to the Master of Science in Accountancy program in any of five terms throughout the year. Requirements for admission include:

- Completed Application for Admission.
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-etranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- An interview with the Director of Graduate Business Programs.
- A professional resume.
- Three letters of recommendation or completed recommendation forms.

## **Attendance Policy**

Attendance is mandatory for all class sections. If a student is to be absent for any reason, he/she must discuss the expected absence with the course instructor before it occurs.

## **Academic Standards and Evaluation**

Grades will be assigned to each student at the conclusion of each course according to the procedures outlined in the section "Graduate Grading System."

At the graduate level, a "C" grade indicates less than complete mastery of the content of a course. Only two grades of "C" are accepted at the graduate level in the MSA program and they must be balanced by two grades of "A." If a "C" is received within the first three courses, the student may be removed from the program by action of the program faculty.

## MSA Program Detail

### Required Courses for those without a bachelor's degree in accounting

- ACC5210 Financial Accounting and Reporting I (3)
- ACC5220 Financial Accounting and Reporting II (3)
- ACC5230 Advanced Accounting (3)
- ACC5240 Attest Services (3)
- MBA5140 Foundations of Economics (3)
- MBA6050 Financial Management (3)

### Additional Program Requirements:

#### Required Courses

- ACC6110 Accounting Theory, Practice and Reporting (3)
- ACC6120 Advanced Cost and Managerial Accounting (3)
- ACC6130 International Accounting and Reporting (3)
- ACC6140 Governmental and Not-for-Profit Accounting (3)
- ACC6150 Accounting Information Systems (3)
- ACC6160 Advanced Attest Services (3)
- ACC6170 Taxation of Persons, Trusts, Gifts and Estates (3)
- ACC6180 Taxation of Corporations, Partnerships and Not-for-Profits (3)
- ACC6190 Business Regulation (3)
- ACC6200 Seminar in Professional Accounting Research and Practice (3)

### Course Descriptions

#### **ACC5210 Financial Accounting and Reporting I** *3 semester hours*

The study of accounting theory and practice with emphasis on assets, liabilities and equity. Includes the standard setting process, accrual process, preparation of the balance sheet and income statement, accounting for discontinued operation and extraordinary items. Key topics are accounting treatment of monetary assets, accounts receivable, inventories, plant assets, intangible assets, current liabilities, long term debt, contingencies and bonds. Course focuses on resolution of complex accounting problems in the construct of professional practice.

**Prerequisite:** ACC2020 or equivalent.

**Substitution:** ACC3110 or equivalent may be substituted for ACC5210.

#### **ACC5220 Financial Accounting and Reporting II** *3 semester hours*

The study of accounting theory and practice with emphasis on equity and the income statement. Additional topics include revenue recognition, income taxes, pensions and post-retirement benefits, leases, accounting changes, cash flow statements and financial statement disclosures. Includes computation of earnings per share for both complex and non-complex capital structures. Course focuses on resolution of complex accounting problems in the construct of professional practice.

**Prerequisite:** ACC5210.

**Substitution:** ACC3120 or equivalent may be substituted for ACC5220.

#### **ACC5230 Advanced Accounting** *3 semester hours*

The study of accounting principles and practices as they relate to consolidated reporting, business combinations, segment and interim reporting, legal reorganizations, liquidations and partnerships.

**Prerequisite:** ACC5220.

**Substitution:** ACC4140 or equivalent may be substituted for ACC5230.

**ACC5240 Attest Services***3 semester hours*

Foundational study of generally accepted auditing standards and procedures leading to professional audit, review and compilation opinions. Particular emphasis is placed on procedures used in examining financial statements, supporting records and internal controls. Key concepts are presented in the context of the auditor's responsibility to third parties and the profession's canon of ethics. Audit procedures receive special attention. Key areas of audit procedure instruction include cash, receivables, prepaid expenses, inventory, fixed assets, current liabilities, long-term debt and shareholder equity. Computer-aided auditing and statistical methods will also be reviewed.

**Prerequisite:** ACC5220.

**Substitution:** ACC4410 or equivalent may be substituted for ACC5240.

**ACC6110 Accounting Theory, Practice and Reporting***3 semester hours*

Further study of financial accounting and reporting. Emphasis on reporting and disclosure, particularly in the context of contemporary issues such as stock options, pensions, investments, deferred taxes, and international accounting. Includes research and preparation of financial statement notes using guidance from the accounting standards codification.

**Prerequisite:** ACC5220 or equivalent.

**ACC6120 Advanced Cost and Managerial Accounting***3 semester hours*

Advanced cost and managerial accounting explores the need for accounting information by managers in planning, controlling, and making decisions. Special emphasis is given to determining, analyzing and controlling costs, the application of cost, volume profit analysis, management of aggregate costing through linear programming, and a survey of the methods of cost and inventory accounting.

**Prerequisite:** Admission to the program.

**ACC6130 International Accounting and Reporting***3 semester hours*

This course integrates International Financial Reporting Standards (IFRS) into a financial accounting course and leverages comparisons between U.S. GAAP and IFRS (the two most commonly applied sets of accounting standards in the world) to enhance the development of a "critical thinking" approach to financial accounting and reporting. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. In addition, the course will provide students with a basic understanding of IFRS, a relatively new set of accounting standards gaining wide acceptance throughout the world and being considered for adoption within the U.S.

**Prerequisite:** ACC5220 or equivalent.

**ACC6140 Governmental and Not-for-Profit Accounting***3 semester hours*

This course focuses on accounting and budgeting concepts applied to the management of government and not-for-profit organizations. Key areas of inquiry include fund accounting, the modified accrual method, legislative and board of trustee processes, appropriation and approval of expenditures, and the role of financial statements and audits in public entities. Students will be exposed to accounting standards promulgated by the Government Accounting Standards Board and the "Yellow Book" auditing standards and explore the differences between such standards and those used by commercial enterprises.

**Prerequisite:** Admission to the program.

**ACC6150 Accounting Information Systems***3 semester hours*

A study of the flow of accounting information through accounting systems and other information systems. The course integrates student knowledge of the various branches of accounting with computerized information systems. Special emphasis will be given to the analysis, design and auditing of computerized accounting information systems. This course is intended to be an interactive learning experience with students making liberal use of the accounting information laboratory.

**Prerequisite:** Admission to the program.

**ACC6160 Advanced Attest Services***3 semester hours*

Course provides a foundation in assurance, attestation, and auditing fundamentals for future financial, managerial, systems, and tax professionals. The emphasis of this course is on conceptual, theoretical and practical aspects of auditing financial statements. Key topics include application of generally accepted auditing standards, the role of regulation I auditing, the basis and choice of various audit opinions. This course will assist professional accountants, as clients of assurance service providers, to prepare for and manage audits and other attestation and assurance engagements.

**Prerequisite:** ACC5240 or equivalent.

**ACC6170 Taxation of Persons, Trusts, Gifts and Estates***3 semester hours*

The study of individual income tax principles including filing status, personal exemptions, the totality of income and deductions and credits. Students are introduced to Forms 1040, 1040A, 1040EZ and all supporting schedules. Further emphasis of the course is on methods of personal wealth transfer through trusts, gifts and estates. Students are introduced to various transfer vehicles and the tax implications of each. Introduction of Forms 1041, 709 and 706 is an integral part of the course.

**Prerequisite:** Admission to the program.

**ACC6180 Taxation of Partnerships, Corporations and  
Not-for-Profits***3 semester hours*

The object of this course is to provide students with instruction in the essential theory and practice of federal income tax compliance for businesses. Students successfully completing the course are expected to be sufficiently grounded in tax codes, research resources, the vast array of income, deduction, exemption, dependencies and credit options to correctly and efficiently prepare the vast majority of federal business income tax returns.

**Prerequisites:** ACC5220 or equivalent; ACC6140.

**ACC6190 Business Regulation***3 semester hours*

A study of the legal issues relative to the practice of public accounting and auditing. Chief among topics explored will be securities laws, commercial paper, uniform commercial code, bankruptcy, business organizations, debt regulation and selected government regulations. Students will also become acquainted with the ethical standards of the American Institute of Certified Public Accountants.

**Prerequisite:** Admission to the program.



**ACC6200 Seminar in Professional Accounting Research  
and Practice***3 semester hours*

A study of positive and negative examples of accounting practice. This case-based course is intended to impress upon students the serious responsibility of accountants and the ways in which failure to properly execute professional responsibility can impact society. It also emphasizes the need for and technique of accounting research in making informed accounting decisions. The key concepts of the course include judgment, materiality, conservatism, valuation, disclosure, tangible vs. intangible balance sheet captions, contingencies, and the nature of the accountant/client relationship. The Seminar in Professional Accounting Practice is intended to assist students make a transition of the theoretical accounting construct of the educational institution to their practice as professionals.

**Prerequisite:** ACC6160.

**MBA5140 Foundations of Economics***3 semester hours*

This course is presently offered in the MBA program.

**Substitution:** ECN2010 and ECN2020 or equivalent may be substituted for MBA5140.

**MBA6050 Financial Management***3 semester hours*

This course is presently offered in the MBA program

**Substitution:** BUS3400 or equivalent may be substituted for MBA6050.

## ***Master of Science in Applied Behavior Analysis (MS)***

*This program is offered in Aurora.*

### **Program Description**

Applied Behavior Analysis (ABA) is a field that utilizes basic behavioral principles to address behavior challenges of social significance. This program emphasizes a natural science approach to the study of human behavior and will introduce you to ways of viewing everyday behavior that differs from the way behavior is typically talked about in everyday speak. You will be introduced to the basic and applied research that serves as the foundation for applied behavior analysis and effective behavioral treatments. The course sequence is designed to meet the requirements of the Behavior Analysts Certification Boards (BACB) 4th Edition Task List, and includes practicum courses that will require you to use skills learned in the classroom in clinical settings.

### **Program Goals**

- Train effective and informed applied behavior analysts
- Provide hands-on training both inside and outside of the classroom

## Admission Requirements

- Complete the Graduate Application for Admission at [aurora.edu/auapply](http://aurora.edu/auapply).
- Possess a bachelor's degree from an accredited college or university (minimum 2.75 GPA on a 4.0 scale).
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at [AU-etranscripts@aurora.edu](mailto:AU-etranscripts@aurora.edu).
- Submit your current curriculum vita or detailed resume.
- Submit three letters of recommendation from individuals acquainted with your professional or academic abilities.
- Submit a Statement of Purpose. Your personal statement should be typewritten, double-spaced narrative of two to three pages and reflect standards of graduate-level writing. It should describe your motivation and aspiration for becoming a behavior analyst. The following questions may be used as a guide:
  1. How did you become interested in Applied Behavior Analysis?
  2. What are your current interests in Applied Behavior Analysis?
  3. What are your future goals in relation to Applied Behavior Analysis?

\*Admission interviews are generally not required. However, the ABA committee may request an interview for additional candidate information.

## Required Courses

Courses designed to meet BACB requirements

ABA5100 Concepts and Principles of Behavior Analysis (3)

ABA5200 Introduction to Applied Behavior Analysis (3)

ABA5300 Clinical and Research Methods in Applied Behavior Analysis (3)

ABA5400 Behavioral Assessment (3)

ABA6200 Behavioral Interventions (3)

ABA6400 Professional and Ethical Issues (3)

## Practicum Courses

ABA6900 Intensive Practicum (9)

## Additional Required Courses

ABA6100 Theory and Philosophy (3)

ABA6300 Advanced Applied Behavior Analysis (3)

ABA6500 Capstone Course (3)

ABA6810 Special Topics in Applied Behavior Analysis (3)

## Course Descriptions

**ABA5100 Concepts and Principles of Behavior Analysis** *3 semester hours*

This course provides a foundation for beginning graduate students in the experimentally derived principles of respondent and operant conditioning and the role of those principles in accounting for the behavior of humans and non-humans. This course, the first in a sequence of courses, provides an in-depth introduction to the philosophy, concepts, and principles of behavior analysis.

**ABA5200 Introduction to Applied Behavior Analysis** *3 semester hours*

This course is an introduction to applied behavior analysis, which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, stimulus control, extinction, etc. and we will address how these principles are commonly used in addressing behavioral problems of social significance. In addition, we will cover particular topics such as drug and alcohol abuse, classroom management, developmental disabilities, among others.

**ABA5300 Clinical and Research Methods in Applied Behavior Analysis** *3 semester hours*

This course covers behavior measurement systems and single subject (within subject) experimental designs. Sound understanding of these topics is critical to the success of any practicing applied behavior analysts. In the class you will learn how to construct behavioral definitions, data collection systems, critically evaluate research, and methods for evaluating the effectiveness of clinical interventions.

**Prerequisites:** ABA5100 and ABA5200.

**ABA5400 Behavioral Assessment** *3 semester hours*

This course covers the topic of behavioral assessment. Behavioral assessment is a large part of any practicing applied behavior analyst's daily duties. In this course students will take what they have learned in previous courses and practicum experience and apply it to behavior problems of social significance. Specifically, students will define behavioral excesses and deficits in behavioral terms, define environmental variables in observable and measurable terms, identify critical information in records, design and implement behavioral assessments, and learn how to interpret assessment results. Additionally, students will be required to explain the results of these assessments in non-technical language and participate in simulated interdisciplinary team meetings.

**Prerequisites:** ABA5100 and ABA5200.

**ABA6100 Theory and Philosophy for ABA Practitioners** *3 semester hours*

This course will familiarize students with some of the historical, theoretical, and philosophical viewpoints that characterize radical behaviorism...the philosophy that gave rise to applied behavior analysis. During the course students will be presented with the various theoretical and philosophical positions that define radical behaviorism. During the course each of the topics will be addressed and the practical significance of each of these positions will be discussed.

**Prerequisites:** ABA5300 and ABA5400.

**ABA6200 Behavioral Interventions** *3 semester hours*

This course is designed to further students' working knowledge of behavioral interventions. In this course students will explore the scholarly research that has given rise to common behavioral treatments and discuss the benefits and limitations of various behavioral interventions. Additionally, students will be required to develop interventions targeting both skill acquisition and behavior reduction.

**Prerequisites:** ABA6100 and ABA6300.

**ABA6300 Advanced Applied Behavior Analysis** *3 semester hours*

This course is designed to further students' working knowledge of various intellectual and developmental disabilities and contemporary issues that applied behavior analysts encounter in the workplace. Throughout the course students will lead discussions describing the etiology, behavioral characteristics, special considerations, and areas of issues future research for various intellectual and developmental disabilities.

**Prerequisites:** ABA5300 and ABA5400.

**ABA6400 Professional and Ethical Issues** *3 semester hours*

This course is designed to familiarize students with the Guidelines for Responsible Conduct for Behavior Analysts that was developed by the Behavior Analysis Certification Board (BACB). Throughout the course students will review scholarly work and cases relevant to each of the guidelines outlined by the BACB.

**Prerequisites:** ABA6100 and ABA6300.

**ABA6500 Capstone Course** *3 semester hours*

This course is designed to serve as a final evaluation for graduating students. Students will be required to complete a capstone project that demonstrates basic the competencies of a practicing behavior analyst and pass a comprehensive examination.

**Prerequisites:** ABA6200 and ABA6400.

**ABA6810 Special Topics in Applied Behavior Analysis**

This course is designed to discuss new advances in the field of applied behavior analysis. Topics include but are not limited to the following: verbal behavior, relational frame theory, staff training, assessment and treatment considerations for specific populations, etc.

**Prerequisites:** ABA6200 and ABA6400.

**ABA6900 Intensive Practicum** *9 total semester hours*

*(3 semester hours each taken over 3 semesters)*

This course is designed to meet the Behavior Analyst Certification Board's (BACB) Intensive Practicum requirements. Students will be required to complete 20 hours a week of supervised experience that focuses on the development of new behavior-analytic skills (see bacb.com for more information about activities that qualify).

# Master of Science in Criminal Justice (MSCJ)

*This program is not available to new students at the time of print.*

The Aurora University graduate program in criminal justice prepares students with the proper foundation to be a future leader within criminal justice professions. The Master of Science in Criminal Justice is a 38 semester-hour program that offers courses in policy, research design/analysis, administration and ethics. Moreover, the program offers the option of an interdisciplinary concentration in leadership or community justice as linked with the Master of Business Administration (MBA) and Master of Social Work (MSW) programs. Graduate coursework is also offered in juvenile intervention, crime analysis, white-collar crime, non-profit management, police administration, terrorism, emergency preparedness, security administration, forensic science and corrections. Students have the option to finish their graduate degree through comprehensive examinations, writing a policy paper, or completing a research thesis.

The criminal justice master's degree program is designed to meet adult students' needs by offering a self-paced curriculum. Progression through the program can be done in a year or several years. Faculty members are committed to helping students gain the knowledge base and competencies to assist them in their career and personal endeavors.

## Admission

Applicants to the Master of Science in Criminal Justice must submit each of the following:

- Graduate Application for Admission.
- Transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- Bachelor's degree with a liberal arts foundation from a regionally accredited institution with a grade point average of 2.75 or greater (on a 4.0 scale). Students with a GPA of less than 2.75 will be considered on a case-by-case basis.
- Three letters of recommendation or completed recommendation forms.  
**Note:** The letters of recommendation may be mailed, emailed or faxed (630-844-6854) directly from the person writing the recommendation.
- Statement of Purpose – The statement of purpose is a typewritten, double-spaced 3-5 page narrative that describes your motivation and aspirations for becoming a professional or academic scholar in criminal justice. In doing so, address the following:
  1. Why are you seeking a master's degree in criminal justice?
  2. What are your goals and objectives within your professional/academic aspirations?
  3. Explain what it means to demonstrate exemplary values and ethics in criminal justice and how a graduate degree will assist you in your career.

4. What would you like to see from your coursework and the faculty within the master's program?

In your written statement you should apply the standards for graduate-level writing.

**Note:** The Statement of Purpose may be mailed, emailed or faxed to (630-844-6854).

- A résumé detailing the applicant's academic achievements, including honors and awards; extracurricular activities; and relevant work, internship and volunteer experiences.

### **Required Core Courses** 20 semester hours

- CRJ5010 Criminal Justice in America (4)  
 CRJ5030 Design and Analysis of Criminal Justice Research (4)  
 CRJ5050 Crime Causation Theory (4)  
 CRJ5070 Criminal Justice Administration and Leadership (4)  
 CRJ5090 Ethics and Diversity in Criminal Justice (4)

**Electives** (three semester hours each; 12 semester hours required)

Students complete Option A or Option B:

**Option A:** Students select any combination of CRJ electives and approved SWK and MBA courses, totaling 12 semester hours

**Option B:** Students select a concentration from below (9 hours) and one additional course, totaling 12 semester hours,

### **Concentration in Leadership** Nine semester hours

- CRJ5400 Intelligence-led Leadership (3)  
 MBA6030 Organizational Behavior and Leadership (3)  
 Any course under MBA concentration in leadership  
 MBA6610 Leading Organizational Development (3)  
 MBA6620 Leading Strategically (3)  
 MBA6630 Leading Teams (3)  
 MBA6810 Special Topic (3)

Option A: Students select any combination of CRJ electives and approved SWK and MBA courses, totaling 12 semester hours

or

Option B: Students select a concentration from below (9 semester hours) and one additional course, totaling 12 semester hours

### **Concentration in Leadership** Nine semester hours

- CRJ5400 Intelligence-Led Leadership (3)  
 MBA6030 Organizational Behavior and Leadership (3)  
 Any course under MBA Concentration in Leadership  
 (MBA6610; MBA6620; MBA6630; MBA6810:ST)

### **Concentration in Community Justice** Nine semester hours

- CRJ5350 Community Justice (3)  
 SWK6370 Social Work Practice I (3)  
 Any of the following courses:  
 SWK5740 Family Violence: Issues and Intervention (3)  
 SWK5750 Substance Abuse (3)  
 SWK6381 Social Work Practice II: Group Work (3)

SWK6382 Social Work Practice II: Community (3)  
 SWK6500 Social Work Perspectives on Psychopathology (3)

### **Criminal Justice Graduate Electives**

CRJ5250 Problem Solving: Planning, Analysis and Assessment (3)  
 CRJ5350 Community Justice (3)  
 CRJ5400 Intelligence-Led Leadership (3)  
 CRJ6100 Public Sector Labor Law (3)  
 CRJ6110 Contemporary Legal Issues in Criminal Justice (3)  
 CRJ6150 Juvenile Intervention Strategies (3)  
 CRJ6200 White Collar Crime (3)  
 CRJ6300 Proactive Police Administration (3)  
 CRJ6450 Security Administration (3)  
 CRJ6600 Seminar in Correctional Policy (3)  
 CRJ6700 Advanced Criminal Justice Issues (special topics)(3)  
 CRJ6800 Independent Study (3)

**Comprehensive Exam / Policy Paper / Thesis** 6 semester hours

Students complete ONE of the following options:

Comprehensive Examination plus two additional elective courses

or

CRJ6900 Policy Paper (3 semester hours plus one additional elective course)

or

CRJ6950 Thesis (3)

CRJ6951 Thesis (3)

**Note:** Thesis occurs in consecutive semesters; enrollment through an individual faculty sponsor (thesis chair).

## **Course Descriptions**

**CRJ5010 Criminal Justice in America** 4 semester hours

This course provides an overview of justice in America, the system's reaction to crime, proactive strategic planning possibilities and an overview of the solutions to the problems facing the criminal justice system. Included will be examination of the policies and practices of formal criminal justice institutions (police, courts, corrections), as well as efforts undertaken by the private sector.

**CRJ5030 Design and Analysis of Criminal Justice Research** 4 semester hours

This course is directed toward advanced criminal justice research methodology and program evaluation. Focus is on social scientific inquiry applied to criminal justice related problems. Course content will address how theory provides a foundation for specific methodological strategies that attempt to demonstrate validity and reliability through proper research design, data collection, sampling, survey development and statistical analysis.

**CRJ5050 Crime Causation Theory** 4 semester hours

Examines classical theories and theories that are influencing contemporary criminal justice policies and research. Emphasis is placed on the fundamental arguments put forth by the various theories, the historical context from which these theories emerged, theory evaluation, applicability within criminal justice agencies, and policy implications that have or can be derived regarding how justice is practiced.

**Prerequisite:** CRJ5010.

**CRJ5070 Criminal Justice Administration and Leadership** *4 semester hours*  
Focuses on leadership, management and strategic planning within criminal justice-related organizations. Organizational and administration theories will be examined and applied to the practice of criminal and juvenile justice to explain the patterned disparity between goals and practices. Additionally, contemporary approaches to understanding justice organizations and the findings from studies will be examined.

**CRJ5090 Ethics and Diversity in Criminal Justice** *4 semester hours*  
Analyzes ethical considerations within decision-making facing the criminal justice practitioner, with special focus on historical and contemporary perspectives on how race, ethnicity, gender and other historically disadvantaged groups interact with the criminal justice system, along with the challenges of addressing justice in multicultural communities.

**Prerequisites:** CRJ5010 and CRJ5030.

### *Elective Courses*

**CRJ5250 Problem-Solving: Planning, Analysis and Assessment** *3 semester hours*  
Design focuses on developing and enhancing critical-thinking skills related to communication, institutional change and creative solutions related to proactive initiatives.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ5350 Community Justice** *3 semester hours*  
Offers alternatives for addressing the impact of societal crime and drug problems through evidence-based initiatives directed toward neighborhood-level analysis.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ5400 Intelligence-Led Leadership** *3 semester hours*  
Focuses on the necessary skills to translate data into information and knowledge in preparation to make decisions related to problem-solving, prioritization of initiatives and resource deployment. Emphasis is on analyzing data through various emerging technologies and effective communication of the results, toward improving organizational goal attainment.

**CRJ6100 Public Sector Labor Law** *3 semester hours*  
Provides a thorough study of contemporary legal issues faced by criminal justice organizations while emphasizing due process issues and judicial review of administrative decision-making. Laws regarding labor unions and labor practices in the criminal justice field will be explained.

**CRJ6110 Contemporary Legal Issues in Criminal Justice** *3 semester hours*  
Analyzes recent constitutional holdings and trends in criminal law, evidence and procedure that significantly impact the criminal justice system.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6150 Juvenile Intervention Strategies** *3 semester hours*  
Assesses policies and decision-making within the juvenile justice system while confronting the challenges related to juvenile offenders.

**Prerequisites:** CRJ5010 and CRJ5030.



**CRJ6200 White-Collar Crime***3 semester hours*

This course will examine the impact and prevalence of employment, organizational, economic and political crimes, along with investigative strategies for addressing the commission of such crimes.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6300 Proactive Police Administration***3 semester hours*

Analyzes contemporary challenges within police administration along with program planning, implementation and assessment.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6450 Security Administration***3 semester hours*

Addresses the management of security operations related to various organizations that focus on risk management, asset protection and loss prevention.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6600 Seminar in Correctional Policy***3 semester hours*

An examination of theories of social control, correctional practices and reforms in punishment, as well as the implications for the criminal justice system and society.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6700 Advanced Criminal Justice Issues (Special Topics)** *3 semester hours*

Subjects will vary semester to semester and will include an intensive study and critical evaluation of the given topic.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6800 Independent Study (requires faculty sponsorship)***1-4 semester hours*

Directed independent study, including in-depth research, reading and writing in the field of criminal justice. Students work with an individual faculty member on a more intense research project.

**Prerequisites:** CRJ5010; CRJ5030 and consent of instructor.

***Comprehensive Exam / Policy Paper / Thesis*****Comprehensive Exam** *(requires faculty sponsorship)*

The comprehensive exam option requires the completion of 38 credits of coursework. The comprehensive exam comprises a synthesis and application of knowledge acquired during the course of study leading to the master's degree. The exam will include questions from the core as well as the student's concentration area or electives focus. Students may take these exams during the semester they are completing the 35 hours of required coursework, but not in the semester the student is taking one of the core courses except with faculty approval. The comprehensive exam will be administered once each semester, in the first week of November and April. There are no comprehensive exams administered during the summer. A student's comprehensive exam committee will consist of three full-time faculty members. Grading by each faculty member will be based upon the following scale: high pass, pass or fail. Earning a "fail" score by a minimum of two faculty yields a "fail" for the comprehensive exam, and such student can retake the exam the following semester. (See MS in Criminal Justice Handbook for additional and complete information regarding the comprehensive exam process.)

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6900 Policy Paper** (*requires faculty sponsorship*) 3 semester hours

The policy paper option requires the completion of 38 credits; 35 of these credits are comprised of coursework and three credits are earned for the completion of the policy paper. The student will prepare a single paper that satisfies the requirements described within the MS in Criminal Justice Handbook. The faculty committee which approves this paper shall consist of two faculty members, one of which will serve as faculty sponsor and will supervise the preparation of the policy paper. The policy paper typically will involve a high-quality literature review and critique that is focused on a subject that the student is particularly interested in investigating.

**Prerequisites:** CRJ5010 and CRJ5030.

**CRJ6950 Thesis** (*requires faculty sponsorship*) 3 semester hours**CRJ 6951 Thesis** (*requires faculty sponsorship*) 3 semester hours

The thesis option requires the successful completion of 38 hours: 32 semester hours of coursework and six hours of thesis credits. A major professor (thesis chair) and supervisory committee will assist the student in completing the thesis. A thesis is a report of original research, less ambitious than dissertation research, and can be based upon original data collection, or on secondary analysis of an existing dataset.

**Prerequisites:** CRJ5010 and CRJ5030.

## ***Master of Science in Digital Marketing and Analytics (MSDMA)***

***This program is available in Aurora.***

The Master of Science in Digital Marketing and Analytics (MSDMA) is designed to help students gain the marketing, management and research skills needed for success in today's high-tech, big data business environment. The program prepares students to work in a fast-growing career field by combining the foundations of digital marketing with relevant applications and analytical technique.

Coursework examines the ways that digital technology affects marketing tactics and strategies. Students learn to plan, implement and measure the results of marketing campaigns using various software, web and social media platforms. The curriculum also includes real-world case studies, providing opportunities for students to leverage the analysis and marketing channels that are widely used in today's business settings.

The MSM consists of 30 or 33 semester credit hours of study, depending upon a student's prior preparation. The program of study consists of six courses required in digital marketing and data analytics and two or three complimentary MBA or marketing foundation courses based on the student's prior educational background. Taken together, the specific marketing and general business courses provide 30 to 33 semester credit hours of preparation. Most students complete the program in two years.

## Admission Procedures for the MSDMA Program

Aurora University's program accepts students from all academic backgrounds and an undergraduate degree in business is not required. The program is designed for the working professional and coursework draws on prior professional and academic experiences. There are no prerequisite courses required for admission to the MSDMA program. In the interest of ensuring a student's success, the Chair of the Graduate Business Programs, or his/her designee, may require limited foundational business courses if a student's academic and experiential background suggests that he/she would benefit from such preparation. Decisions about required foundational business courses are made collaboratively with the student and are based on a review of academic transcripts, professional experience and the results of a personal interview. Students may enter the program in any of five modules during the calendar year.

## Admission Requirements

- A completed Graduate Application for Admission.
- Bachelor's degree from a regionally accredited college and/or university (minimum 3.0 GPA on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- Transcripts (official, sealed in envelope) from the college or university from which you earned your bachelor's degree as well as from any college/university from which you received graduate credit. Aurora University accepts official electronic transcripts at [AU-Etranscripts@aurora.edu](mailto:AU-Etranscripts@aurora.edu).
- Two (2) letters of recommendation. Please seek persons who are acquainted with your professional or academic abilities.
- An interview with the program director or designee.

## MSDMA Required Courses

### Required Content Courses

MKT6110 Customer Experience Marketing (4)

MKT6120 Marketing Analytics, Management and Metrics (4)

MKT6310 Database Marketing (4)

MKT6320 Data Mining and Visualization (4)

MKT6510 Advanced Internet Marketing (4)

MKT6520 Advanced Marketing Analytics (4)

### Selected Foundation Courses

(Select two or three depending on prior preparation)

MBA6020 Marketing Management (3)

MBA6070 Operations Management (3)

MBA6090 Applied Business Research (3)

MKT6300 Quantitative Research and Analytics (3)

MKT6500 Digital Marketing (3)

## Foundation Course Selection:

MBA6020 is required of students who have not taken MKT2300 Principles of Marketing or equivalent

MKT6300 is required of students who have not taken MKT4350 Marketing Research (including SPSS) or equivalent

MKT6500 is required of students who have not taken MKT3610 Internet Marketing or equivalent

If you have not taken any of the above, you must take all three foundation courses. If you have taken one of the above, you must take the remaining two foundation courses as well as either MBA6070 or MBA6090. If you have taken two of the above, you must take the remaining foundation course as well as either MBA6070 and MBA6090. If you have taken all of the foundation courses, you will take both MBA6070 and MBA6090.

## Residency Requirement

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive the Master of Science degree. A maximum of six semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Transfer credit must have been completed prior to the start of the your graduate experience with Aurora University. Any course work submitted for transfer must be approved by the program faculty and the director. See the section “Transfer of Credit” for the conditions governing the transfer of credit.

## Course Descriptions

### **MKT6110 Customer Experience Marketing** *4 semester hours*

This course focuses on managing the customers of a business, whether B2B or B2C as a portfolio and uses lifecycle analysis as its organizing framework. Topics covered include: B2B demand generation, content marketing, CRM and multi-channel marketing. Software related to the management of the customer lifecycle will be discussed and compared and basic competence will be emphasized.

**Prerequisite:** MBA6020 or equivalent.

### **MKT6120 Marketing Analytics Management and Metrics** *4 semester hours*

This course emphasizes the organizational and managerial challenges in implementing the analytic-based organization. Emphasis is on how to organize for big data, use lifecycle analysis for resource allocation and KPI analysis in the marketing context. As a test case, students will learn how to plan, implement and measure the results of an integrated email marketing campaign using commercially available software.

**Prerequisite:** MBA6020 or equivalent.

### **MKT6300 Quantitative Research and Analytics** *3 semester hours*

This course examines quantitative research design and data analysis in business settings. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between research design and the appropriate selection and use of descriptive and predictive analytics.

**MKT6310 Database Marketing and Analytics** *4 semester hours*

This course consists of an extensive examination of the concepts and tools to manage and utilize a marketing information system, using database information in a marketing context. Using the framework of the customer lifecycle, the course will emphasize the use of various statistical tools to identify marketing opportunities. Topics may include recency, frequency, and monetary (RFM) analysis, and clustering techniques. Discussion of how to build the customer database for both businesses and consumers, including the merging of internal and external and modeled data sources and database design choices. Introduction to data modeling.

**Prerequisite:** MKT6300 or equivalent.

**MKT6320 Data Mining and Visualization** *4 semester hours*

This course is a continuation of the introductory Database Marketing Course, MKTG 6310. The course emphasizes advanced model building and the exploration and comparison of various data mining techniques, such as neural networking and CHAID. Data visualization techniques for presentation of results in a management context will be emphasized.

**Prerequisite:** MKT6310.

**MKT6500 Digital Marketing** *3 semester hours*

This course is an introduction to business functions using Digital Marketing Technology such as the Internet, customer databases and information systems such as CRM and Demand Generation Systems. Topics include the different functions and applications of the Digital Technologies, how these technologies have changed business and consumer practices and how they have impacted the process of business management. Emphasis on the effect of the use of digital technology in a company's existing market mix and current and potential uses of the these technologies for marketing tactics and strategies.

**MKT6510 Advanced Internet Marketing** *4 semester hours*

This course involves the analysis and implementation of the technology used to support digital marketing systems for business-to-business and business-to-customer marketing strategies. Topics include but are not limited to multichannel campaign management, search engine optimization technology and social networking applications. Requires students to use marketing technologies to plan, implement and measure a project to create value for a client organization.

**Prerequisite:** MKT6500

**MKT6520 Advanced Marketing Analytics** *4 semester hours*

This course focuses on web analytics including basic terminology, how to determine the goals and objectives for the website and how to identify and monitor key website metrics. Emphasis will be on how to select and implement a web analytics tool and how to analyze and interpret the data collected and make appropriate changes to the site.

**Prerequisite:** MKT6300

**MBA6020 Marketing Management** *3 semester hours*

The primary purpose of this course is to determine how to develop marketing strategy. Students will develop a client focus and learn how to target market. They will also study product, distribution, promotion, and pricing strategies. Upon completion of this course, the student will be able to conduct market-planning analysis, solve common marketing problems, develop marketing strategies, and implement introductory marketing campaigns.

**MBA6075 Operations Management***3 semester hours*

Operations Management analyzes the role of evidence based decision-making in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control, and just-in-time systems. The course will focus on the concepts and methods necessary to direct and control the “transformation process” of resources into goods and services within an integrated framework/model of the firm.

**MBA6090 Applied Business Research***3 semester hours*

Designed to understand the process by which business leaders respond to business problems. Integrates action research skills and professional business practices and provides an opportunity to apply current research to a business problem.

## ***Master of Science in Mathematics (MSM)***

***This program is offered in Aurora.***

The Master of Science in Mathematics with an emphasis in mathematics education program provides mathematics teachers with advanced study in mathematics and mathematics education. The program offers teachers additional experience in higher-level mathematics to enhance their teaching with additional depth and breadth of content. At the same time, it strengthens their background in school mathematics curriculum, instructional practices, assessment and technology and research in mathematics education.

### **Admission Requirements**

The general admission requirements are found in the section “Graduate Admission Requirements.” In addition to the requirements listed, students must hold a bachelor’s degree in mathematics or a bachelor’s degree in some other field with extensive coursework in mathematics.

### **Residency Requirements**

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive this degree. A maximum of six semester hours of graduate credit may be transferred from a regionally accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the mathematics program faculty and the chair of the division.

All graduate transfer credit from other institutions must be submitted at the time of acceptance into the program. Once the applicant has been accepted for enrollment in the program, it is expected that he/she will complete all coursework for the degree at Aurora University. No coursework may be transferred to Aurora University after enrollment. See the section “Transfer of Credit” for other conditions governing the transfer of credit.

## Academic Standards and Evaluation

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in this program and they must be balanced by two grades of “A.” See the section “Academic Standards” for other conditions governing academic standards and the graduate grading system.

## Degree Requirements

Twenty-four semester hours in mathematics plus 12 semester hours in professional education.

### Section A: Required courses in mathematics: 24 semester hours

MTH5100 Foundations of Higher Mathematics (3)

MTH5200 Modern Geometries (3)

MTH5300 Number Theory (3)

MTH5400 Probability and Statistics (3)

MTH6100 Abstract Algebra I (3)

MTH6200 Abstract Algebra II (3)

MTH6300 Advanced Calculus I (3)

MTH6400 Advanced Calculus II (3)

### Section B: Required courses in education: 12 semester hours

MTH5500 Technology in the Mathematics Classroom (3)

MTH5600 Assessment and Curriculum Development in Mathematics (3)

MTH5701 Mathematics Education Research Seminar I (1)

MTH5702 Mathematics Education Research Seminar II (1)

MTH5703 Mathematics Education Research Seminar III (1)

MTH5704 Mathematics Education Research Seminar IV (1)

MTH6700 Mathematics Education Research II (2)

## Course Descriptions

### MTH5100 Foundations of Higher Mathematics *3 semester hours*

The fundamentals of advanced mathematics and an introduction to mathematical proofs. Topics include logic, quantifier notation, set operations, functions, relations, the integers, and study of rational, real, and complex numbers as fields. Various types of proof techniques will be studied and applied to problems from number theory, geometry, analytic geometry, discrete mathematics, logic and calculus.

**Prerequisite:** Open to graduate students only.

### MTH5200 Modern Geometries *3 semester hours*

A study of absolute, finite, and non-Euclidean geometries from an axiomatic viewpoint.

**Prerequisite:** Open to graduate students only.

### MTH5300 Number Theory *3 semester hours*

Topics include the theory of mathematical induction, divisibility theory in the integers, prime numbers and their distribution, the theory of congruences and modular arithmetic, Fermat’s theorem, quadratic reciprocity, Diophantine equations, and number theoretic functions and their applications.

**Prerequisite:** Open to graduate students only.

**MTH5400 Probability and Statistics***3 semester hours*

This course includes probability for discrete sample spaces, probability distributions, Chebyshev's theorem, moment generating functions, continuous random variables, sampling distributions, point and interval estimation, theory of hypothesis testing, regression and correlation, and introductory analysis of variance.

**Prerequisite:** Open to graduate students only.

**MTH5500 Technology in the Mathematics Classroom***3 semester hours*

Hands-on experiences working with current technology (scientific calculators, graphic calculators, computers, and computer software) for elementary, middle school, and secondary school mathematics. Presentation and evaluation of methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations.

**Prerequisite:** Open to graduate students only.

**MTH5600 Assessment and Curriculum Development in Mathematics***3 semester hours*

A balanced study of theoretical research-based foundations and classroom-reform-based perspectives on assessment and evaluation in school mathematics. Consideration of alternate forms of assessment and evaluation of mathematics teaching and of students' mathematical learning. Topics include assessment standards, scoring rubrics, performance assessment, and portfolios. Curriculum goals and issues are also addressed; recent developments in curriculum; learning research; alternate modes of presentation.

**Prerequisite:** Open to graduate students only.

**MTH5701 Mathematics Education Research Seminar I***1 semester hour*

This seminar serves as an introduction to methods of critical reading of research reports and to the structure and scope of mathematics education research.

**MTH5702 Mathematics Education Research Seminar II***1 semester hour*

Students will investigate recent developments and relevant research in mathematics education, and be introduced to the process of formal inquiry, as well as the skills necessary to read and evaluate the research.

**Prerequisite:** MTH5701.

**MTH5703 Mathematics Education Research Seminar III***1 semester hour*

Students will read and evaluate original research, discuss issues of validity and reliability in research, and learn to assemble components for the writing of research.

**Prerequisites:** MTH5701 and MTH5702.

**MTH5704 Mathematics Education Research Seminar IV***1 semester hour*

Students will define a problem and begin investigation of it as a research project. The project must deal with a problem in mathematics education and may be local or national in scope.

**Prerequisites:** MTH5701; MTH5702 and MTH5703.

**MTH6100 Abstract Algebra I***3 semester hours*

Introduction to group theory. Topics include equivalence relations, groups, subgroups, cyclic groups, permutation groups, isomorphisms, cosets, external direct products, normal subgroups, factor groups, group homeomorphisms, rings, and integral domains.

**Prerequisite:** Open to graduate students in mathematics only.



**MTH6200 Abstract Algebra II***3 semester hours*

Continuation of MTH6100. Introduction to commutative rings, with emphasis on polynomial rings; fields vector spaces, and algebraic extensions.

**Prerequisite:** MTH6100.

**MTH6300 Advanced Calculus I***3 semester hours*

Reexamination of the calculus of functions of one variable: convergence, continuity, differentiation, the mean-value theorem, and the Riemann integral.

**Prerequisite:** Open to graduate students in mathematics only.

**MTH6400 Advanced Calculus II***3 semester hours*

Further study of sequences and series of functions, functions of several variables, and an introduction to complex analysis.

**Prerequisite:** MTH6300.

**MTH6700 Mathematics Education Research II***3 semester hours*

Students will determine a problem and investigate the problem as a research project. The project must deal with a problem in mathematics education and may be local or national in scope.

**Prerequisite:** MTH5700.

## ***Master of Science in Nursing (MSN)***

***This program is offered in Aurora, at the Woodstock Center and through AU Online.***

### **Program Purpose**

The purpose of the Master of Science in Nursing program is to prepare nurses for leadership roles in health care administration and for education roles in academic and staff development. The MSN program develops the graduate to 1.) be grounded in the core knowledge of the nursing discipline, 2.) have a solid foundation in the sciences that allows for the knowledgeable implementation of evidence-based practice and improvements in patient care, 3.) possess the requisite leadership skills to initiate and manage change, influence health care policy, improve patient outcomes and positively influence the nursing profession, 4.) have substantive knowledge in the chosen domain of nursing practice to contribute to improving nursing knowledge and practice and 5.) possess the scholastic foundation to pursue doctoral education.

The graduate program is built upon the foundation of baccalaureate education. The MSN program allows the graduate student to develop advanced nursing knowledge and skill in a chosen specialty, administration or education. The program is designed to assist the graduate to address the ever-changing demands of an increasingly complex health care system and society. Core knowledge is foundational to the MSN degree and includes the Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011), advanced study in key sciences, experiential learning to explore and develop skills within the clinical specialty and area of study, and scholastic rigor.

## Program Outcomes

Upon completion of the program, MSN graduates will be able to:

1. Synthesize nursing theory and related sciences theory and theoretical models to strategically manage micro or macro health systems, and to develop and implement educational curricula and teaching strategies.
2. Understand and analyze the social justice, economic, ethical, legal and cultural sensitivity influences on nursing practice and education.
3. Champion ethical decision-making and social justice in all aspects of practice with self, patient, family, community, groups, health care delivery systems and educational systems.
4. Demonstrate expanded expertise within the area of clinical specialization, including the application of advanced pathophysiological and physical assessment knowledge and skills to improve patient outcomes.
5. Demonstrate competence within the areas of nursing administration or nursing education and plan for continued life-long learning and professional growth for self and others.
6. Critically utilize research to effect evidence-based nursing practice and/or evidence-based nursing education with the intention to improve the quality of patient care, patient safety and patient outcomes.
7. Utilize collaborative skills as a leader and change agent in the health care, educational and professional arenas, enhancing the delivery of health care and influencing health policy.
8. Develop and implement transformational leadership and teaching strategies for the improvement of health care and nursing education.
9. Exhibit an understanding of complex organizational systems and demonstrate the ability to use relevant theory to design, deliver and evaluate health care and/or education at the micro-system level.
10. Expand one's philosophy of nursing to include a well-developed philosophy of nursing administration or nursing education.
11. Develop a level of scholarship that lays the foundation for doctoral study.

The MSN is a 36-semester hour program; 26 semester hours of core classes and ten semester hours in a specialization. The School of Nursing offers two specializations within the Master of Science in Nursing:

- **Master of Science in Nursing – Administration**
- **Master of Science in Nursing – Education**

The **Administration specialization** prepares the graduate with the knowledge and skills to successfully lead within a variety of health care environments. Expertise is developed in the analysis and application of leadership and organizational theory, human resource and financial management, quality improvement, evidence-based practice, change management, working with interdisciplinary teams and collaborative management.

The **Education specialization** prepares the graduate to analyze and apply educational and adult learning theories, participate in educational assessment and evaluation, understand the process of curricular development and implement curricular change and apply various teaching strategies to maximize student learning. Expertise is developed in health education and promotion, patient education, professional staff development and academic teaching.

Students in both specializations complete the following MSN Core (26 semester hours)

- NUR5110 Theoretical Foundations in Advanced Nursing Role Development (3)
- NUR5120 Ethical Principles and Global Social Considerations (3)
- NUR5125 Health Care Policy and Financing (3)
- NUR5130 Scientific Inquiry and Research (3)
- NUR5140 Advanced Nursing Concepts in Pathophysiology, Pharmacology and Physical Assessment (4)
- NUR5150 Nursing Informatics (3)
- NUR6170 Leadership and Professional Role Development (3)
- NUR6300 Master's Thesis or Research Project (4)

## Specializations

**Administration specialization** students take the following ten semester hours:

- NUR6190 Application of Organizational Theory in Health Care (3)
- NUR6191 The Business of Healthcare and Human Resource Management (3)
- NUR6210 Practicum: Role Concentration – Nursing Administration (4)

**Education specialization** students take the following ten semester hours:

- NUR6180 Theoretical Foundations of Nursing Education (3)
- NUR6181 Curriculum Development and Assessment (3)
- NUR6210 Practicum: Role Concentration – Nursing Education (4)

Both specializations provide a solid foundation relevant to the changing demands of an increasingly complex healthcare system. Whether a student's path is to educate future nurses or to administer and develop programs in healthcare agencies, the MSN degree will launch his/her career, connecting him/her with a dynamic future.

## Master of Science in Nursing Admission Requirements

- A completed Graduate Application for Admission.
- Transcripts (official, sealed in envelope) from your BSN degree granting institution. If you have not earned a BSN degree and are applying for the MSN Bridge option, please submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- Bachelor of Science in Nursing (BSN) from a regionally accredited institution with an average GPA of 3.0 on a 4.0 scale. Undergraduate curriculum must include three semester hours in statistics, research and physical assessment.
- A current RN license to practice in the state of Illinois or Wisconsin.
- Curriculum vitae or detailed resume.
- Two letters of recommendation from individuals familiar with professional or academic abilities.
- A 750-1,000 word essay describing why the applicant wishes to pursue a graduate nursing degree, addressing the six questions below:
  - What most interests you about pursuing an MSN at Aurora University?
  - What are your professional goals five years after you obtain your MSN? Reflect upon the things that are most important for you to achieve.

- Explain what it means to demonstrate professionalism in nursing and how your value system and work ethic express your professionalism in your work every day.
- How have your clinical and educational experiences shaped who you are as a nurse?
- How do you believe obtaining an MSN will affect your professional expectations of yourself and others?
- Why do you think you are ready to pursue graduate education at this time?

Applicants will be interviewed by the School of Nursing MSN Coordinator when all admission materials are received. Applicants will be notified of the admission decision by Aurora University in writing.

After admission to the MSN program, students will need to provide documentation to the School of Nursing for current CPR certification, health physical, and proof of immunizations, criminal background check, drug screen, and health insurance.

Note: At the discretion of the School of Nursing, a maximum of six semester hours of graduate credit may be transferred from another institution. Credit must be transferred prior to enrollment in the MSN program.

## Course Descriptions

### **NUR5110 Theoretical Foundations in Advanced Role Development**

*3 semester hours*

This course examines a wide range of theories from nursing and other disciplines. Grand theories, mid-range theories and conceptual frameworks are explored. Interrelationships among theory, practice and research as integral components of evidence-based practice are examined. Theory development and strategies for the evaluation and testing of theories in nursing, as well as in other disciplines are explored. How theory and research interact and impact nursing practice, education and leadership are investigated.

### **NUR5120 Ethical Principles and Global Social Considerations**

*3 semester hours*

Social, cultural, political and economic forces influencing ethical decision making are examined. Health care policy, resource availability and ethical principles will be used to evaluate health care policy decisions. How these decisions are made, how they are influenced by social values and the impact of these decisions on the global community are addressed. The advanced nurse role as counselor and advocate to consumers of health care where social, ethical and political issues affect communities, society and the profession are also explored. Cultivation of global awareness in issues of health and social policy development will be fostered.

### **NUR5125 Health Care Policy and Financing**

*3 semester hours*

The purpose of this course is to advance the role of the nurse to influence health-care policy, quality improvement and financial decision-making to improve the quality of health care delivery. Students examine the history and current state of health care financing and policy development and how these factors influence access, quality of care and sustainability of the health care system. The financial

implications of health promotion and disease management are examined, from the perspectives of funding these endeavors and gaining long term financial benefits through improved health and disease management in individuals, communities and populations. Students examine the dynamic relationships within an organization and ethical considerations required to make sound financial and policy decisions that will best serve individuals, families, groups and communities.

**NUR5130 Scientific Inquiry and Research** *3 semester hours*

The purpose of this course is to advance the role of the nurse in the utilization of new knowledge through scholarly inquiry. The emphasis is on the research process and statistical analysis leading to the systematic evaluation and application of evidence-based nursing research. Research findings should be relevant and the foundation from which clinical and organizational decisions are made. The utilization of scientific evidence to improve nursing practice and ultimately patient outcomes is emphasized.

**NUR5140 Advanced Nursing Concepts in Pathophysiology, Pharmacology and Physical Assessment** *4 semester hours*

This course will provide the framework for the application and synthesis of advanced pathophysiologic and pharmacologic concepts to advance the professional role of the master's prepared nurse in the practice setting. The physical, social and psychological assessment of patients across the lifespan is addressed, and incorporates the cultural, genetic and developmental variations of individuals. A theoretical foundation in health promotion, illness prevention and health/function maintenance across the lifespan is developed. Integration of current evidence-based research is emphasized.

**NUR5150 Nursing Informatics** *3 semester hours*

This course provides an overview of informatics and the theoretical foundation for information management within the health care setting. The student examines the way data are managed in health care environments and the influence of informatics technology on data management, clinical decision-making and the nurse leader's role as a consumer and purchaser of information technology. The impact of automated data management through advances in information technology, health care information systems and tele-health are explored.

**NUR6170 Leadership and Professional Role Development** *3 semester hours*

This course provides the student with theoretical principles and skills to develop her/his professional leadership role within complex health care systems. Transition into advanced nursing practice roles is facilitated. The nursing profession, advanced nursing practice roles, leadership responsibilities of nurses in advanced practice roles, the requirements for, and regulation of these roles are discussed. The importance of working effectively with inter-professional teams to deliver health care is emphasized. The professional expectation that the master's prepared nurse exerts leadership not only within the profession but also in the health care delivery system is critical to professional role development.]

**Prerequisites:** All 5000-level courses; NUR6160.

**NUR6180 Theoretical Foundations of Nursing Education** *3 semester hours*

This course explores and analyzes theoretical foundations of teaching, learning, motivation and instruction. Students will develop an understanding of educa-

tional theories and their importance to the nurse educator. Principles and methodologies related to teaching, learning and instruction are examined. Current issues and trends in nursing education are explored.

**Prerequisites:** All 5000-level courses; NUR6150; NUR6160 and NUR6170.

**NUR6181 Curriculum Development and Assessment** *3 semester hours*

This course introduces the student to the curriculum development and evaluation processes. Selected theories, principles and techniques of curriculum development are explored. The relationship of nursing curriculum to the parent institution's mission and philosophy are analyzed. Issues of accreditation, standards of professional nursing practice and legal/ethical issues are analyzed within the context of curriculum development and program evaluation.

**Prerequisites:** All 5000-level courses; NUR6150; NUR6160; NUR6170 and NUR6180.

**NUR6190 Application of Organizational Theory in  
Healthcare** *3 semester hours*

This course provides an overview of organizational theory applied to the operations of health care organizations. Organizational and management theories and research are examined over time as they have evolved with business culture changes. Organizational mission, vision, values, objectives, culture, strategy and quality improvement programs are examined. Leadership, structure, power, influence and control are examined in detail. High performance and high reliability organizations are evaluated. Facilitators and barriers to organizational change are analyzed. Organizational culture is viewed as the primary driver of organizational performance, behavior, dynamics and management. The health care industry's attempts to measure performance are discussed and critiqued.

**Prerequisites:** All 5000-level courses; NUR6150; NUR6160 and NUR6170.

**NUR6191 The Business of Healthcare and Human  
Resources Management** *3 semester hours*

This course explores the core competencies required of nursing administrators in health care organizations. Market assessment, identification of health needs, systems analysis and business plan development are discussed. Leadership and negotiation strategies necessary to facilitate health care programming and implementation are addressed. Marketing and the sale of health care services are also emphasized. Human resource management concepts and principles, strategies and legal and ethical dimensions are analyzed with an emphasis on achieving high performance organizations.

**Prerequisites:** All 5000-level courses; NUR6150; NUR6160; NUR6170 and NUR6190.

**NUR6210 Practicum: Role Concentration (135 hours)** *4 semester hours*

The graduate student will operationalize the theoretical principles and behavior norms within a specialty area of practice (Administration or Education) by applying the theoretical framework to the development of an advanced practice role. The practicum facilitates the incorporation of the advanced nursing role into the graduate's professional practice. The student gains an appreciation for the ambiguity of the role and the fluidity of the role boundaries. This course includes a one-semester-hour seminar during the practicum's duration.

**Prerequisites:** All 5000-level courses; NUR6150; NUR6160; NUR6170; NUR6180 and NUR6181 or NUR6190 and NUR6191.

**NUR6300 Master's Thesis or Research Project** *4 semester hours*

All Master of Science in Nursing (MSN) students are required to complete a scholarly activity that demonstrates the student's advanced level of knowledge and professional competence. Students may meet this requirement by completing either a master's project (alternative to a thesis) or a thesis.

**Prerequisites:** All 5000-level courses; all 6000-level courses.

**School of Nursing MSN Bridge Option**

*This program is offered in Aurora and through AU Online.*

The MSN Bridge Option is designed for registered nurses (RNs) with baccalaureate degrees outside of nursing. This is an entry option to the graduate nursing program and emphasizes achievement of baccalaureate competencies in nursing. Select courses have been identified as the bridge to baccalaureate competencies and preparation to proceed to graduate-level education in nursing.

**MSN Bridge Option Application Requirements**

- A completed Graduate Application for Admission.
- An associate's degree in nursing with a grade-point average of 3.0 or greater (4.0 scale).
- A bachelor's degree from a regionally accredited undergraduate institution with a grade-point average of 3.0 or greater (4.0 scale).
- A current RN license to practice in the state of Illinois or Wisconsin.
- Clinical practice in the last two years (one year full-time equivalent).
- Two letters of recommendation from persons who can speak to the student's professional and clinical nursing performance; one must be from a current clinical supervisor
- Official and sealed transcripts for all prior college and university credit
- A current curriculum vita or detailed resume
- A 750- to 1000-word essay describing why he/she wishes to pursue a graduate nursing degree

**Prerequisites**

Proof of college-level courses in the following areas or courses can be taken with required bridge courses:

- Statistics
- Research (upper-level course required)

**Required Bridge courses** (12 semester hours at the undergraduate level)

NUR3030 Dimensions of Professional Practice (4)

NUR3280 Health Assessment, Education and Promotion (4) (Successful completion of the Department Challenge Exam for NUR3280/Z fulfills the requirement for the class, though semester hour credit is not awarded for the course.)

NUR4850 Nursing: A Community Outlook (4)

Successful completion of the bridge courses with a grade of "B" (3.0 GPA on a 4.0 scale) or better is required to progress to the MSN courses.

## Post-graduate Nursing Administration Certificate

*This program is offered in Aurora and through AU Online.*

*This certificate is intended for those who already hold a master's degree.*

The School of Nursing offers a Post-graduate Certificate for nurses who wish to increase their expertise in nursing administration. This certificate is designed for those who are transitioning into an administrative position and desire additional skills and knowledge. The certificate requires ten semester hours of coursework and additional practical experience that can be completed in nine months.

The Post-graduate Certificate: Nurse Administrator is designed for registered nurses who hold the MSN, MPH, MHA, DNP or PhD. This program prepares nurses to take the following certification exams:

American Nurse's Credentialing Center:

1. Certified Nurse Executive exam (for managers and directors)
2. Certified Nurse Executive-Advanced exam (for Chief Nursing Officers) (CNO)

*or*

The American Organization of Nurse Executives:

1. Certified Nurse Manager exam (for managers and directors)
2. Certified in Executive Nursing Practice exam (for Chief Nursing Officers) (CNO)

**Required Courses:** Ten semester hours

NUR6190 Application of Organizational Theory in Health Care (3)

NUR6191 The Business of Health Care and Human Resource Management (3)

NUR6210 Practicum: Role Concentration (4)

Refer to course descriptions under MSN degree.

## Post-graduate Nursing Education Certificate

*This program is offered in Aurora and through AU Online.*

*This certificate is intended for those who already hold a master's degree in nursing. The program prepares nurses to take the National League for Nursing Certified Nurse Educator exam.*

The School of Nursing offers a Post-graduate Certificate for nurses who wish to increase their expertise in nursing education. The Post-graduate Certificate: Nurse Educator is designed for those who wish to teach, but feel unprepared for a faculty or educator role. The certificate requires ten semester hours of coursework and additional practical experience that can be completed in nine months.

**Required Courses:** Ten semester hours

NUR6180 Theoretical Foundations of Nursing Education (3)

NUR6181 Curriculum Development and Assessment (3)

NUR6210 Practicum: Role Concentration (4)



# ***Master of Social Work (MSW)***

***This program is offered in Aurora and at George Williams College.***

The primary objective of the MSW program in the School of Social Work is to prepare students for advanced social work practice. The student acquires the professional foundation of social work knowledge, values and skills in a generalist practice social work model.

The foundation curriculum provides instruction in human behavior in the social environment/theories of human development; social welfare and policy; social work practice; diverse populations; social work with groups; social work electives and social work research. Field instruction during the foundation year consists of 15 clock hours per week (225 clock hours per semester) during each semester for a total of 450 clock hours for the academic year.

In the second year, students enter into the clinical concentration in advanced-level courses in social work theory, policy and practice; psychopathology, advanced social work electives; and advanced social work research. Field instruction during the concentration year consists of approximately 20 clock hours per week (300 clock hours per semester) during each semester for a total of 600 clock hours for the academic year.

## **MSW Admission Requirements**

- A completed Graduate Application for Admission.
- Bachelor's degree from a regionally accredited institution with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis. Undergraduate curriculum must include three semester hours in statistics, research and physical assessment.
- Two letters of recommendation from individuals familiar with your professional or academic abilities.
- Statement of Purpose.
- Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics.
- Personal characteristics indicative of the capacity for professional practice as evidenced by:
  - a. personal maturity
  - b. a high level of personal integrity, readiness to identify with the values and ethical principles of the social work profession
  - c. commitment to social justice and to improvement of the condition of vulnerable and oppressed groups
- Volunteer or work experience which demonstrates knowledge and interest in the field of social work, supported by at least one letter of recommendation which addresses the qualities of genuine concern for people, readiness to be of service to others, and potential for direct service skills

## **Admission Interviews**

Admission interviews are conducted on a selected basis. The interview may be conducted via the telephone or in person. If an interview is conducted, the applicant's admission materials are reviewed and questions regarding the MSW program are answered.

## **Admission Review Process**

The School of Social Work strives to recruit a diverse group of students who have had relevant and significant work and life experiences, and who can relate to diverse and vulnerable populations. The MSW Admission Committee will consider factors relating to the applicant's academic ability, work, service and extracurricular experience, especially as they relate to promotion and development of resilient communities, organizations, social groups, families and individuals. In reviewing applications, MSW Admission Committee members evaluate all transcripts, the "Statement of Purpose" and letters of recommendation.

## **Application Considerations**

Potential applicants for the MSW program should note that a criminal background may render them ineligible for a field internship which is a requirement to complete the MSW program. The applicant may also be ineligible for licensure after graduation. Aurora University and the School of Social Work reserve the right to deny admission to the MSW program based on application materials, previous academic record and records of past conduct, including but not limited to, the results of a criminal background check or registration of a sex offense.

## **Provisional Admission**

A student seeking regular admission whose official transcripts or other required documents have not arrived by the established deadline due to circumstances beyond the applicant's control and who otherwise meets all requirements for admission to the program may be admitted provisionally for one semester. A provisional student whose admission status is not complete by the first day of the next semester (excluding summer) will be administratively dropped from classes.

## **Conditional Acceptance**

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance requires that an applicant meet certain conditions either prior to beginning the MSW program or concurrent with enrollment in the MSW program. Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to full acceptance being granted. Full acceptance is required if students are to be permitted to continue in the MSW program.

## **Advanced Standing Students**

Students who have earned a BSW degree within the last five years from a CSWE-accredited institution and who have demonstrated outstanding scholarship in social work courses and excellence in the field may apply for advanced standing for up to one-half of the semester hours (30 semester hours) required for the MSW program at Aurora University.

Special admission procedures and standards apply to advanced standing applicants. (For additional information on advanced standing, please refer to the MSW Policy Handbook).

## **MSW Program Options**

The School of Social Work offers several graduate program options leading to the Master of Social Work degree, including two-year full-time and three-year part-time. The full-time program requires 15 semester hours of coursework for four semesters. The part-time program requires nine semester hours for the first four semesters (first two years) and then 12 semester hours per semester in the third year. Advanced standing students may complete the program either as full- or part-time students. Full-time advanced standing for those who receive full credit for the BSW degree complete 15 semester hours of coursework for two semesters in addition to summer, which requires three semester hours. Part-time advanced standing requires six semester hours of coursework in each semester in year one, and nine semester hours of coursework in each of the semesters in year two. Students will make a choice of which plan they will pursue at the time of admission.

## **Course Schedule Time Blocks**

Classes are normally held on Monday and Wednesday or Tuesday and Thursday of each semester during the day and in the evening in Aurora. Classes on the George Williams College campus are held typically on Friday evenings and Saturday mornings.

## **Program Prerequisites**

The MSW Program requires that the following prerequisite be met:

### **Statistics**

The student needs to have completed a basic statistics course in his or her prior academic program and to have received a "C" grade or better. If this prerequisite has not been met in prior academic work, the student needs to make arrangements to complete the requirement before enrollment in the MSW research sequence.

## **Specific Program Components**

### **Internships (Field Instruction)**

Field instruction provides students with opportunities to practice and integrate social work theory in the field under the guidance and instruction of an experienced social work field instructor. Students may select a field placement from affiliated agencies in consultation with the Coordinator of Field Work at the School of Social Work.

First-year, full-time students typically are required to complete a minimum of 15 clock hours of field instruction per week during the fall and spring semesters for a total of 450 clock hours for the academic year. Second-year, full-time students typically are required to complete a minimum of 20 clock hours of field instruction per week during fall and spring semesters for a total of 600 clock hours for the academic year.

Part-time students typically begin their field placement in the second year and complete approximately 15 clock hours of field instruction per week during each regular semester for a total of 450 clock hours for the academic year. Part-time students in the concentration curriculum (third year) complete 600 clock hours of field instruction for the academic year.

## **Policy and Procedures for Illinois Educator's License with School Social Work Endorsement (excluding Post-MSW students)**

All graduate social work students interested in taking coursework toward the Illinois Educator's License with School Social Work Endorsement must be in good standing with the School of Social Work and will be required to complete the following procedures:

1. Pass the Illinois Test for Academic Proficiency 400 (TAP) or have qualifying waiver for the TAP complete by June 15 of the academic year preceding the school social work field placement. Information about qualifying waivers can be found at [isbe.net/certification/default.htm](http://isbe.net/certification/default.htm).
2. Take and pass the Illinois School Social Work Exam (184). Information about the TAP and School Social Work Exam can be found at [il.nesinc.com](http://il.nesinc.com).
3. Pass SWK5610 Social Work Practice with the Exceptional Child, which meets HB150 guidelines. The course must be completed prior to the advanced year (school) field placement. It is recommended that students take this course the summer preceding their school social work field placement.
4. Secure a field placement in the public school setting by actively seeking an internship. Since internships in the school setting are very competitive, it is recommended that students begin to look before the end of January of the academic year preceding the advanced-year (school) field placement.
5. Complete and return the ISBE 73-44 to the AU licensing officer by June 15 of the academic year preceding the second-year field placement. AU does not sign the IL 73-42 form.

Students who complete these procedures follow the MSW program, clinical concentration structure outlined in this book. Note: Illinois State Board of Education Requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.

## **Illinois Educator's License with School Social Work Endorsement Program Requirements**

1. The applicant must have earned a Master of Social Work degree from a CSWE-approved program.
2. Applicants must contact the Center for Adult and Graduate Studies for a Illinois Educator's License with School Social Work Endorsement/License Program application package and complete the application, request one letter of recommendation from a professional in the field, and arrange to have their official transcript showing their MSW sent to the Center for Adult and Graduate Studies. When all components of the application package are received by the Center for Adult and Graduate Studies, it is then for-

warded to the Director of the School of Social Work. All applicants must show proof that they have passed the Illinois State Board of Education Test of Academic Proficiency (400) (or have the qualifying waiver) and School Social Work Content Exam (184). Information about these exams can be found at [il.nesinc.com/](http://il.nesinc.com/). Information about the qualifying waivers can be found at [isbe.net/certification/default.htm](http://isbe.net/certification/default.htm).

3. Academic requirements include successful completion of the following courses:
  - SWK6430 School Social Work Certification Course (3)
  - SWK5610 Social Work Practice with the Exceptional Child (3 semester hours)
  - SWK6670 Post MSW — Type 73 Advanced Field Instruction (minimum of 600 clock hours in the field) (3)
  - OEDO5018 Reading Methods K–12 SSP (1)
  - OEDO5019 Reading Content K–12 SSP (1)
4. We believe that the student should play a vital role in determining his/her field placement. As is the case with our regular MSW students, we maintain a file with the names, addresses, phone numbers and contact persons of schools which have participated as internship sites, from which students can choose. Placements need to be arranged before a student can register for SWK6430. Students should begin to make arrangements for internships in January.
5. The student must maintain a minimum 3.0 GPA for the entire course sequence.
6. The program must be completed within four consecutive semesters from the first semester after being officially accepted into the endorsement program. Any modification in the program completion plan must have prior approval of the School Social Work Program Coordinator.
7. Post MSW–School Social Work students are not required, but are encouraged to enroll in elective course offerings related to school social work practice as a means of rounding out their training experience.

**Note:** Illinois State Board of Education Requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.

**Note:** Information regarding the exams can be found by calling Pearson Education Inc. at 800-989-8532 or [il.nesinc.com](http://il.nesinc.com).

## Program Academic Policies

### Student Evaluation

Professional social work education requires high standards of academic, personal and professional conduct. The educational program at the graduate level (MSW) requires the development of ethics and values as well as knowledge and skills.

In accordance with Aurora University regulations, the School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at the MSW level, above and beyond compliance with the general academic standards of the university.

Also recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct. Because social work education involves a significant amount of internship experience and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role.

### **Four-Year Limit**

Students must complete the program on or before a date four years from the date of matriculation. A statute of limitations of five years applies for re-application to the MSW program or transfer of credit.

### **Credit for Life Experience**

In accordance with the standards of the Council on Social Work Education (CSWE), credit may not be given for life experiences.

**Note:** Please refer to the MSW Policy Handbook for complete policies and procedures of the School of Social Work and Aurora University.

## **MSW Program Requirements**

Prerequisite: Statistics (completed a basic statistics course with a grade of “C” or better prior to enrollment)

### **Foundation Curriculum**

**30 semester hours**

#### ***Social Welfare***

3 semester hours

SWK6140 Social Welfare Policy and Institutions (3)

#### ***Human Behavior and Social Environment***

6 semester hours

SWK6150 HBSE I: Theories of Human Development I (3)

SWK6160 HBSE II: Theories of Human Development II (3)

#### ***Social Work Practice Theory and Methods***

12 semester hours

SWK6370 Social Work Practice I: Individuals and Families (3)

SWK6381 Social Work Practice II: Group Work (3)

SWK6382 Social Work Practice II: Community Practice (3)

SWK6390 Social Work Practice with Diverse and Vulnerable Populations (3)

#### ***Research***

3 semester hours

SWK6250 Research I: SW Research Methods (3)

#### ***Field Instruction***

6 semester hours

SWK6730 Field Instruction I: Beginning Internship (3)

SWK6740 Field Instruction II: Beginning Internship (3)

<b>Concentration Curriculum</b>	<b>30 semester hours</b>
<b><i>Social Work Practice and Policy</i></b>	12 semester hours
SWK6500 Social Work Perspectives on Psychopathology (3)	
SWK6511 Social Work Practice III: Clinical Theory and Methods (3)	
SWK6521 Social Work Practice IV: Advanced Clinical Knowledge and Application (3)	
SWK6533 Advanced Social Policy (3)	
<b><i>Research</i></b>	3 semester hours
SWK6283 Practice and Program Evaluation (3)	
<b><i>Social Work Electives</i></b>	9 semester hours
<b><i>Advanced Field Instruction</i></b>	6 semester hours
SWK6750 Field Instruction III: Advanced Internship (3)	
SWK6760 Field Instruction IV: Advanced Internship (3)	
<b>Total required to earn degree</b>	<b>60 semester hours</b>

## Specialization in Addictions

The Addictions Specialization prepares students to work with substance abusing individuals and their families within a primary substance abuse treatment setting. The coursework focuses on educating students about various aspects of substance abuse, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various sub-populations of addictions. Within the clinical concentration, students complete a field internship at an approved addictions site. Upon successful completion of this specialization, students are eligible to take the Illinois CADC examination. (Offered in Aurora)

### Specialization Courses

- SWK6340 Survey of Substance Abuse Evaluation and Treatment (3)
- SWK6350 Psychopharmacology (3)
- SWK6200 Addictions Counseling I (3)
- SWK6400 Addictions Counseling II (3)

## Specialization in Advanced Clinical Social Work

The Advanced Clinical Social Work Specialization prepares students for clinical practice in psychotherapy settings such as mental health agencies, family service agencies, youth programs, community-based clinical programs and private practice. The specialization consists of three required courses: a foundational course on the basics of the advanced clinical social work therapeutic relationship and two free electives in clinical practice. Students also complete their advanced MSW field placement in a clinical social work setting.

### Specialization Courses

- SWK6810 Advanced Therapeutic Relationship and Integrative Psychodynamics (3)
- Two of the following social work elective courses (6)*

- SWK6030 Bereavement Counseling (3)
- SWK6470 Advanced Social Work Practice with Children (3)
- SWK6480 Advanced Social Work Practice with Adolescents (3)
- SWK6810 Advanced Clinical Social Work – Personality Disorder (3)
- SWK6810 Advanced Family Therapy Clinical Social Work (3)
- SWK6810 Advanced Psychodynamic Clinical Social Work (3)
- SWK6810 Crisis Intervention (3)
- SWK6810 Social Work Forensics (3)
- SWK6810 Mindfulness in Clinical Social Work (3)

## Specialization in Child Welfare

The courses in the Child Welfare Specialization will not only serve to educate our students; they will also continue to promote the field of child welfare and social work. Graduates with the specialization will gain competitive positions aimed directly at serving the needs of children. The School of Social Work has been, and continues to be, committed to making a positive difference in the lives of children. Developing a specialization in child welfare, coursework and field placement internships will address the educational needs of the students while enhancing their work toward improving the lives of children and their families.

The Child Welfare Specialization is a three-course sequence. MSW students have three open electives. The students will participate in at least one internship specific to the field of child welfare in the first or second year of the social work program with an agency that focuses on child welfare. The thrust of this specialization is to develop an interdisciplinary curriculum designed to provide comprehensive child welfare education.

### Specialization Courses

- SWK5725 Effects of Trauma on Children (3)
- SWK6720 Vulnerable Children and Families (3)
- SWK6725 Child Welfare Services (3)

## Specialization in Gerontology

Students may specialize in gerontology within the Health Care Specialization. The focus of this specialization is to provide comprehensive gerontology education to MSW students in order to enable them to be effective practitioners in the field of geriatric services. The specialization courses fulfill the elective requirements for the MSW program. In addition, students complete their advanced field placement in an approved social work gerontology agency.

### Specialization Courses

- SWK5100 Social Work Gerontology: Assessment and Intervention (3)
  - SWK5110 Social Work Gerontology: Biology and Health of Aging (3)
- Elective social work course determined by the student and the Chair of Health Care Specialization.

Internship to be completed in the advanced year.



## Specialization in Health Care

The Health Care Specialization exposes students to the rapidly growing and ever changing field of health care in the United States, and the myriad roles of social workers in light of health care reform. The specialization provides a basic understanding of the medical field and its terminology, the complexities of brief and chronic illness and respective treatments, ethical considerations, insurance issues and public policy. Upon completion, students will be able to recognize present health disparities and work toward the equitable and fair provision of services to all populations.

### Specialization Courses

SWK6810 Medical Social Work (3)

*Two of the following social work elective courses (6)*

SWK5100 Social Work Gerontology: Assessment and Intervention (3)

SWK5110 Social Work Gerontology: Biology and Health of Aging (3)

SWK5610 Social Work Practice with the Exceptional Child (3)

SWK6030 Bereavement Counseling (3)

SWK6350 Psychopharmacology (3)

SWK6560 Hospital Social Work (3)

SWK6810 Hospice Social Work (3)

SWK6810 Oncology Social Work (3)

SWK6810 Perspectives on Infertility and Assisted Reproduction (3)

SWK6810 Psychiatric Hospital Social Work (3)

SWK6810 Self-Injury and Eating Disorders (3)

SWK6810 Grant Writing for Social Work (3)

SWK6810 Suicide Prevention, Intervention, Postvention and Community Action (3)

## Specialization in Leadership through the Dunham School of Business MBA Program

MSW students may take some or all of their electives from the MBA (Master in Business Administration) Leadership Curriculum. Taking the following MBA courses: MBA6030, MBA6610, MBA6620, and MBA6630 results in a Specialization in Leadership, along with the MSW degree. Taking MBA6030, and two out of three of the courses cited above entitles the MSW student to receive a Certificate in Leadership. This advanced business curriculum is ideal for MSW students interested in learning more about business management and administration in the field of Social Work and Human Services.

Please refer to the MBA section of the graduate catalog for course details.

## Specialization in School Social Work

Upon successful completion, students are eligible to apply for the Illinois Educators' License with School Social Work Endorsement. Students must also pass the IL Test of Academic Proficiency (400) or have an Illinois State Board of Education waiver processed and received by the July 1 prior to the advanced coursework and the school social work internship. Students must also pass the IL School Social Work Exam (184) prior to the end of their first semester of SWK6410.

Please note that the school social work specialization must begin in August and ends at the conclusion of their school placement in late May or early June.

SWK5610 Social Work Practice with the Exceptional Child (3)

SWK6410 School Social Work Policy and Practice I (3)

SWK6420 School Social Work Policy and Practice II (3)

OEDO5018 Reading Methods K–12 SSP (1)

OEDU5019 Reading in the Content Area K–12 SSP (1)

## Graduate Addictions Certification Program

The Aurora University Graduate Addictions Certification program is designed to meet the Illinois Certification Board (ICB) requirements for candidates to become Certified Alcohol and Other Drug Abuse Counselors (CADC) in Illinois. The program can be completed as a specialization within the Master of Social Work program, or may be completed by students who already hold a Master of Social Work or related degree. Undergraduate students in the AU social work program also may complete the certification. The requirements can be completed in one calendar year or extended to three years at the Aurora campus or Woodstock Center.

### Admission Process

1. A completed Graduate Application for Admission.
2. Transcripts (official, sealed in envelope) from your MSW degree granting college and/or university. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu). Undergraduate degree holders and graduate degree holders in disciplines other than social work may be required to take courses in addition to the addictions specialization courses to meet requirements for the CADC.
3. Two letters of recommendation from individuals familiar with your professional or academic abilities.
4. Personal meeting with the Coordinator of the Addictions Training Specialization or his/her designee.

### Program Requirements

Graduate Addictions Certification students must successfully complete the following courses within three academic years after being officially accepted into the certificate program and maintain a cumulative 3.0 grade-point average:

SWK6340 Survey of Substance Abuse Evaluation and Treatment (3)

SWK6350 Psychopharmacology (3)

SWK6200 Addictions Counseling I (3)

SWK6400 Addictions Counseling II (3)

SWK6810 Graduate Addictions Certification Advanced Field Instruction (3)

### Field Instruction

At AU, a student plays a vital role in determining their field placement. AU will help a student select an internship site and maintain contact information with agencies. Placements should be arranged before a student registers for SWK6810.

## CADC requirements

The School of Social Work is accredited by the Illinois Certification Board (ICB) at the advanced level. Upon completion of the program, you are eligible to sit for the CADC certification examination. Certification and testing information for the CADC exam can be found at [iaodapca.org](http://iaodapca.org).

## Illinois Educator's License with School Social Work Endorsement (Type 73 Certification)

Aurora University offers a curriculum designed to meet Illinois State Board of Education (ISBE) requirements to become endorsed as school social workers in Illinois. The program is available as a specialization for students currently enrolled in the Master of Social Work degree, or as an endorsement-only program for students who have already completed an MSW degree and wish to add the endorsement.

AU will guide students through the ISBE certification process and help them prepare for the Illinois Basic Skills and Illinois School Social Work tests. Most students complete the certification requirements in one year or less.

## Admission Process

- A completed Graduate Application for Admission.
- Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- Master of Social Work degree from a CSWE-approved program with an average GPA of 2.75 on a 4.0 scale. Students with a GPA of less than 2.75 will be considered on a case-by-case basis.
- Two letters of recommendation from individuals familiar with your professional or academic abilities.
- Test of Academic Proficiency (400); passing score required. Students may opt to take the ACT Plus writing subtest and earn a 22 composite score on the exam to qualify for a waiver of the TAP.
- School Social Work Content Exam (184); passing score required.

## Program Requirements

The program must be completed within four consecutive semesters from the first semester after being officially accepted into the endorsement program. Students are not required, but are encouraged to enroll in elective course offerings related to school social work practice as a means of rounding out their training experience.

To earn the endorsement, students must successfully complete the following courses and maintain a 3.0 grade-point average:

SWK6430 School Social Work Certification Course (3)

SWK5610 Social Work Practice with the Exceptional Child (3 semester hours)

SWK6670 Post MSW — Type 73 Advanced Field Instruction (minimum of 600 clock hours in the field) (3)

OEDO5018 Reading Methods K-12 SSP (1)

OEDO5019 Reading Content K-12 SSP (1)

## Field Instruction

At AU, students play a vital role in determining their field placement. AU will help students select an internship site and maintain contact information with partner schools. If a student has experience in relevant areas, a social work coordinator will meet with him/her to determine if the experience is applicable. Placements should be arranged before students register for SWK6430; Most students make internship arrangements in January.

## MSW Course Descriptions

### *Foundation Curriculum*

**SWK6140 Social Welfare Policy and Institutions** *3 semester hours*  
Major social welfare programs are reviewed within an overall policy analysis framework. Forces that impact social policy such as American individualism and issues such as poverty, racism and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

**SWK6150 HBSE I: Theories of Human Development I** *3 semester hours*  
This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

**SWK6160 HBSE II: Theories of Human Development II** *3 semester hours*  
This course, based in an ecological systems perspective, follows human development throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

**Prerequisite:** SWK6150.

**SWK6370 Social Work Practice I** *3 semester hours*  
This course is the first in a sequence of five practice courses covering the foundation and concentration years in the MSW program. In Social Work Practice I, students are introduced to specific theoretical and skills-based core concepts of generalist, individual, family and couples social work direct practice.

**SWK6381 Social Work Practice II: Group Work** *3 semester hours*  
The course examines social work practice from a macro perspective, introducing group work practice skills.  
**Prerequisite:** SWK6370.

**SWK6382 Social Work Practice II: Community** *3 semester hours*  
The course examines social work practice from a macro perspective, introducing community direct practice skills.  
**Prerequisite:** SWK6370.

**SWK6390 Social Work Practice with Diverse & Vulnerable Populations***3 semester hours*

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes toward self, others and differences are explored.

**SWK6250 Research I: Methodology***3 semester hours*

This course is the first in a sequence of two required research courses. Students are introduced to ethical social work research using scientific inquiry. Class material provides an overview of various research methods and design elements. The course highlights creating, performing and evaluating outcomes of practice and policies.

**SWK6500 Social Work Perspectives on Psychopathology***3 semester hours*

This course presents psychopathology through a distinctly social work perspective. The course includes bio-psycho-social assessment and treatment models, including the use of DSM-IV-R. The course emphasizes assessment, advocacy, direct service, interdisciplinary collaboration and use of community resources and supports. The person is not defined by diagnosis or condition. Mental illness is seen through a strengths perspective and within a social context. Persons are viewed holistically, as participating members of their families and communities.

**SSWK6730, 6740 Field Instruction I, II***3 semester hours each*

These courses are a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This foundation-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 10 Core Competencies of Social Work Practice are measured at the middle and end of the internship experience.

**Concentration Curriculum****SWK6283 Practice and Program Evaluation***3 semester hours*

Students will plan, design and conduct an evaluation study of an intervention or program. Students will choose between a single-subject design study or program evaluation. The study will relate to the student's field practicum or another area approved by the research professor.

**Prerequisites:** SWK6250 and completion of statistics course with "C" or better.

**SWK6511 Social Work Practice III: Clinical Concentration I***3 semester hours*

This course builds upon the generalist practice knowledge and skills acquired in the foundation year. The course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

**Prerequisite:** Foundation curriculum.

**SWK6521 Social Work Practice IV: Clinical Concentration II***3 semester hours*

A continuation of SWK6511, this course will further enhance and expand the clinical concentration student's knowledge and skill in clinical social work practice

with diverse clientele in all types of clinical settings and focuses on an integrative approach to clinical social work practice.

**Prerequisite:** SWK6511.

### **SWK6533 Advanced Social Policy**

*3 semester hours*

This course examines policies relevant to social work practice, including health and mental health policy, and agency-level policy within the context of state- and federal-level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

**Prerequisites:** SWK6140; SWK6370 and SWK 6382.

### **SWK6750, 6760 Field Instruction III, IV**

*3 semester hours each*

These courses are a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in specialization area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

**Prerequisites:** Completion of the foundation curriculum; SWK6730 and SWK6740.

## ***School Social Work***

### **SWK5610 Social Work Practice with the Exceptional Child**

*3 semester hours*

This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionalities and how that impacts a student's education, the course will provide a social work perspective for practice related to prevention, intervention and evaluation.

### **SWK6410 School Social Work Policy and Practice I**

*3 semester hours*

This is the first of a two-course sequence for students doing their internships in the public school setting leading to state certification as school social worker. This course focuses on practice. It prepares students to provide school social work services to individuals, groups, families, the school system and the community. This course covers the roles of the school social worker and the skills needed to perform the various roles. Special attention is given to assessment, prevention and intervention across systems on behalf of school children and their families.

**Prerequisites:** Foundation curriculum and SWK5610.

### **SWK6420 School Social Work Policy and Practice II**

*3 semester hours*

This is the second of a two-course sequence for students doing their internships in the public school setting leading to state certification as a school social worker. This course focuses on policy and legal issues related to providing school social work services to individuals, groups, families, the school system and the community. This course covers state and federal special education mandates and other laws and policies related to public school children and their families. Special attention is given to ethical and legal implications of these laws and policies and their effect on the education of children.

**Prerequisite:** SWK6410.

### *Social Work Electives*

#### **SWK5100 Social Work Gerontology: Assessment and Intervention**

*3 semester hours*

This course will examine the advanced study of clinical treatment of older adults. Focus will include different mental health issues presented by older adults, such as depression, Alzheimer's disease, adjustment disorders due to relocation or loss of loved ones and chronic illness. Successful treatment models with older adults will be presented framed in the life course perspective.

#### **SWK5110 Social Work Gerontology: Biology and Health of Aging**

*3 semester hours*

According to Strehler, a good definition of physical aging is one that acknowledges that aging is universal, intrinsic, progressive and deleterious. This course will begin by covering age and health demographics, along with attitudes toward aging, health and disability. Basic cellular or molecular theories of aging will be presented, along with how the human body's organ systems typically change over time. Pathologies associated with aging and psychosocial responses to normal and pathological changes will be discussed. Such responses will be viewed within a sociocultural context where ageism, ableism and beautyism, as well as other forms of oppression, are present. Support services and resources for older individuals and their caregivers will be addressed.

#### **SWK5300 Forensic Social Work**

*3 semester hours*

Introduction to social work and the criminal justice system through the study of mental health and its interaction with the law. Students review the care and treatment of offenders who are mentally ill in the criminal justice system.

#### **SWK5500 Social Work Statistics**

*3 semester hours*

Statistical methods course acquaints the student with data analysis using SPSS. Basic concepts of descriptive and inferential statistics, descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing and tests of significance are covered to enable students to conceptualize, apply and interpret statistical methods in relation to problems that confront the field of social work.

**Prerequisite:** Social Work Research I.

#### **SWK5550 Spanish for Social Workers**

*3 semester hours*

This course will include the fundamentals of Spanish grammar and vocabulary that will be most beneficial to those in the field of social work. Active use of the language will be emphasized during all meeting times. Special attention will be paid to pronunciation and topics of special interest to the participants. Simple readings with a focus on culture and how it impacts social work will also be studied. It is expected that all students will work diligently in order to master the material that is covered in class and the text.

#### **SWK5725 Effects of Trauma on Children**

*3 semester hours*

This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers and the critical need for supervision will be examined. Skills will be developed to directly

treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories, and increasing coping skills to prepare for future challenges.

**SWK5740 Family Violence: Issues and Intervention** *3 semester hours*

Socio-cultural analysis of victimization in the family, with particular focus on the problems of battering and sexual abuse. The course addresses, through the examination of various theoretical perspectives, the question of violence against women, child physical abuse/neglect/sexual abuse, and the problem of elder abuse.

**SWK5750 Substance Abuse** *3 semester hours*

Presented from an ecological and family systems perspective, this course provides current information that will enhance the student's ability to work effectively with individuals and families who are both directly and indirectly affected by substance abuse. Emphasis is placed on current research. Relevant social policies and societal attitudes are considered.

**SWK5770 Social Work with Older Adults** *3 semester hours*

This course consists of the study of major theories of aging and their implications for social work practice. Focus is on community services for the aged and an examination of current issues and trends related to the service delivery system.

**SWK5790 Social Work Practice and Sexual Diversity** *3 semester hours*

This course provides students with a knowledge base critical in developing an understanding of, and appreciation for, people of diverse sexual identities and gender expressions. Intent of course is to develop social workers who are capable of working with sexual minorities from a theoretically integrative perspective.

**SWK5810 Selected Topics** *3 semester hours*

Selected topics that support foundation social work courses and are of interest to students but are not a regular part of the curriculum.

**SWK6030 Bereavement Counseling** *3 semester hours*

This course presents the theoretical framework for working with bereaved individuals and an examination of cultural attitudes toward death, other life losses, and what effect these attitudes have on individual grief reactions. This course highlights the therapeutic skills needed when working with the bereaved.

**SWK6040 Social Work and Spirituality** *3 semester hours*

This course presents the knowledge and skills needed to provide social services to persons with spiritual needs and dilemmas. A person-in-environment perspective is used in understanding the meaning of spirituality for clients and appropriate methods to utilize in responding to them.

**SWK6060 Fundraising for Social Work** *3 semester hours*

Conceptualization and implementation of soliciting and acquiring income through philanthropy and other private donations, grants, fee for service, investment and other means geared to the special needs of nonprofits.

**SWK6200 Addictions Counseling I** *3 semester hours*

This course is the first of two courses designed to address the specific treatment approaches utilized in working with the addicted population. Specific treatment approaches as well as common assessment tools will be reviewed. Various career



opportunities within the realm of the addictions field will be explored. Students will be introduced to the concept of the legal impact that drugs and alcohol have on society and will have an opportunity to experience either drug court or DUI court as part of their learning experience. Specific Illinois state rules which govern treatment will be discussed (Rule 2060) as well as rules and laws of confidentiality. Standardized treatment protocol, such as utilizing the American Society of Addiction Medicine (ASAM) will be formally explained. The various levels of care and treatment settings will be explored so that students planning on pursuing certification can begin thinking of an internship placement that will be a good match.

**Prerequisites:** SWK6340 and SWK6350.

### **SWK6340 Survey of Substance Abuse Evaluation and Treatment**

*3 semester hour*

This course will address a variety of topics as they relate to addictions in a number of settings. The course is intended to serve as the foundation course for students pursuing or considering obtaining a valuable clinical credential from the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). This will be the first in a series of four courses that will be addictions specific. Students pursuing this specialization will be required to complete an internship that documents addiction-related clinical work. Students completing this curriculum track will be eligible to test for dual credentials upon graduation: Licensed Social Worker (LSW) as well as the CADC.

### **SWK6350 Psychopharmacology**

*3 semester hours*

This course is the second in the sequence of four required courses in the addictions specialization. The course will address the drugs commonly used by the addicted population. The following topics will be explored and discussed in the course: the effect of drugs on the body and specific systems within the body; the effect of alcohol and drugs on different populations such as women and the elderly; current trends of drug use; common myths about specific drugs; specific treatment approaches and complications; current controversial topics related to drugs in society; medications used to help the addicted population as well as those who suffer from mental illness(es); and changes in brain chemistry as a result of “process addictions.”

### **SWK6400 Addictions Counseling II**

*3 semester hours*

This is the second course specifically designed to address specific treatment approaches utilized in working with the addicted population. In this course students will continue building their expertise of addictions through analysis and evaluation of specific treatment approaches found to have positive outcomes with the addicted population such as motivational interviewing and reality therapy. Students will study and develop an understanding of the impact that the addicted person has on their family members as well as analyze various treatment options for families. In addition, the course will address the following topics: DUI laws and implications for treatment; issues of prevention programs; examination of substance abuse from macro, mezzo and micro levels; fundamental issues of effective treatment plans; relapse process and prevention plans; importance of working relationships with other service providers in case management function; roles of practitioners in treatment settings; and the process of addiction.

**Prerequisites:** SWK6340; SWK6350 and SWK6200.

**SWK6440 Advanced Social Work Practice with  
Individuals***3 semester hours*

This advanced social work practice elective focuses on contemporary approaches to directed social work practice with individual client systems.

**Prerequisite:** Foundation curriculum.

**SWK6450 Advanced Social Work Practice with Families***3 semester hours*

This advanced social work practice elective emphasizes the ability to assess and engage families and to plan and implement effective interventions with a wide variety of families.

**Prerequisite:** Foundation curriculum.

**SWK6460 Advanced Social Work Practice with Couples***3 semester hours*

This advanced social work practice elective will focus on a variety of theories and approaches to social work practice with couples.

**Prerequisite:** Foundation curriculum.

**SWK6470 Advanced Social Work Practice with Children***3 semester hours*

This advanced social work practice elective will encompass the theory, methods and skills necessary for understanding and working with children on all levels of social work practice.

**Prerequisite:** Foundation curriculum.

**SWK6480 Advanced Social Work Practice with  
Adolescents***3 semester hours*

This advanced social work practice elective will examine a variety of theoretical and practical approaches to working with adolescents and their environment.

**Prerequisite:** Foundation curriculum.

**SWK6512 Social Work Practice III: Leadership and  
Community Practice***3 semester hours*

This course builds upon the generalist practice knowledge and skills acquired in the Foundation Year. The course will focus on management and administration in the human services. Includes decision-making and leadership styles; basic tasks, roles, skills of managers; management processes such as financial and human resource management. Use of the competing values framework (a meta-theoretical model) to integrate management skills of boundary-spanning, human relations, coordinating and directing.

**Prerequisite:** Foundation curriculum.

**SWK6522 Social Work Practice IV: Leadership and  
Community Practice***3 semester hours*

A continuation of SWK6512, this course will prepare the student to do planning, administration and organizing in social service agencies. This is a practice course that focuses on a broad range of material related to macro practice. Students will be exposed to many of the practice tasks that administrators must deal with to perform their roles effectively.

**Prerequisite:** SWK6512.

**SWK6560 Hospital Social Work***3 semester hours*

This course will synthesize principles from the social work code of ethics in the medical setting following the generalist theory of practice. An overview of the

variety of medical settings and situations in which social workers practice will be explored. Students will have an opportunity to determine if the medical field is the challenge they are looking for in social work.

**SWK6565 Grant Writing for Social Work***3 semester hours*

Selected topics that support advanced social work practice courses and are of interest to students but are not a part of the regular curriculum.

**SWK6570 Counseling Theories in Social Work***3 semester hours*

This course is geared toward teaching the social worker about the various therapy techniques commonly used in a therapeutic/clinical setting/relationship. As a social worker, we find ourselves in various levels of practice: micro, mezzo and macro. This course is designed and focused on the micro level of practice; helping an individual move from one point to another.

**SWK6580 Fundraising***3 semester hours*

Conceptualization and implementation of soliciting and acquiring income through philanthropy and other private donations, grants, fee for service, investment and other means geared to the special needs of nonprofits. (Note: This course does NOT cover grant writing in depth. Grant writing is covered in the macro practice sequence.)

**SWK6710 Expressive Therapy for Children***3 semester hours*

This course is designed to explore the expressive therapies, such as art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self-aware of the use of imagination, mind, body and emotions. Students will understand the effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social worker students to alter their approach based on the clients' needs, or through using multiple forms of expression with the same client to aid with deeper exploration.

**SWK6720 Social Work with Vulnerable Children  
and Families***3 semester hours*

This course will focus on the practice implications for social workers within the juvenile justice system and substance abuse treatment programs. Current and historical policies and research specific to the juvenile justice system will be examined. Coursework and lectures will investigate all phases of the contemporary juvenile justice system and examines juvenile rights, the nature and explanation of delinquency, truancy, classifications of juvenile offenders, juvenile courts and corrections, as well as effective treatment programs. Students will gain an understanding of the legal process, including due process, adjudication, alternatives to incarceration and forensic evaluation. Collaboration with protective services, treatment programs and court services will be evaluated.

**SWK6725 Child Welfare Services***3 semester hours*

This course will focus on theory, principles, issues and trends in social work with children and youth; common and special needs. Coursework includes case management, treatment planning and case monitoring. Students will explore the authority-helper role and problems of working with non-voluntary clients.

**SWK6810 Selected Topics***3 semester hours*

Selected topics that support advanced social work practice courses and are of interest to students but are not a part of the regular curriculum.

**SWK6830 Directed Study**

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Directed Study description.

**SWK6980 Independent Study**

Refer to the “Special Educational Experiences and Credit” section at the front end of the catalog for Independent Study description.

***Post-MSW School Social Work Endorsement/Licensure Courses*****SWK5610 Social Work Practice with the Exceptional Child** *3 semester hours*

This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionalities and how that impacts a student’s education, the course will provide a social work perspective for practice related to prevention, intervention and evaluation.

**SWK6430 School Social Work Licensure Course***3 semester hours*

This course is designed for post-MSW graduate students seeking school social work endorsement/licensure from the Illinois State Board of Education. It provides an orientation to social work practice in the public school setting. It covers important historical, legal, and political developments that affect the modern-day roles and functions of the practitioner in the school setting. The course provides a basic understanding of the types of students served, resources and knowledge needed to deliver services and an overview of the public school system. This course is a requirement for state licensure as a school social worker.

**Prerequisites:** MSW post-graduate and approval by School Social Work Coordinator.

**SWK6670 Field Instruction: Post-Master’s School****Social Work***3 semester hours*

This course is designed for students in the post-graduate program leading to state endorsement/licensure for school social work. This field course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public school setting with the unique knowledge and skills required by this setting. Students, in conjunction with the School of Social Work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the public school arena and to learn additional knowledge and skills necessary for providing school social work services.

**Prerequisites:** MSW post-graduate and approval by School Social Work Coordinator.

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Susan Lausier .....	Director of Academic Support Center
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### ENROLLMENT MANAGEMENT

Donna DeSpain, EdD .....	Vice President for Enrollment/ Executive Dean of Graduate Studies
David Diehl .....	Associate Vice President for Enrollment
Saib Othman .....	Dean of Graduate and Adult Studies
Linda Gebhard .....	Enrollment Data Manager
Erin Halley.....	Enrollment Operations Manager
Jason Harmon.....	Director of Graduate Enrollment
Renee Allen .....	Recruiter for Graduate Enrollment
Debbie Enlow .....	Recruiter/Advisor for Adult and Graduate Studies
Jennifer Everhart.....	Online Student Manager
Marcia Gaspari .....	Graduate Education Recruiter

Ed Miranda.....	Business Development Specialist
Kailley Harmon .....	Director of Freshman Admission-GWC Campus
Colton Breister.....	Undergraduate Admission Counselor
Kim Porter .....	Enrollment Visit Coordinator
Stephanie Galica .....	Admission Counselor
Marcia Koenen .....	Director of Woodstock Center
Amy Carzoli.....	Woodstock Recruiter
James Lancaster .....	Dean of Freshman Admission
Jill Bures .....	Assistant Director of Freshman Admission
Shawna Armstrong .....	Freshman Admission Counselor
Allison Bailey .....	Freshman Admission Counselor
Joshua Binder .....	Freshman Admission Counselor
Stacy Briones .....	Freshman Admission Counselor
Luke Kerber .....	Freshman Admission Counselor
Heather McKane .....	Dean of Student Financial Services
Jenny Becker .....	Student Financial Services Counselor
Tasha Campbell .....	Student Financial Services Counselor
Lindsay Janssen.....	Student Financial Services Counselor
Katie O'Connor.....	Student Financial Services Counselor
Garrett Weaver .....	Student Financial Services Counselor
Dianne Zmolek .....	Financial Aid Loan Coordinator
Emily Morales.....	Director of Adult Degree Completion Programs
Elizabeth Bell .....	Recruiter for Adult Degree Completion Programs
Linda McCall.....	Adult Advising Manager
Meagan Near .....	Assistant Director Adult and Graduate Studies
Tracy Phillippe .....	Director of Enrollment Systems
Ashley Hueber .....	Director of Transfer Admission/ Community College Partnerships
Barbara McCarthy .....	Undergraduate Recruiter/part-time
Julie Shoemaker.....	Transfer Admission Representative

## STUDENT LIFE

Lora de Lacey, PhD.....	Vice President for Student Life
Amy Gray, EdD .....	Assistant Vice President for Student Life
Cheryl Block.....	Director of Wellness Center
Victoria Nair .....	Director of Career Services
David Reetz, PhD.....	Director of Counseling Center
Shaun Neitzel .....	Dean of Student Life
Matthew Khoury .....	Assistant Dean of Residence Life
Brandy Skierkiewicz .....	Director of Student Engagement
Pam Sim .....	Bookstore Manager
Doug Stenfeldt .....	General Manager of Sodexo Food Services
Lisa Wisniowicz .....	Registrar, Aurora Campus
Rebecca Ruffin .....	Assistant Registrar
Gary Bolt .....	Director of Campus Public Safety
Jim Hamad .....	Director of Athletics
Kylor Berkman.....	Assistant Director of Athletics
Heather Reinke.....	Assistant Director of Athletics for Compliance
Amir St. Clair .....	Assistant Director of Athletics
Nicole Pieart .....	Senior Women's Administrator

**FINANCE**

Beth Reissenweber, CPA, CMA, PhD .....	Vice President for Finance
Marilyn Campbell, CPA.....	Director of Financial Resources
Thomas Carroll.....	Director, Budget and Analysis
Stacy Ferry.....	Business Office Specialist-GWC
Sharon Maxwell.....	Assistant Vice President and Controller
Ankush Mahindra, CA.....	Assistant Vice President, Finance
Nicole Schrader.....	Associate Director of Student Accounts
Candice Byars, CPA.....	Assistant Controller

**ADVANCEMENT**

Teri Tomaszkiwicz .....	Vice President for Development and Alumni Relations
Lisa Baermann .....	Development Officer
Derek D'Auria .....	Director of Development-GWC
Jeff de Lacey .....	Development Officer
Liz Goodfellow.....	Development Officer Foundations/Grants
Ashley Hacker.....	Advancement Operations Research and Reporting Specialist
Julie Hall.....	Director of Athletic Development
Nancy Euler.....	Development Operations Specialist
Stuart Hacker.....	Advancement Data and Constituency Manager
Dawn Lipscomb .....	Advancement Office Project Coordinator
Roger Parolini.....	Director of Special Gifts

**COMMUNITY RELATIONS**

Sarah Russe .....	Vice President for Community Relations
Suzy McGary.....	Special Projects Manager
Lori Aloisio.....	Director of University Events
Lisa Waters .....	Director of Special Projects
Tracy Lief .....	Director of Special Events
Yvette Somerville .....	Director of Special Events-GWC
Joan Staughn .....	University Events Coordinator
Tony Kubicek .....	Events Technical Manager
Nick Heinz.....	Events Technical Coordinator

**UNIVERSITY COMMUNICATIONS AND ADMINISTRATION**

Steve McFarland .....	Vice President for University Communications and Administration
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**ADMINISTRATION**

Jeff Cali .....	Assistant Vice President for Administration
Mark Spangler .....	Director of Special Projects
Gary Shumaker .....	General Manager, Sodexo

**GEORGE WILLIAMS COLLEGE OPERATIONS**

Bill Paladino .....	Director of Campus Operations, GWC
Tom McReynolds .....	Project Coordinator, GWC

**INFORMATION TECHNOLOGY SERVICES**

Deb Bennett .....	Chief Information Officer
Jim Angel.....	Junior Systems Administrator
Kathy Ball.....	Senior Programmer Analyst
Donna Benewich .....	Senior Programmer Analyst
Cathy Boll .....	Senior Director/ERP Administrator
Kimberli Day.....	Senior Programmer Analyst
Hurstel Howard.....	Senior Director, Systems Administration
Tim Luna.....	Programmer/Analyst
Celeste Branding .....	Chief Technology Officer
Bob Bigus.....	Senior Director, IT Infrastructure
Gerry Jobin .....	Senior Director, Technology Support Services
Joe Lantz .....	Classroom Technology Manager
Jim Norka.....	Telecommunications Specialist
Maribel Pena.....	Technical Support Analyst
Trudy Schlapp.....	Technical Support Analyst
Scott Troyer .....	Junior Network Administrator

**UNIVERSITY COMMUNICATIONS**

Stephanie Kollm.....	Assistant Vice President for Communications
Teresa Drier.....	Graphic Designer
Nic Griffis .....	Graphic Designer
John Kocsis.....	Senior Director of Digital Communications
Sara Meers.....	Communications Director
Jeremy Pittenger .....	Editorial Director
Shruti Sargam.....	Web Developer
Amy Schrage .....	Communications Director, GWC
Jessi Scurte.....	Creative Director

***FULL-TIME FACULTY 2013-2014***

**ADAMS, JULIE**, Associate Professor of Biology; Chair Biology, 2010-BS, 1999, University of Illinois at Urbana-Champaign; PhD, 2003, Bowling Green State University

**APEL, GEOFFREY**, Associate Professor of Mathematics, 2004-BS, 1999; MS, 2001, Millikin University; PhD, 2005, Northern Illinois University

**ARQUETTE, TOBY**, Associate Professor of Communication; Chair Communication; Director of the Honors Program, 2007-BA, 1996, Wayne State University; MA, 1998, Baylor University; PhD, 2002, Northwestern University

**BARCLAY, BRIDGITTE**, Assistant Professor of English, 2011-BA, 2000, Evangel University; MA, 2002, Southern Connecticut State University; PhD, 2009, University of Texas at Arlington

**BARNWELL, BRENDA**, Associate Professor of Social Work; Coordinator School Social Work and Child Welfare Specialization; 2007-BA, 1984, North Central College; MSW, 1995, Aurora University

**BATTISTA, CORINNE**, Associate Professor of Nursing, 2013-BSN, 2974, DePaul University; MSN, 1984, Saint Xavier College

**BAUM, JOSHUA**, Assistant Professor of Music/Voice, 2011-BA, 2006; MA, 2008, Truman State University; DMA, 2011, Michigan State University

**BECK, HANS**, Associate Professor of Biology, 2006-BA, 1984, University of Colorado; MPhil, 1988; PhD, 1991, City University of New York Graduate School

**BEEBE, STACY**, Associate Professor of Physical Education, 2013-BS, 1992; MS, 2002, Chadron State College; EdD, 2011, Northcentral University

**BERLINER, THOMAS**, Associate Professor; Chair of Servant Leadership Program, 2003-BA, 1966, Ohio University; MBA, 1968, Adelphi University; PhD, 1988, University of Texas-Dallas

**BIEDENHARN, PAULA**, Associate Professor of Psychology, 2004-AB, 1986, Washington University; MA, 1989; PhD, 1994, University of Notre Dame

**BOER, HENRY**, Professor of Education, 2001-BS, 1966, Illinois State University; MS, 1968, Northern Illinois University; PhD, 1978, Southern Illinois University Carbondale

**BONIAK, RICHARD**, Assistant Professor of Environmental and General Science; Assistant Dean, Chair Sustainability and Environmental Management, 2010-BS, 1998, Northern Illinois University; MS, 2000; PhD, 2007, Southern Illinois University Carbondale

**BOOTH, JOCELYN**, Director of the School of Education; Assistant Professor of Education, 2009-BA, 1972, Marquette University; MEd, 1977; EdD, 1993, Loyola University Chicago

**BORQUIST-COLON, DEBRA**, Assistant Professor of Social Work, 2013-BA, 1990; MSW, 2000, University of Wisconsin-Madison

**BRADLEY, KATHLEEN**, Associate Professor of Education; Chair Special Education, 2006-AB, 1975, Princeton University; MA, 1978, Roosevelt University; PhD, 2004, Northwestern University

**BRENDEL, KRISTEN**, Assistant Professor of Social Work, 2011-BA, 1995, Benedictine University; MSW, 1998, Aurora University; PhD, 2011, Loyola University Chicago

**BROOKS, ILEANA**, Associate Professor of Economics and Finance, 1992-BS, 1980; MS, 1984; PhD, 1988, Northern Illinois University

**BROTCKE, DEBORAH**, Professor of Education, 1992-BA, 1971; MEd, 1985; EdD, 1991, Northern Illinois University

**BROUMAN, DEBORAH**, Visiting Instructor of Education, 2012- BA, 1975, Marquette University; MEd, 1976, Duke University

**BRUHN, CHRISTINA**, Assistant Professor of Social Work; Director of Assessment, 2009-BA, 1989, Kenyon College; MSW, 1996; PhD, 2003, University of Illinois at Chicago

**BUCKLEY, JENNIFER**, Associate Professor of Physical Education; Chair School of Health and Physical Education; 1999-BA/BS, 1995, Aurora University;

MS, 1997, Illinois State University; EdD, 2011, Northern Illinois University

**BULANDA, JEFFREY**, Assistant Professor of Social Work, 2010-BA, 2000, University of Chicago; MSW, 2004; PhD, 2008, Loyola University Chicago

**BUTTERS, GERALD**, Professor of History, 1999-BA, 1983, Washburn University; MA, 1989, University of Missouri, Kansas City; PhD, 1998, University of Kansas

**CAMP, NANCY**, Assistant Professor of Nursing; Nursing Clinical/Lab Coordinator, 2012-BSN, 1984, North Carolina Central University; MSN, 1989, Villanova University

**CAMPBELL, ROBERT**, Assistant Professor of Social Work, 2012-BS, 1999, Illinois State University; MSW, 2007, Aurora University

**CASTILLO, ROBERT**, Associate Professor of Social Work, 2007-BA, 1996, National Louis University; MSW, 2000, Aurora University

**CIMMARUSTI, ROCCO**, Visiting Assistant Professor of Social Work, 2013-BA, 1974, Northeastern Illinois University; MSW, 1978; PhD, 1998, University of Illinois at Chicago

**COSKY, ALICIA**, Dean of Faculty; Professor of Physical Education, 1992-BS, 1972, Wayne State University; MS, 1977; EdD, 1989, Northern Illinois University

**CURRAN, JOHN**, Associate Professor of Theatre; Chair Theatre and Art, 2006-BA, 1988, Glenville State College; MFA, 1997, Ohio University

**DANNER, DONALD**, Assistant Professor of Accountancy, 2013-BS, 1970, Saint Louis University; MBA, 1979, University of Missouri-St. Louis

**DAVIS, JANE**, Associate Professor of Biology, 2006-BS, 1981; MS, 1986; DVM, 1984, University of Illinois at Urbana-Champaign

**DE LACEY, LORA**, Vice President for Student Life; Associate Professor of Mathematics, 1999-BS, 1981, Middle Tennessee State University; MS, 1984, Vanderbilt University; PhD, 1992, Vanderbilt University

**DEAN, JONATHAN**, Assistant Professor of Religion; Director of Campus Ministries - University Chaplain in the Wackerlin Center, 2010-MA, 2000, University of Oxford; MA, 2004; PhD, 2005, University of Cambridge

**DELIZO, NORDAN**, Assistant Professor of Nursing, 2012-BSN, 2004, Aurora University; MSN, 2010, Elmhurst College

**DIAL, DAVID**, Assistant Professor of Criminal Justice; Chair Criminal Justice, 2012-BA, 1967, San Jose State College; MPA, 1980, University of Colorado; MA, 2006, United States Naval Postgraduate School

**DIEHL, DAVID**, Assistant Professor of Accountancy; Chair Graduate Business Programs, 2008-BS, 1980; MBA, 1982, Loyola University Chicago; MS, 2009, Missouri Baptist University

**DUNN, PATRICK**, Associate Professor of English, 2006-BA, 1998, University of Dubuque; MA, 2000; PhD, 2005, Northern Illinois University

**DUNN, RACHEL**, Assistant Professor of Social Work; Chair Social Work-George

Williams College, 2013-BSW, 2005, University of Wisconsin-Whitewater; MSW, 2009, George Williams College

**EDGERS, DEANN**, Associate Professor of Nursing; Chair RN to BSN, 2007-BSN, 1982, Pacific Lutheran University; MSN, 1987, University of Washington; MS-FNPC, 2000, University of Portland

**EDWARDS, MARVIN**, Professor of Education, 2002-BS, 1967, Eastern Illinois University; MS, 1969, Chicago State University; CAS, 1973; EdD, 1974, Northern Illinois University

**ELLIOTT, SARA**, Associate Professor of English, 2002-BA, 1989, Wheaton College; MA, 1992; PhD, 1998, Northern Illinois University

**ERICKSON, JOAN L.**, Professor of Education, 2008-BS, 1975; MEd, 1979; PhD, 1987, University of Nebraska-Lincoln

**ESCOBEDO, LIBBY KARLINGER**, Associate Professor of Art History, 2007-BA, 1994, University of California-Los Angeles; MA, 1997; PhD, 2001, Bryn Mawr College

**FEE, JOAN**, Professor of Education; Chair EdD Program, 2003-BA, 1969, College of William and Mary; MA, 1974; PhD, 1979, University of Chicago

**FLYNN, VALERIE**, Professor of Psychology, 1989-BA, 1979, University of Colorado; MA, 1984, Columbia University Teachers College; PhD, 1998, Northern Illinois University

**FORWARD, MARTIN**, Professor of History, 2001-BA, 1973, University of Manchester; BA, 1975, University of Cambridge; MLitt, 1982, University of Lancaster; PhD, 1995, University of Bristol

**FRAJMAN, EDUARDO O.**, Assistant Professor of Interdisciplinary Studies, 2008-BA, 1996, The Hebrew University of Jerusalem; MA, 2004; PhD, 2006, University of Maryland-College Park

**FRANIUK, RENAE**, Associate Professor of Psychology; Chair Psychology, 2005-BS, 1996; MA, 1998; PhD, 2002, University of Illinois at Urbana-Champaign

**FREDENBURGH, LISA**, Associate Professor of Music; Director of Choral Activities; Chair Music, 2010-BA, 1986, Luther College; MM, 1992; MM, 1995; DMA, 1996, The University of Arizona

**FROST, DAVID**, Associate Professor of Business, 2006-BA, 1972, Pomona College; MBA, 1976, Harvard University Graduate School of Business Administration

**GARCIA, JULIE**, Assistant Professor of Nursing, 2010-BSN, 1990, Northern Illinois University; MSN, 2001, Rush University

**GEREND, SARA**, Assistant Professor of English, 2008-BA, 1996, University of Wisconsin-Milwaukee; MA, 1998; PhD, 2004, University of California-Santa Barbara

**GOLDBERG, ELLEN J.**, Assistant Provost; Assistant Professor, 1991-BS, 1972; MBA, 1985, George Williams College

**GREEN, SHAWN**, Professor of Marketing; Vernon Haase Professor of Business



and Economics, 1991-BS, 1981, Bemidji State University; MBA, 1982, Mankato State University; MS, 1990, University of Arizona; PhD, 1998, Union Institute

**GRIES, JANICE**, Visiting Assistant Professor of Nursing, 2013-BSN, 1978, Loyola University Chicago; MSN, 1980, Northern Illinois University, DNP, 2011, University of Illinois at Chicago

**GWINNER, DONOVAN**, Associate Professor of English, 2004-BA, 1991, University of Oregon; MA, 1994; PhD, 2001, University of Arizona

**HAPP, MARISSA**, Assistant Professor of Social Work; Chair MSW Health Specializations, 2013-BS, 1975, Northern Illinois University; MSW, 2000, Aurora University

**HARRINGTON, JACK**, Assistant Professor of Business Administration/Management, 2013-BS, 1962, University of Denver; MBA, 1984, University of Northern Colorado; EdD, 2009, Benedictine University

**HARVEY, MEREDITH**, Assistant Professor of English; Chair Writing & English-George Williams College, 2010-BA, 2000, Cal Poly Pomona; MA, 2003, Chapman University; PhD, 2010, Idaho State University

**HATCHER, DENISE L.**, Professor of Spanish; Chair Foreign Languages, 2002-BA, 1989; MA, 1994; EdD, 2003, Northern Illinois University

**HESS, JEAN**, Assistant Professor of Special Education, 2012-BS, 1986, Russell Sage College; MS, 1989, College of St. Rose; EdD, 2004, University of Kentucky

**HEYBACH, JESSICA**, Assistant Professor of Education, 2008-BA, 1997, DePaul University; MEd, 2001; EdD, 2012, Northern Illinois University

**HIPP, DANIEL**, Professor of English; Chair English; 1999-BA, 1990, University of Illinois at Urbana-Champaign; MA, 1993, Villanova University; MA, 1995; PhD, 1998, Vanderbilt University

**HIPP, JULIE**, Assistant Professor of English, 2011-BA, 1994; MA, 1996, University of Notre Dame; MA, 1998; PhD, 2001, Vanderbilt University

**HUSBY, BRIAN**, Professor of Education, 2008-BA, 1980; BEd, 1981, University of Lethbridge; MS, 1986, University of Oregon; PhD, 1991, University of Arizona

**JACKSON, THOMAS**, Assistant Professor of Education, 2008-BA, 1998, Western Michigan University; MS, 2001; EdD, 2008, Northern Illinois University

**JOHNSON, SARA**, Assistant Professor of Psychology; Chair Psychology-George Williams College, 2013-BS, 2003, University of Wisconsin-Stevens Point; MA, 2008; PhD, 2011, Northern Illinois University

**KAO, JAMES**, Assistant Professor of Art, 2013-BA, 1997, University of Chicago; BFA, 2004; MFA, 2006, School of the Art Institute of Chicago

**KEEFER, PEGGY**, Visiting Assistant Professor of Education; Chair Reading Instruction and Curriculum and Instruction, 2013-BA, 1977; MA, 1985, Northeastern Illinois University; EdD, 2000, Loyola University Chicago

**KENNEDY, DEBRA**, Visiting Assistant Professor of Interdisciplinary Studies/Sociology, 2013-BA, 1998; MA, 2001, The University of Arizona; PhD, 2011, Northern Illinois University

**KIESO, DOUGLAS**, Associate Professor of Political Science and Sociology, 2001-

BS, 1984; MS, 1986, Northern Illinois University; JD, 1991, University of Illinois at Urbana-Champaign; PhD, 2003, University of California-Irvine

**KISCH, TERESA**, Assistant Professor of Nursing, 2010-BA, 1989, University of Minnesota; AAS, 1996, Elgin Community College; MSN, 2009, University of Phoenix

**KNELLER, MATTHEW**, Assistant Professor of Communication; Assistant Director of Assessment-George Williams College, 2003-BA, 2000, Aurora University; MA, 2003; EdD, 2009, Northern Illinois University

**KOHNKE, JENNIFER L**, Assistant Professor of Education, 2008-BA, 1994; MA, 1997; EdD, 2006, Roosevelt University

**KOOI, BRANDON**, Associate Professor of Criminal Justice, 2006-BS, 1995; MS, 1997, Illinois State University; PhD, 2004, Michigan State University

**KOWALCHUK, ANDREA**, Assistant Professor of Philosophy and General Education, 2010-BA, 2001, University of Alberta; BA, 2002, Concordia University; MA, 2005, University of Alberta; PhD, 2010, University of Dallas

**KRAUSE, CHRISTINA**, Associate Professor of Psychology, 1996-BA, 1989, Aurora University; MA, 1992; PhD, 1996, Northern Illinois University

**KRIEGER, OSCAR**, Associate Professor of Athletic Training, 1999-BS, 1981, University of Illinois at Chicago; MS, 1983, University of Arizona

**KRONNER, HENRY**, Associate Professor of Social Work, 2006-BA, 1988; MSW, 1990, University of Michigan; PhD, 2005, Loyola University Chicago

**LE BLANC, DEBRA**, Visiting Assistant Professor of Education; Chair Educational Leadership and Graduate (Non-Initial Certification) Special Education, 2012-BS, 1978, Quincy College; MS, 1981; EdD, 1999, Northern Illinois University; CAS, 2002, Lewis University

**LLOYD, JOHNNY K.**, Professor of Biology, 1999-BS, 1975, Kentucky State University; MS, 1980, Wright State University; PhD, 1997, Northern Illinois University

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**LOCKWOOD, BARBARA**, Director of the School of Nursing; Associate Professor of Nursing, 2003-BSN, 1970; MSN, 1973, University of Colorado; PhD, 2009, University of Illinois at Chicago

**MANION, ANDREW**, Executive Vice President; Associate Professor of Psychology, 1998-BA, 1987, St. Norbert College; MA, 1989; PhD, 1991, Adelphi University

**MARVEL, MICHAEL R.**, Assistant Professor of Chemistry, 2008-BA, 2003, Connecticut College; PhD, 2008, Northwestern University

**MC KENZIE, FRED**, University Professor; Director of the School of Social Work, 1991-BA, 1973; MSW, 1982, George Williams College; PhD, 1995, Loyola University Chicago

**MCKEEL, AUTUMN**, Assistant Professor of Applied Behavioral Analysis, 2013-

BA, 2008, University of Wisconsin-Stevens Point; MS, 2010; PhD, 2013, Southern Illinois University Carbondale

**MEHRTENS, JOHN**, Assistant Professor of Political Science, 2012-BA, University of California, Santa Barbara; MA, University of Nebraska, Lincoln; PhD, 2004, University of North Carolina

**MILLER, SHARON**, Assistant Professor of Chemistry, 2011-BS, 2002, Purdue University; MS, 2003; PhD, 2008, University of Michigan

**MILNE-ZELMAN, CARRIE**, Associate Professor of Biology, 2006-BS, 1996, Alma College; PhD, 2002, Iowa State University

**MORAN, CARMELLA**, Dean, College of Undergraduate Studies and AU Online; Associate Professor of Nursing, 2005-BSN, 1980; MSN, 1986; PhD, 2005, Loyola University Chicago

**MORAN, TIMOTHY**, Associate Professor of Accounting, 2003-BA, 1980, Loyola University Chicago; MBA, 1999, University of St. Francis; EdD, 2013, Northern Illinois University

**NOVAK, SUZANNE**, Associate Professor of Nursing, 2004-BSN, 2001; MSN, 2003, Lewis University

**OIJ, GREGORY A.**, Visiting Instructor of Computer Science, 2012-BS, 1980, DeVry University; MS, 1982, DePaul University

**OTHMAN, SAIB**, Dean of Graduate and Adult Studies; Associate Professor of Mathematics, 2002-BSc, 1988, U.A.E. University, Al-Ain; MS, 1994; PhD, 1996, University of Iowa

**PASTORELLO, CRISTIAN**, Assistant Professor of Music/Keyboard Theory, 2011-BM, 2002, The Conservatory of Padua; MM, 2004, The Boston Conservatory; DMA, 2010, The University of Connecticut

**PATEL, CHETNA**, Professor of Chemistry; Chair Physical Sciences, 1996-BS/BA, 1986; PhD, 1991, University of Illinois at Chicago

**PETGES, NANCY**, Assistant Professor of Nursing, 2009-BS, 1986, Illinois State University; AAS, 1999, College of DuPage; MSN, 2009, Elmhurst College

**PHELPS, DONALD W.**, Professor of Social Work, 2001-BS, 1985, Northern Illinois University; MSW, 1990, Aurora University; PhD, 1997, University of Illinois at Chicago

**PLUMMER, MARK**, Associate Professor of Music, 2009-BM, 1993, South Dakota State University; MM, 1998, Roosevelt University; DA, 2003, University of Northern Colorado

**RADTKE, SARAH**, Associate Professor of Physical Education, 2001-BS, 1998, University of Wisconsin-Stevens Point; MS, 2001; EdD, 2008, Northern Illinois University

**RAHN, REGINA**, Assistant Professor of Mathematics; Chair Mathematics and Computer Science, 2011-BS, 1988; MS, 1991; PhD, 1995, University of Illinois at Urbana-Champaign

**RAJAN, NITHYA**, Visiting Assistant Professor of Chemistry, 2012-BS, 1980;

MS, 1980, University of Delhi; PhD, 1986, Boston University

**RAMIREZ, ARIEL**, Assistant Professor of Mathematics, 2006-BS, 1992, University of Illinois at Urbana-Champaign; MS, 2002, University of Illinois at Chicago; PhD, 2009, Illinois State University

**RICHARDS-WILSON, STEPHANI**, Visiting Assistant Professor of Global Studies and Social Entrepreneurship, 2013-BA, 1984; MA, 1986, Marquette University; EdD, 2003, University of San Diego; PhD, University of Wisconsin-Madison

**RIVERA, DIONNES**, Assistant Professor of English as a Second Language; Chair Bilingual/ESL, 2007-BA, 1973, University of Puerto Rico; MA, 1987, Northeastern Illinois University; EdD, 2001, National Louis University

**RODRIGUEZ ESTRADA, ALMA**, Assistant Professor of Biology, 2013-BS, 2002, University of Veracruz; MS, 2005; PhD, 2008, The Pennsylvania State University

**ROSS, JON**, Visiting Instructor of Communication and Interdisciplinary Studies 2008-BA, 1984, University of Florida; MA, 1987, The George Washington University

**ROUSH, KELLY**, Assistant Professor of Theatre, 2011-BA, 1990, Baylor University; MFA, 1993, Louisiana State University

**RUDEK, DAVID**, Associate Professor of Psychology, 2007-BA, 1998, Saint Louis University; MA, 2001; PhD, 2004, Loyola University Chicago

**SCHLUMPF, HEIDI**, Associate Professor of Communication, 2007-BA, 1988, University of Notre Dame; MTS, 2000, Northwestern University

**SCHROTH, TERRI**, Assistant Professor of Foreign Languages; Director of International Programs, 2011-BA, 1999, St. Norbert College; MA, 2002, Arizona State University; EdS, 2007; PhD, 2010, Louisiana State University

**SERRANO EVA**, Assistant Professor of Foreign Languages; Administrator of the Latino/a Initiative, 2009-BA, 1983, Mundelein College of Loyola University; MBA, 1986, University of Dallas; EdS, 1996; EdD, 2009, Northern Illinois University

**SHAPIRO, TERRY**, Assistant Professor of Psychology, 2009-BS, 1970, University of Illinois at Urbana-Champaign; PhD, 1977, University of Iowa

**SIMMONS, DALE**, Vice President for Academic Affairs; Professor of History and Religious Studies, 2012-BA, 1981; MA, 1985, Oral Roberts University; MPhil, 1988; PhD, 1990, Drew University

**SODERSTROM, MARK**, Assistant Professor of History, 2011-BA, 2004; MA, 2005, Central Michigan University; PhD, 2011, The Ohio State University

**SOMMERS, DEANNA**, Assistant Professor of Nursing, 2006-AS, 1989, University of New York State-Albany; BSN, 1994; MSN, 1998, Wayne State University

**STEIN, EMMA**, Visiting Assistant Professor of Biology 2010-BS, 2001, University of Pittsburgh; PhD, 2009, Northwestern University

**STEVENS, DEBORAH**, Professor of Education; Chair Initial Licensure and

Coordinator of Secondary Education, 2001-BA, 1980, Marquette University; MA, 1981, Governors State University; PhD, 1992, Loyola University Chicago

**STRASSBERG, BARBARA**, Professor of Sociology; Chair Sociology and Political Science, 1991-MA, 1970; PhD, 1975, Jagiellonian University, Krakow, Poland

**STRUCK, JOHN**, Associate Professor of Education, 2007-BS, 1968, University of Wisconsin-Oshkosh; MS, 1976; EdS, 1991; EdD, 1994, Northern Illinois University

**TARLING, MARY**, Associate Professor of Accountancy; Chair Undergraduate Business, 2006-BS, 1992, Northern Illinois University; MBA, 2001, Benedictine University

**THOMAS, CHARLENE**, Assistant Professor of Nursing, 2010-BSN, 1973; MSN, 1980; PhD, 1993, University of Illinois at Chicago

**THOMAS, JERALD**, Associate Professor of Education, 2003-BA, 1987, Aurora University; MEd, 1998; EdD, 2004, Northern Illinois University

**THURLOW, JESSICA**, Assistant Professor of History; Chair History, 2007-BA, 1993, Occidental College; MA, 1995; MPhil, 2001, University of Sussex; PhD, 2007, University of Michigan

**VANDER SCHEE, BRIAN**, Associate Professor of Marketing, 2007-BS, 1993, University of Toronto; MA, 1995, Liberty University; MBA, 2003, Northcentral University; PhD, 1998, **University of Connecticut**

**VARNEY, JAMES**, Associate Professor of Education; Chair Elementary Education, 2006-BS, 1973, Illinois State University; MA, 1976, Northern Illinois University; EdD, 2003, Aurora University

**WALKER, STEPHEN**, Assistant Professor of Applied Behavioral Analysis, Director of Applied Behavioral Analysis, 2013-BS, 2005; MS, 2009, University of North Texas; PhD, 2013, University of Florida

**WALTER, MARK**, Associate Professor of Philosophy; Chair Religion and Philosophy, 2006-BA, 1990, University of Pittsburgh; MA, 1999; PhD, 2003, DePaul University

**WELLS, CHRISTOPHER**, Assistant Professor of Recreation Administration; Chair Parks and Recreation, 2008-BA, 2005, Judson College; MS, 2007, Aurora University

**WHITUS, STEPHANIE**, Associate Professor of Criminal Justice, 2007-BS, 1993; MPA, 1996, University of Texas, Tyler; PhD, 2006, Sam Houston State University

**WICKS, PAMELA**, Assistant Professor of Communication, 2011-BA, 1997, Aurora University; MA, 2005; EdD, 2010, Northern Illinois University

**WILSON, FAITH AGOSTINONE**, Associate Professor of Education, 2002-BA, 1992; MA, 1994, University of Tulsa; EdD, 1998, Oklahoma State University

**WINKELER, CRAIG**, Visiting Instructor of Social Work; Chair Undergraduate Social Work and Coordinator of Addictions Training Specialization, 2011-BA, 1994, Southern Illinois University Edwardsville; MSW, 2001, Aurora University

**WOLD, DONALD**, Chair of CAPPs; Assistant Professor of Education, 2002-BS, 1968; MS, 1971; EdD, 1982, Northern Illinois University

**WYMAN, SEBASTIAN**, Assistant Professor of Mathematics, 2013-BS, 2007, Case Western Reserve University; MS, 2010; PhD, 2013, University of Florida

**ZAHAY BLATZ, DEBRA**, Professor of Marketing, 2013-BA, 1977, Washington University; MM, 1980, Northwestern University; JD, 1983, Loyola University Chicago; PhD, 2000, University of Illinois at Urbana-Champaign

**ZELMAN, MARK**, Associate Professor of Biology, 2005-BS, 1985, Rockford College; PhD, 1991, Loyola University Chicago

## ***FACULTY/DEAN EMERITI***

**ALCORN, SANDRA**, Dean of the School of Social Work and Professor of Social Work, 1986-2003; Dean Emeritus, George Williams College of Aurora University, 2003-BA, 1962, Wheaton College; MSW, 1965, University of Pittsburgh; PhD, 1984, Jane Addams College of Social Work, University of Illinois at Chicago

**ARTEBERRY, JOAN K.**, Professor of Nursing and Communication, 1979-2002; Professor Emeritus of Nursing and Communication, 2002-BSN, 1961, University of Wisconsin-Madison; MSN, 1966, University of Illinois Medical Center; PhD, 1974, University of Illinois at Urbana-Champaign

**BABEL, RAYONIA A.**, Reference Librarian, Phillips Library, (Associate Professor), 1971-2000; Associate Professor Emeritus, Phillips Library, 2001-BA, 1970; MA, 1971, Northern Illinois University

**BANASZAK, RONALD**, Professor of Education, 2000-2013; Professor Emeritus of Education, 2013-BA, 1966, Roosevelt University; MA, 1972, Northeastern Illinois University; PhD, 1980, Indiana University

**BENSON, RONALD G.**, Dean, John and Judy Dunham School of Business and Professional Studies; Professor of Management, 1999-2001; Dean Emeritus, John and Judy Dunham School of Business and Professional Studies, 2001-BSIE, 1965; MA, 1969; PhD, 1975, University of Iowa

**BERG, ROALD O.**, Associate Professor of Mathematics and Education, 1967-1999; Associate Professor Emeritus, 1999-BA, 1956, Aurora College, MEd, 1967, University of Florida

**BONKOWSKI, SARA E.**, Professor of Social Work, 1986-2001; Professor Emeritus of Social Work, 2001-BS, 1960, University of Illinois at Urbana-Champaign; MS, 1973, Northern Illinois University; MSW, 1975; PhD, 1981, Jane Addams College of Social Work, University of Illinois at Chicago

**CHRISTIENSEN, RAYMOND S.**, Head of Media Services, Phillips Library; Associate Professor, 1977-2003; Associate Professor Emeritus, University Library, 2003-BA, 1971, Elmhurst College; MEd, 1974, Northern Illinois University

**CHURCH, LAUREL**, Poetry Artist in Residence, Professor of Communication, 1985-2003; Professor Emeritus of Communication, 2001-BA, 1966; MA, 1968; PhD, 1975, University of Illinois at Urbana-Champaign

**CRANE, CAROL D.**, Associate Professor of Biology, 1968-1971, 1978-2006; Professor Emeritus of Biology, 2006-BS, 1965, Aurora College; MA, 1968, University of North Carolina

**DILLON, ROBERT A.**, Associate Professor of Mathematics, 1977-2006; Professor Emeritus of Mathematics, 2006-AB, 1963, Wheaton College; MA, 1968, University of Illinois at Urbana-Champaign; MA, 1978, Ball State University

**DUNCAN, WILLAM B.**, Vice President and Chief Academic Officer, George Williams College Campus; Assistant Professor of Recreation Administration, 1970-2011; Senior Vice President Emeritus, George Williams College, 2011-BA, 1966, University of California; MS, 1968, George Williams College; EdD, 1980, Northern Illinois University

**DUNHAM, JOE L.**, Professor of Philosophy/Religious Studies, 1964-2010; Senior Wackerlin Fellow, 2006-2010; Professor Emeritus, 2010-AB, 1961, Oklahoma Baptist University; MA, 1963, University of Oklahoma

**DUNN, CAROL R.**, Vice-President for Enrollment, 2000-2009; Director of Adult and Continuing Education, 1982-1985; Vice President for Enrollment Emeritus, 2009-BA, 1963, Oberlin College; MAT, 1964, Harvard University, EdD, 1984, Northern Illinois University

**FULLER, DONALD A.**, Professor of English, 1963-1999; Professor Emeritus of English, 1999-BA, 1960, Aurora College; MAT, 1961, Yale University; MA, 1963, University of Michigan; PhD, 1983, Northern Illinois University

**GLENN, MARY**, Associate Professor of Nursing, 1984-2004; Associate Professor Emeritus, School of Nursing, 2004-BSN, 1959, St. Ambrose College; MS, 1966; PhD, 1987, University of Illinois at Chicago

**GUDENAS, JOHN**, Professor of Computer Science, 1991-2010; Professor Emeritus of Computer Science, 2010-BS, 1968, Illinois Benedictine College; MS, 1971; PhD, 1995, Illinois Institute of Technology

**JANASKIE, CRYSTAL R.**, Assistant Dean, Director of Academic Advisement and Associate Professor of Economics and Business, 1959-1977; Professor Emerita of Economics and Business, 1977-BS, 1955, Aurora College; MBA, 1960, University of Chicago

**JEWEL, GARY D.**, Director, Graduate Programs 1994-1996; Dean, College of Education 1996-2003; Executive Director, Institute for Collaboration, 2003-2005; Part-Time Instructor 2005-2012; Dean Emeritus, College of Education, 2012-BS, 1961; MS, 1965, Illinois State University

**LAY, STEVEN R.**, Professor of Mathematics, 1971-1990; Professor Emeritus of Mathematics, 1990-BA, 1966, Aurora College; MA, 1968; PhD, 1971, University of California-Los Angeles

**LEASK, J. KENNETH**, Professor of Psychology, 1966-2001; Professor Emeritus of Psychology, 2001-BA, 1962, Michigan State University; MA, 1967; EdD, 1989, Northern Illinois University

**LOCKLIN, MARYANNE**, Director, School of Nursing; Associate Professor of Nursing, 1995-2006; Associate Professor and Director Emeritus, School of Nursing, 2006-BS, 1979, Elmhurst College; MS, 1983; DNS, 1994, Rush University

**LOWERY, STEPHEN P.**, Professor of Art, 1986-2013; Professor Emeritus of Art, 2013-BFA, 1966, Herron School of Art; MFA, 1971, Tulane University

**MELLES, JOHN J.**, Professor of Physics and Engineering Science, 1974-2006; Professor Emeritus of Physics, 2006-BS, 1965, South Dakota State University; MS, 1968, University of Nebraska; PhD, 1973, University of Missouri

**MILEY, CHARLES**, Professor of Psychology, 1963-1992, Professor Emeritus of Psychology, 1994-BA, 1949; MA, 1952, Baylor University

**MILLER, MARY A. HARPER**, Dean, School of Nursing; Professor of Nursing, 1996-2001; Dean Emeritus, School of Nursing, 2001-BSN, 1963, Union College; MS, 1964, Loma Linda University; PhD, 1987, University of Colorado

**MORRISON, JOHN**, Professor of Social Work, 1987-2008; Professor Emeritus of Social Work, 2008-BA, 1960, Roberts Wesleyan College; MSW, 1966, Adelphi University; DSW, 1978, Hunter College, City University of New York

**MULL, CAROLYN**, Professor of Nursing, 1987-2003; Professor Emeritus of Nursing, 2003-BA, 1969, Bethel College; BSN, 1983, Aurora College; MS, 1985; PhD, 1988, University of Illinois at Chicago

**NELSON, KAY**, Associate Professor of English and Communication, 1991-2003; Associate Professor Emeritus of English, 2003-BA, 1964, Elmira College; MA, 1969; PhD, 1978, University of Chicago

**OLBINSKI, LINDA**, Dean, School of Professional Studies, George Williams Campus, 2002-2010; Director of Continuing Education, 2010-2012; Dean Emeritus, George Williams College, 2012-BA, 1973, Western Illinois University; MS, 1987, University of Wisconsin-Milwaukee; PhD, 1998, Marquette University

**OLENIK, KENNETH A.**, Associate Professor of Sociology, 1966-1996; Professor Emeritus of Sociology, 1996-BA, 1955, University of Nebraska; MDiv, 1958, Trinity Evangelical Divinity School

**PALMER, SUSAN L.**, Professor of History; Curator of Jenks Collection, 1973-2010; Professor Emeritus of History, 2010-BA, 1971, Aurora College; MA, 1973; PhD, 1987, Northern Illinois University

**PAROLINI, ROGER K.**, Director of Endowment and Associate Professor of Music, 1954-1992, Associate Professor Emeritus of Music, 1992-BA, 1949, Aurora College; BM, 1958; MM, 1960, American Conservatory of Music

**PEICHL, CHARLOTTE G.**, Associate Professor of Music, 1974-1994; Associate Professor Emeritus of Music, 1994-BM, 1951, North Central College; MM, 1952, Northwestern University

**PIET, MARIANNE**, Associate Professor of Social Work, 1996-2006; Associate Professor Emeritus of Social Work, 2007-BA, 1984; MSW, 1986, University of Illinois at Chicago; DSW, 1998, Loyola University Chicago

**RAMER, RONALD**, Associate Professor of Philosophy/Interdisciplinary Studies, 1991-2010; Associate Professor Emeritus, 2010-BA, 1963; MA, 1965, City University of New York; MA, 1967, Michigan State University; PhD, 1973, Syracuse University



**ROSS, SUSAN**, Professor of Social Work, 1995-2010; Professor Emeritus of Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

**RUSEVIC, ALICE**, Associate Professor of Education, 2002-2013; Associate Professor Emeritus of Education, 2013-BS, 1969, Southern Illinois University; MS, 1970, University of Arizona; EdD, 1996, Northern Illinois University

**SAWDEY, MICHAEL**, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011-BA, 1966, University of Michigan; MA, 1968; PhD, 1974, University of Illinois at Urbana-Champaign

**SCARSETH, SONJA**, Catalog Librarian, Phillips Library, (Associate Professor), 1964-1998; Associate Professor Emeritus, University Library, 1998-AB, 1953, Luther College; MLS, 1954, University of Michigan

**SCHRAGE, HAROLD**, BSW Program Director 1987-1991; Field Coordinator of Field Placement 1991-1992; Professor Emeritus of Social Work, 1994-BS, 1951, University of Wisconsin; MSSW, 1952, University of Wisconsin; PhD, 1971, University of Minnesota

**SUBLETTE, WALTER E.**, Associate Professor of Communication, 1987-2006; Professor Emeritus of Communication, 2006-BA, 1970; MA, 1977, University of Illinois at Chicago; PhD, 1991, Northern Illinois University

**TAYLOR, HANNI U.**, Professor of English, 1978-2006; Professor Emeritus of English, 2006-5 eme, 1967, Alliance Francaise, Paris; MA, 1967, Phillipps Universität, Germany; PhD, 1986, Northern Illinois University

**VANKO, JOHN G.**, Associate Professor of Education, 1996-2008; Associate Professor Emeritus of Education, 2008-BS, 1959; MS, 1960, Western Illinois University; EdD, 1973, Loyola University Chicago

**WESTPHAL, RICHARD F.**, Professor of English, 1971-2010; Professor Emeritus of English, 2010-AB, 1967, Boston College; MPhil, 1970, Yale University; DA, 1995, Illinois State University

**YANOS, JANET**, Professor of Social Work, 1986-2010; Professor Emeritus of Social Work, 2010-BA, 1969, University of Illinois at Chicago; MSW, 1971; PhD, 1980, Jane Addams College of Social Work, University of Illinois at Chicago

**YERKES, RITA**, Dean, School of Experiential Leadership; Professor of Leisure Studies, 1987-2008; Dean Emeritus, School of Experiential Leadership, 2008-BA, 1970, University of Kentucky; MA, 1973, University of Missouri; EdD, 1980, Northern Illinois University

**ZIMMERMAN, CRAIG A.**, Professor of Biology, 1975-2000; Professor Emeritus of Biology, 2000-BS, 1960, Baldwin-Wallace College; MS, 1962; MS, 1964; PhD, 1969, University of Michigan

## **PART-TIME FACULTY**

Listing includes those part-time faculty who taught for the University as of the 2013-2014 academic year.

**ACOSTA-KNUTSON, LUZ-MARIA**, Spanish, 2010-BA, 1991; MA, 1994, University of Illinois at Chicago

**ADAMS, SPENSER**, Physical Education, 2013-BS, 2012, Aurora University

**AHLBERG, RONALD**, Social Work, 2007-BSW, 1996; MSW, 2001, Aurora University

**ALLEN, HARRAL**, Business, 2013-BBA, 1995, Jackson State University; MBA, 1998, Bradley University

**ALLEN, ROMA**, Nursing, 2012-BS, National Louis University; MSN, 2010, Walden University

**ALTMAN, JOHN**, Accounting, 2012-BA, 1971, University of Wisconsin-Eau Claire; MBA, 2002, Webster University

**ARENDT, ALISON**, Social Work, 2007-BA, 1996, Northern Illinois University; MSW, 2000, Aurora University

**AREYZAGA, MICHELLE**, Music, 2010-BA, 1999, Chicago Musical College of Roosevelt University

**ARIAS, JEANNINE**, Nursing, 2010-BSN, 1985, MacMurray College; MSN/MBA, 2009, Lewis University

**AROKIARAJ, JOSEPH**, Accountancy, 2013-B.COM, Loyola College, India; MS, 1990, Northern Illinois University

**AUSTIN, J. KRISTI**, Social Work, 2012-BA, 1999, Hillsdale College; MSW, 2008, Aurora University

**AYRES, LINSAY**, English, 2013-BA, 2007, California State University, Sacramento; MFA, 2011, Saint Mary's College of California

**BAILEY, CASSIE**, Education, 2010-BA, 2004, University of St. Francis; MA, 2009, Olivet Nazarene University

**BAIMA, RAMONA**, Mathematics, 2013-BS, 1997, West University of Timisoara, Romania; MS, 2010, Northern Illinois University

**BEATTY, ANNE**, English/Education, 2005-BA, 1972, Illinois State University; MAT, 1997, Aurora University

**BECK, LEAH**, Business, 2012-BS, 1998, Elmhurst College; MBA, 2004, Northern Illinois University

**BECK, SHANNON**, Social Work, 2011-BA, 2004, DePaul University; MSW, 2006, Aurora University

**BEHLING, ANDREW**, Theatre, 2013-BA, 2008, Elmhurst College; MFA, 2012, Western Illinois University

**BEJEC, LILIA**, Chemistry, 2003-BS, 1968, Arellano University; MAS, 1974, Philippine Normal University; CAS, 1993, National Louis University; EdD, 2004, Aurora University

**BELLES, CINDY**, Biology, 2012-BA, 1983, University of Chicago; PhD, 1999, University of Pennsylvania

**BENDER, ROBERT**, Social Work, 2011-BA, 1991, Illinois Benedictine College; CADC Certification, 1995, College of DuPage; MSW, 1998, Aurora University

**BERGQUIST, VICKI**, Nursing, 2009-BS, 1979, Eastern Illinois University; AAS, 1983, Kishwaukee College; BSN, 2003; MSN, 2009, Lewis University

**BERHANE, CONNIE**, Nursing, 2013-BA, 1989, Warren Wilson College; MSN, 2011, Excelsior College

**BERKMAN, KYLOR**, Physical Education, 2013-BS, 2009, Salisbury University

**BERMAN, NORMA**, Biology/Athletic Training, 2012-BS, 1976, University of New Hampshire; BS, 1988; DC, 1991, National College of Chiropractic

\***BERTRAND, DAN, Education**, 2006-BS, 1978, Quincy University; MA, 1982, Northeast Missouri State University; EdD, 2005, Northern Illinois University

**BERTUCCO, RICHARD**, Economics, 2013-BA, 1962, Wagner College; MA, 1965, Columbia University; PhD, 1981, American University

**BETTS, GISELLE**, Communication, 2005-BA, 2002, Aurora University; MA, 2004, Northern Illinois University

**BEYERS, JULIE**, Psychology, 2013-BA, 1984, Valparaiso University; MS, 1987; PhD, 1990, Colorado State University

\***BJORK, LORI**, Education, 2010-BS, 1989, University of Illinois at Urbana-Champaign; MEd, 1995, National Louis University

**BLETZINGER, JOSHUA**, Physical Education, 2013-BS, 1999, Northern Illinois University; DC, 2004, Palmer College of Chiropractic

**BLOCH, JAMES**, Physical Education, 2012-BS, 1974, Northern Illinois University; MA, 1981, Roosevelt University

**BOGIN, GINA**, Social Work, 2009-BS, 1976, University of Illinois at Urbana-Champaign; MSW, 1995, University of Illinois at Chicago; PhD, 2004, Loyola University Chicago

\***BOOTH, DAVID**, Education, 2003-BA, 1969, Knox College; MA, 1971, Roosevelt University

**BOWDEN, SARAH**, Theatre, 2013-BA, 2006, Beloit College; MFA, 2012, Ohio University

**BRATCHER, KATHY**, Education, 2008-BS, 1971, University of Wisconsin-Whitewater; MA, 1991, Concordia University

**BRICKMAN, JENIFER**, Social Work, 2008-BSW, 1996, Illinois State University; MSW, 1998, University of Illinois at Urbana-Champaign

**BROOKS, PHILIP**, Business, 2012-BS, 2007, Excelsior College; MBA, 2009, Columbia College

**BROSKOW, TAMI**, Social Work, 2011-BSW/BA, 1991, University of Wisconsin-Madison; MSW, 1997, University of Illinois at Chicago

**BROWN, NANCY**, Special Education, 2013-BA, 1966; MA, 1969, California State University

**BUCKBERG, PATRICIA**, Nursing, 2010-BA, 1992, National Louis University; MSN, 1999; DNP, 1999, Rush University

**BUETTNER, MARY**, History, 2004-BA, 1966, Dominican University; MA, 1998, Northern Illinois University

**BURAU, THOMAS**, Education, 2014-BS, 2002, DeVry University; MAT, 2003, Aurora University

**BURGESS, BRIAN**, Psychology, 2012-BA, 2006, Argosy University; MA, 2009, Illinois School of Professional Psychology

**BURNS, CHARLOTTE**, Social Work, 2013-BA, 1993, Lenior-Rhyne College; MSW, 2010, Dominican University

**BUTLER, EDMUND**, Communication, 2009-BA, 1990, LaSalle University; MAT, 2008, National Louis University

\***BUTLER, PATRICIA**, Mathematics, 2012-BS, 1974, Western Illinois University; MA, 1982, Northern Illinois University; MS, 2009, Aurora University

**BYRD, ROBYN**, Philosophy, 2013-BA, 2010, Aurora University; MA, 2013, Northern Illinois University

**BYRNE, WENDY**, Social Work, 2009-BS, 1989, National Louis University; MSW, 1992, University of Illinois at Chicago

**CAMIC, DAVID**, Criminal Justice, 2014-BA, 1980, Aurora College; JD, 1987, The John Marshall Law School

**CARCIONE, CAROL**, Accountancy, 2013-BS, University of Illinois at Chicago; CPA, 2000

\***CARLSON, RICHARD**, Education, 2009-BS, 1968, Miami University-Ohio; MSED, 1969; EdD, 1973, Northern Illinois University

**CARLSTEDT, WAYNE**, Physical Education, 2012-BA, 1990, Judson College; MBA, 2000, DeVry University, Keller Graduate School of Management

**CARMICHAEL, WILLIAM**, Economics, 2010-AB, 1963, Muhlenberg College; AM, 1965, Washington University in St. Louis

**CARPER, BRITTANY**, Physical Education, 2014-BS, 2005, Morningside College; MS, 2011, Quincy University

**CARROLL, JULIE**, Nursing, 2013-BA, 1998, Lawrence University; BSN, 2001, Rush University; MSN, 2009, Lewis University

\***CHAPMAN, RACHAEL**, Physical Education, 2008-BA, 2006, North Central College; MS, 2008, Northern Illinois University

**CHAPMAN, RYAN**, English, 2008-BA, 2004, Augustana College; MFA, 2007, Washington University in St. Louis

**CHASMAR, DAHRIA**, Social Work, 2012-BSW, 1994, Richard Stockton College; MSW, 1995, Rutgers University

**CHI, SUNG HA**, Music, 2007-BM, 1997, Chung-Ang University; MM, 2003; Performance Diploma, 2006, Roosevelt University

**CHI, YOUNG JOO**, Political Science, 2012-BA, 2001; MA, 2004; PhD, 2010, University of Southern California

**CHIVARI, NANCY**, Physical Education, 2009-BS, 1991, Eastern Illinois University; MS, 1999, Northern Illinois University

**CHRISTIANSEN, JEFFREY**, Criminal Justice, 2004-BA, 1995; MS, 1998, Lewis University

**CLAY, WILLIAM**, Psychology, 2013-BS, 2000, Carnegie Mellon University; MS, 2010; PhD, 2012, Virginia Commonwealth University

\***COLLINS, BERNADETTE**, Psychology, 2010-BS, 1994; MS, 2001, Northern Illinois University

\***CORDOBA, MARIA**, Education, 2011-BS, 1980, Universidad Santiago de Cali, Colombia; MEd, 1993, National Louis University; EdD, 2006, Loyola University Chicago

**CORUJO-COLLADO, FRACHESKA MARÍ**, Business, 2012-BA, 2002; JD, 2007, Facultad de Derecho Eugenio María de Hostos; PhD, 2012, Interamerican University of Puerto Rico

**COUTTS, TRUDI**, Biology/Natural Sciences, 2011-BA, 1974, Bradley University; MA, 1985, Northeastern Illinois University; EdD, 2013, Aurora University

**CRAIG, ANNIE**, Physical Education, 2011-BS, 1982, East Carolina University

**CRISMAN, JEFFREY**, Art, 2012-BA, 1979, Columbia College; MFA, 1982, University of Illinois at Chicago

**CROY, JEREMY**, Criminal Justice, 2012-BS, 1998, Western Illinois University; MS, 2011, Michigan State University

**CWIK, LAWRENCE**, Biology, 2011-BA, 1972; MA, 1978, Northeastern Illinois University

**DAGENAIS, RAYMOND**, Physics, 2008-BS, 1969, University of Illinois at Chicago; MS, 1974, Purdue University; EdD, 1990, Northern Illinois University

**DAVIS, ROXXI**, Social Work, 2013-BSW, 2005, Illinois State University; MSW, 2008, University of Illinois at Urbana-Champaign

**DEACON, SHANNON**, Nursing, 2013-BSN, 1996, Concordia University; MSN, 2005, University of Phoenix

**DELLES, KIMBERLY**, Social Work, 2011-BSW, 2008; MSW, 2009, Aurora University

**DENTON, TAMARA**, Social Work, 2013-BS, 2000; MS, 2002, Eastern Illinois University; EdD, 2012, Argosy University

**DEREZOTES, DENNETTE**, Social Work, 2011-BA, 1983; MSW, 1987, Loyola University Chicago

**DETHMERS, DAVID**, Social Work, 2013-BA, 2010, Hope College; MA, 2012, University of Chicago

**DI SANTO, ANTHONY**, English, 2006-BA, 1990, Aurora University; MA, 2006; PhD, 2013, Northern Illinois University

**DIAZ, PATRICIA**, Nursing, 2013-BSN, 2011; MSN, 2013, Benedictine University

**DOHERTY, RAYMOND**, Business, 2012-BS, 1990, Bentley University; MBA, 2005, Regis University

**DONAT, JESSICA**, Nursing, 2013-BSN, 2006, Our Lady of the Lake College; MSN, 2011, Rush University

**DOWLING, JULIE**, Education, 2011-BA, 2003, Georgia Institute of Technology; MA, 2008, Aurora University

**DRAVILLAS GRIFFIN, ARIS**, English, 2009-BA, 2007, University of Iowa; MA, 2009, DePaul University

**DUFFY, ANDREA**, Education, 2003-BA, 1969, University of Illinois at Chicago; MA, 1993, Northeastern Illinois University

**DURPETTI, DAVID**, Social Work, 2012-BS, 1993, Loyola University Chicago; MSW, 1997, University of Illinois at Chicago

**EDWARDS, GEOFFREY**, Music, 1994-BA, 1986; PhD, 1991, Northwestern University

**ELY, PAMELA**, Criminal Justice, 2012-BS, 1988, Northern Illinois University; MS, 1996, National Louis University

**EMERY, DONOVAN**, Communication, 2013-BA, 1976, Concordia College; MS, 1979, Purdue University

**ERICKSON, SHARON**, Nursing, 2012-BSN, 2007, Aurora University; MS, 2011, Northern Illinois University

**ERVIN, ESCORTINA**, Business, 2013-BS, 1986, Purdue University; JD, 1993, Thomas Jefferson School of Law

**\*ESPOSITO, CAROLE**, Mathematics, 2006-BS, 1992, Benedictine University; MA, 2002, DePaul University

**EVANS, SUSAN**, Art, 2012-BFA, 1996, Drake University; MEd, 1998, National Louis University

**FABER, PAMELA**, Mathematics, 2012-BA, 1992, McKendree College; MA, 1998, Southern Illinois University Edwardsville; PhD, 2007, Illinois State University

**FINK, KEVIN**, Mathematics, 2013-BS, 2011, Aurora University; MS, 2013, Northern Illinois University

**FITZER, JENNIFER**, Nursing, 2014-BSN, 2000, Lewis University; MSN, 2009, Saint Xavier University

**FLEMING-PRICE, MARY ELLEN**, Nursing, 2014-BA/BSN, 1985, Aurora University; MSN, 1987, Yale University; CPA, 2005, Northern Illinois University

**FLORES, JIMMIE**, Business, 2013-BBA, 1990, St. Mary's University; MBA, 1992, University of St. Thomas; MS, 2008, DeVry University; MS, 2003, 2006; MNM, 2006; MEd, 2009, Regis University; MA, 2005; PhD, 2006, Fielding Graduate University; PhD, 2009, University of Phoenix

**FLYNN, JEANNE**, Social Work, 2007-BSW, 1975, University of Illinois at Urbana-Champaign; MSW, 1982, University of Illinois at Chicago

**FOBES, RICHARD**, Business, 2011-BA, 1972, Wabash College; MBA, 1976, Indiana University

**FOTOVAT, ROXANNA**, Chemistry, 2014-BS, 1989, Ferdowsi University; PhD, 2013, Northern Illinois University

**FOUTS, MATTHEW**, English, 2008-BA, 2005, Aurora University; MA, 2008, Northern Illinois University

**FOX, DAN**, Education, 2006-BA, 1969, Southern Illinois University; MA, 1979, Northeastern Illinois University

**FRANCESCHINI, LOUIS**, Mathematics, 2009-BA, 1971, St. Mary's University of Minnesota; MA, 1973, Loyola University Chicago

**FRANCO, STEPHANIE**, Mathematics, 2010-BA, 1996, Northeastern Illinois University; MEd, 2005, DePaul University

**FRANKLIN, EMILY**, Art, 2013-BAA, 2007, Central Michigan University; MFA, 2013, Northern Illinois University

**FRAZIER, EUGENE**, Business, 2013-BS, Alabama State University; MSW, 1990, University of Illinois at Chicago

**GARDINER, BONNIE**, Education, 2014-BS, 1973, Carthage College; MS, 1981, George Williams College; MEL, 2000, Aurora University

**\*GASKA, CRAIG**, Education, 2007-BS, 1978, Southern Illinois University; MEd, 1981; EdS, 1986, Northern Illinois University; EdD, 2007, Aurora University

**GENENBACHER, BETHANY**, Social Work, 2009-BSW, 1995, Quincy University; MSW, 2004, Aurora University

**GIANFRANCESCO, LINDA**, Health Education, 2012-BA, 1971, Arizona State University; MEd, 1999, National Louis University

**GILL, MICHELE**, Business, 2012-BA, 2010, Columbia College of Missouri; MBA, 2012, Aurora University

**GILLEN, CATHLEEN**, Nursing, 2008-BSN, 1984, Kendall College; MSN, 1998, Saint Xavier University

**GLASHAGEL, JERRY**, Servant Leadership, 2013-BA, 1965, University of Illinois at Urbana-Champaign, MDiv, 1969, Yale University

**GOECKNER, DANIEL**, Accounting, 2012-BS, 1986, Rockford College; MBA, 2003; MS, 2003, University of Illinois at Chicago

**GORDON, DAVID**, Philosophy/Religion, 2004-BA, 1992, Washington and Lee University; MA, 1997, University of Notre Dame; MA, 2004, University of Montana

**GORTNER, VINCENT**, Criminal Justice, 2012-BS, 1991, Northwestern, University; MBA, 2011, DeVry University, Keller Graduate School of Management

**GOY, BARBARA**, Social Work, 2009-BSW, 1995; MSW, 1999, Aurora University

**GRAHAM, KENDRA PEPPER**, Social Work, 2008-BA, 1990, Lewis University; MSW, 1993, Aurora University

**GREGAIT, LUCINDA**, Education, 2007-BS, 1975, Southern Illinois University; MA, 1997, Saint Xavier University; MA, 2000, Aurora University

**GUNLOGSON, JULIE**, Nursing, 2013-AAS, 1979, Purdue University; BSN, 2008, University of Phoenix; MSN, 2012, Lewis University

**HAMILTON, REBEKAH**, Nursing, 2013-BS, 1974, Indiana University of Pennsylvania; ADN, 1993, Parkland Community College; BSN, 1996; MSN, 1999, The University of Texas Medical Branch at Galveston; PhD, 2003, University of Wisconsin-Madison

\***HANLON, EMILY**, Education, 2012-BA, 2003, Trinity Christian College; MA, 2010, Concordia University

**HANSON, SUSAN**, Social Work, 2013-BA, 1994, North Central College; MS, 1999, Benedictine University

**HARRIS, ROBERT**, Business/Servant Leadership, 2012-BA, 1978, The Ohio State University; MS, 1990, Roosevelt University

**HART-FLYNN, WILMA**, Nursing, 2011-BSN, 2006; MSN, 2008, University of Phoenix

**HATLESTAD, PETER**, General Education, 2011-BA, 1987, Augustana College; MEd, 1992, Southern Illinois University Carbondale

\***HAYS, DEBORAH**, Education, 2009-BS, 1975, Illinois State University; MS, 1979, Northern Illinois University

\***HEILIGER, JASON**, Athletic Training, 2012-BS, 2002, University of Indianapolis; MS, 2003, Indiana University

**HEIMER, ANDREA**, Nursing, 2010-BSN, 1991, Elmhurst College; MSN, 2001, Lewis University

**HELLER, EMILY ANN**, Physical Education, 2012-BA, 2006, Beloit College

**HEMPHILL, JOYCE**, Psychology, 2013-BA, 1979, Indiana State University; MA, 1985; PhD, 1987, The Ohio State University

**HENDRICKS, HEIDI**, Music, 2009-BM, 1999, Wheaton College; MM, 2002, DePaul University

**HENRICHS, CANELLA**, Criminal Justice, 2010-BA, 1968, Mundelein College; JD, 1973, The John Marshall Law School

**HERNANDEZ, MARGARET**, Communication, 2013-BS, 1987; MS, 1989, Northern Illinois University

\***HERRMANN, KEITH**, Physical Education, 2005-BS, 1995, Illinois State University; MAT, 2007, Aurora University



**HESS, KATHERINE**, Nursing, 2013-BSN, 2005; MSN, 2013, Northern Illinois University

**HICKMAN, SAMANTHA**, Psychology, 2010-BA, 2003, Roosevelt University; PsyD, 2005, Argosy University

**HIRSCH, JANE**, Psychology, 2012-BES, 2003; MA, 2010, Lewis University

**HIRST, REBECCA**, Health Education, 2011-BA, 2003, Northern Illinois University; MS, 2008, Olivet Nazarene University

**HO, PHAY**, Natural Sciences, 2012-BS, 2000; MS, 2001, Louisiana State University; PhD, 2008, University of Rochester

**HOECKER, JUDE**, Nursing, 2013-BS, 1990, Loyola University Chicago; AAS, 2005, Oakton Community College; MSN, 2012, University of Phoenix

**HOEPPER, KENDRA**, Nursing, 2013-BSN, 1983, University of Illinois Medical Center; MSN/PNP, 2000, Molloy College

**HOFFSWELL, JOSEPH**, Communication, 2011-BA, 2009, University of Illinois at Urbana-Champaign; MA, 2011, Northern Illinois University

**HOLAHAN, LISA**, Nursing, 2010-BSN, 1994, University of Illinois at Chicago; MSN, 2009, Elmhurst College

**HOLLENBACK, SCOTT**, Psychology, 2013-BA, 1988, Marquette University; MA, 1991, Forest Institute of Professional Psychology

**HOLMBERG, JOHN**, Business, 2006-BA, 1989, Wheaton College; MBA, 1993, Eastern University

**HOUSTON, TIM**, Communication, 2012-BGS, 1984, University of Michigan; MA, 1992, Northwestern University

**HUENECKE, ADAM**, History/Social and Behavioral Science, 2012-BA, 2007; MA, 2010, Northern Illinois University

**HUGHES, AMY**, Religion, 2014-BA, 2001, Oral Roberts University; MA, 2008; PhD, 2013, Wheaton College

**HUSSAIN, SYED (ROB)**, Mathematics, 2012-BS, 2008; MS, 2009, Loyola University Chicago

**INGO, SAMANTHA**, Interdisciplinary Studies, 2014-BA, 2011; MS, 2013, Aurora University

**JACKS, STEVEN**, Computer Science, 2013-BS, 1979, DeVry Institute of Technology; MS, 1984, DePaul University

**JACKSON, NORMA**, Nursing, 2013-BSN, 1979, Grand View College; MSN, 1990, Drake University

**JAMES, NADJA**, Nursing, 2013-ADN, 1987, Joliet Junior College; MS, 2006, University of St. Francis; MSN, 2013, Western Governors University

**JAMES, PETER**, Business, 2012-BS, 1995, Georgia State University; MBA, 2006, University of Phoenix

**JOHNSON, MITCHELL**, Accountancy, 2013-BS, 1986, University of Illinois at Urbana-Champaign; MACC, 1987, DePaul University; MBA, 1995, University of Chicago

**JOHNSON, SUSAN**, Social Work, 2013-BA, Illinois State University; MSW, 1992, Loyola University Chicago

**JONES, KENNETH**, Criminal Justice, 2004-BA, 1973; MS, 1976, Lewis University

**JONES, PAUL**, Accountancy, 2013-BA, 1985, Lewis University; CPA, 1989, University of Illinois

**JOSEPH, THOMAS**, Interdisciplinary Studies/Education, 2011-BA, 1993, Northern Illinois University; MA, 2006, Aurora University

**JUPP, JOEL**, Religion, 2013-BA, 2003, Taylor University; MA, 2004, Ball State University; MDiv, 2011, Trinity Evangelical Divinity School

**JURINAK, JAMES**, Business, 2004-BS, 1971, University of Illinois at Urbana-Champaign; MBA, 1974, Northern Illinois University; CPA, 1984, State of Illinois

\***KAJJUMBA, WOTAKA**, Computer Science, 2013-BS, 2002, Wayne State College; MS, 2008, Bellevue University

**KALB, AMY**, Social Work, 2008-BSW, 1997, Valparaiso University; MSW, 1999, University of Michigan

**KANAK, DONNA**, Nursing, 2014-BS, 1984, Elmhurst College; MSN, 1991, Northern Illinois University

**KEEN, ANN**, Theatre, 2013-BA, 1994, Saint Mary's University of Minnesota; MFA, 1997, Arizona State University

**KELLER, SUSAN**, Nursing, 2013-BS, 1976, Northern Illinois University; MS, 1983, Texas Women's University

**KELLEY, LETICIA**, Nursing, 2013-BS, 2004; MS, 2012, Aurora University

**KELLY, JAMES**, History, 2008-BS, 1986, Indiana University; MS, 1998, North Central College; MS, 2001, Northeastern Illinois University

**KERSHNER, MICHELLE**, Mathematics, 2013-BS, 1999, Loyola University Chicago; MEd, 2013, National Louis University

**KEVIN, MAUREEN**, Social Work, 2013-BA, 1968, Loyola University Chicago; MSW, 1983; MBA, 1985, George Williams College

**KICMAL, EILEEN**, Communication, 2012-BA, 1992, Eastern Illinois University; MEd, 1998, Northern Illinois University

**KIECKHAFFER, SARAH**, Criminal Justice, 2010-BA, 2001, Marquette University; MS, 2002, Michigan State University

**KLASSY, RYAN**, Communication, 2013-BS, 1997, University of Wisconsin-Madison; MBA, 2004, Lynn University

\***KLEIN, STEVEN**, Education, 2006-BS, 1970; EdM, 1974, Temple University; EdD, 2000, Loyola University Chicago

- KLOTZ, TARA**, Physical Education, 2009-BS, 2009, Aurora University
- \*KNIGGE, SARA**, Education, 2007-BS, 1994, Northern Illinois University; MA, 2000, Concordia University
- \*KOBER, RALPH**, Education, 2001-BA, 1982; MS, 1983, University of Illinois at Chicago; MS, 1992; EdD, 2000, Northern Illinois University
- KOPPEN, JENNY**, Psychology, 2013-BS, 2008; MS, 2012, Northern Illinois University
- KOSAN, BRIAN**, Athletic Training, 2014-BS, 2008, Ball State University; Paramedic Education Program Certificate, 2009, South Suburban College
- KUZMICH, NANCY**, Nursing, 2013-BSN, 1972, Southern Illinois University Edwardsville; MSN, 1978, Saint Xavier University
- LA FLEUR, THOMAS**, Mathematics, 2012-BS, 1988, University of Illinois at Urbana-Champaign; MS, 1990, Stanford University; MM, 1993, Northwestern University
- LARSEN, JULIE**, Nursing, 2013-BSN, 1983; MS, 1987, Northern Illinois University; PhD, 2012, University of Wisconsin-Milwaukee
- LARSEN, RICHARD**, Music, 2009-BA, 2005, Minnesota State University; MA, 2008, Elmhurst College
- LASH, DAVID**, Computer Science, 2012-BS, 1981, Southern Illinois University Carbondale; MS, 1982, University of Waterloo
- LATKIEWICZ, EILEEN**, Nursing, 2010-BS, 1981, Loyola University Chicago; MSN, 1991, Northern Illinois University
- \*LENOFF, ELLIOTT**, Special Education, 2007-BA, 1973; MS, 1974, Northern Illinois University
- LEONAS, JOSEPH**, Criminal Justice, 2005-BA, 1995, DePaul University; 2004, Northwestern University School of Police Staff & Command; MA, 2000, Western Illinois University
- LETZTER, DONNA**, English, 2008-BS, 1973, Southern Illinois University Carbondale; MA, 1976, Northern Illinois University
- LEVERICK, KIMBERLY**, Art, 2012-BFA, 1993, University of Illinois at Chicago; MFA, 1996, Syracuse University
- LOGSDON, CATHLEEN**, Nursing-2010, BSN, 1985, Ball State University; MSN, 2009, Lewis University
- LOVE, KAREN**, Recreation Administration, 2013-BA, 1993, Northeastern University; MBA, 2001, Lake Forest Graduate School of Management
- LUKOWSKI, ALISON**, English, 2013-BA, 2000, Alma College; MA, 2007, Loyola University Chicago
- LYNCH, CAROL**, Nursing, 2013-BSN, 2007, North Park University; MSN, 2009, Elmhurst College
- MACAIONE, LISA**, English, 2005-BA, 2002, Aurora University; MA, 2004, Leiden University

**MALE, BRANDON**, Biology, 2006-BS, 2003; MS, 2008, Northern Illinois University

**MALIK, BUSHRA**, Finance, 2012-BA, 1992; MA, 1995, University of the Punjab; MBA, 2006, Lewis University

**MALNAR, JENNIFER**, Social Work, 2010-BSW, 2004; MSW, 2005, Aurora University

**MALVITZ, MARK**, Mathematics, 2011-BSE, 1999, University of Wisconsin-Whitewater; MSE, 2010, University of Wisconsin-La Crosse

**MANDRELLE, RAJNISH**, Biology, 1993-MBBS, 1985, University of Madras-India; MPH, 1994, Northern Illinois University; MBA, 2003, Benedictine University

\***MANN, ANTHONY**, Business, 2011-BS, 1997, University of Wisconsin-Stevens Point; MBA, 2009, Aurora University

**MANSFIELD, PATRICIA**, Economics, 2013-BA, 1984; MBA, 1999, North Central College

**MARCHETTI, SANDRA**, English, 2010-BA, 2007, North Central College; MFA, 2010, George Mason University

**MARGINEAN, DANIEL**, Business, 2010-BA, 1997, University of Iowa; MBA, 2005, DeVry University, Keller Graduate School of Management; MBA, 2011, University of Chicago

**MARSHALL, GWENDOLYN**, Social Work, 2013-BA, 1974, Purdue University; MSW, 2003, Aurora University

**MARTIN, JOAN**, Education, 1998-BS, 1959, North Central College; MA, 1962, Northwestern University; EdD, 1983, Oklahoma State University

**MC CARTER, MELISSA**, English, 2013-BA, 2004; MA, 2006, Northern Illinois University

**MC CARTHY, BARBARA**, Mathematics, 2008-BS, 1988, Indiana University; MEd, 1996, National Louis University

**MC CORMACK, JOHN**, Religion, 2013-BA, 2004; MA, 2006, Yale University; MA, 2009, University of Notre Dame

**MC GINLEY, MEREDITH**, Psychology, 2013-BA, 2002, Lebanon Valley College; MA, 2004; PhD, 2008, University of Nebraska-Lincoln

**MC GOWAN, MARC**, Physical Education/Sociology, 2005-BS/BA, 2001; MSW, 2005, Aurora University

**MC NEECE, LAURA**, Physical Education, 2012-BA, 1996, University of Illinois at Chicago; MS, 2003, Aurora University

\***MEDINA, FELIX**, Education, 2004-BA, 1982, University of Puerto Rico; MA, 1988, Webster University; MEd, 1996, Turbo University

**MEEKS, ANDRE**, Philosophy, 2009-BA, 2004, Aurora University; MA, 2009, Lake Forest College

**MENNENGA, SUSAN**, Business, 2012-BA, 1996, DePaul University; MPA, 2006, University of Illinois at Chicago

**MIDKIFF, GARY**, Business, 2012-BA, 1968, University of Chicago; MM, 1974, Northwestern University

**MILANOVIC, NEVENA**, Business, 2013-BS, 2006, Bradley University; MBA, 2010, DePaul University

**MILLER, CARISSA**, English, 2010-BA, 2006, Aurora University; MA, 2009, Western Illinois University

**MILOVIC, ALEX**, Marketing, 2013-BS, 1999, Towson University; BS, 2005, University of North Carolina-Charlotte; MBA, 2010, DePaul University

**MOCK, DENICE**, Social Work, 2012-BS, 2001, Northern Illinois University; MSW, 2006, Aurora University

**MOORE, JOEL**, Music, 2010-BS, 1996, Western Illinois University; MM, 2000, The Boston Conservatory

**MORAN, JOSEPH**, Criminal Justice, 2014-BA, 2010, Monmouth College; JD, 2013, DePaul University

\***MORRIS, PHILLIP**, Education, 1996-BS, 1993, Northern Illinois University; MAT, 2002, Aurora University

**MOSES, DEBORAH**, Communication, 2012-BA, 1999, Indiana University; MA, 2005, Ball State University

**MYLES, EILEEN**, Social Work, 2011-BA, 1992, Loras College; MSW, 2004, Aurora University

**NAIR, JAYA**, Natural Sciences, 2013-BSc, 1989; MSc, 1991; MPhil, 1992; PhD, 1999, Bhopal University, India

**NANDA, RASHMI**, Chemistry, 2004-BS, 1976; MS, 1977; PhD, 1980, Panjab University, India

**NEAL, JARRETT**, Interdisciplinary Studies, 2007-BA, 2003, Northwestern University; MFA, 2005, The School of the Art Institute of Chicago

**NOFFSINGER, TIMOTHY**, Mathematics, 2013-BS, 2006, Manchester College; MS, 2009, University of Toledo

**NOVAK, JANET**, Interdisciplinary Studies, 2013-BA, 1987, State University of New York; MA, 1990, Northern Illinois University; PhD, 1995, The Pennsylvania State University

**O'BRIEN, F. JEAN**, Education, 2006-BS, 1966, Illinois State University; MS, 1990, Northern Illinois University

\***O'BRIEN, TERENCE**, Education, 2008-BA, 1990, University of Wisconsin-Milwaukee; MA, 1996, Roosevelt University; CAS, 2000; EdD, 2005, National Louis University

**O'BRYANT, ANGELA**, Nursing, 2012-BSN, 1993, Illinois Wesleyan University; MSN, 2011, University of Virginia

**O'DONNELL, ELIZABETH**, Spanish, 2005-BA, 1979, Saint Mary's College; MS, 1986, Northern Illinois University

**\*OJAGHI, MIRIAM**, Education, 2005-BA, 1992, University of Oregon; MAT, 1999, Washington State University

**OKARMA, SUE**, Education, 2006-BS, Illinois State University; MALS, 1992, Dominican University

**OLMOS, ROSS**, Criminal Justice, 2014-BA, 1970, University of Illinois at Chicago; MS, 1972, Michigan State University; PhD, 1986, University of Minnesota

**O'NEAL, JULIE ANN**, Social Work, 2014-BSW, 1989; MSW, 1995, Aurora University

**OROS, KERRI**, Social Work, 2010-BSW, 2005; MSW, 2006, Aurora University

**OROZCO, JACQUELINE**, Social Work, 2012-BSW, 2006; MSW, 2007, Aurora University

**ORTIZ, JESSICA**, Social Work, 2013-BS, 2005, University of Illinois at Urbana-Champaign; MSW, 2007, Washington University in St. Louis

**OWEN, DENNIS**, Education, 2013-BS, 1980, Northern Illinois University; MAT, 1992, Aurora University

**PAAR, CHRISTOPHER**, Mathematics, 2006-BA, 1984; MUP, 1988, The State University of New York at Buffalo

**PAOLICCHI, ROBERT**, Education, 2001-BS, 1968, Illinois State University; MS, 1970; CAS, 1975; EdD, 1982, Northern Illinois University

**PARKS, BARBARA**, Psychology, 2013-MBA, 1973; MA, 1992; PhD, 1996, The University of Chicago

**PARRO, DAVID**, Communication, 2012-BS, 2001, University of Illinois at Urbana-Champaign; MBA, 2012, Aurora University

**PARSONS, JONATHAN**, Philosophy, 2013-BA, 2006, Indiana Wesleyan University; MA, 2008, Trinity International University

**PATTERSON, CAROL**, Education, 2009-BS, 1971, Illinois State University; MAT, 1997, Aurora University

**PATTERSON, KEVIN**, Education, 2007-BS, 1974, Indiana University; MS, 1986, Illinois State University

**PAXTON, SUZAN**, Nursing, 2012-BSN, 1977, Emory University; MSN, 2010, North Georgia College and State University

**PETRANOVICH, CHRISTINE KARVER**, Psychology, 2013-BS, 2009, The University of New Mexico; MA, 2012, University of Cincinnati

**PETRANOVICH, SEAN**, Philosophy, 2012-BA, 2009; MA, 2011, The University of New Mexico

**PHILIPPA, LAINE**, General Education, 2014-BS, 1985, University of Wisconsin-Stout; MIA, 1994, School for International Training Institute

**PHILLIPS, PAUL**, Business, 2012-BS, 1993, Roosevelt University; MBA, 1998, Loyola University Chicago; Certified Information Systems Auditor (CISA), 2000; Certified Information Security Manager, (CISM), 2005

**PILE, LISA**, Nursing, 2012-BSN, 2010; MSN, 2012, Chamberlain College of Nursing

**\*POLAD, RICHARD**, Natural Sciences, 2006-BA, 1984; MS, 1995, Northeastern Illinois University

**POLIKAITIS, RAYMOND**, Accountancy, 2013-BS, Rockford College; MBA, 2011, Benedictine University

**PONZO, MARK**, Music, 2011-BM, 1979, Crane School of Music; MM, 1981, Syracuse University; DMA, 1990, University of Rochester

**POOCHIGIAN, ERNEST**, Education, 1997-BA, 1963, Blackburn College; MS, 1970, Northern Illinois University

**PRAHL, SHANNON**, Social Work, 2008-BA, 1998, North Central College; MSW, 2000, Loyola University Chicago

**PRINCE, NOAH**, Mathematics, 2008-BS, 2004; MA, 2007; PhD, 2008, University of Illinois at Urbana-Champaign

**PSARAS, GEORGE**, Business, 2011-BS, 1973; MS, 1975, Roosevelt University; MBA, 1988, University of Chicago

**PUENTE, MARY**, Nursing, 2014-BSN, 1990; MSN, 1994, University of Texas at El Paso

**RAKAS, ERIKA**, Communication, 2010-BA, 2007; MA, 2008, Eastern Illinois University

**RAMPTON, CHRISTY**, Nursing, 2007-BSN, 1978, Harding University; MSN, 2005, Lewis University

**RASMUSSEN, MATTHEW**, Psychology, 2011-BA, 2005; MA, 2010; PhD, 2013, Northern Illinois University

**RAYFORD, CYNTHIA**, Nursing, 2013-BSN, 1990, Loyola University Chicago; MSN, 2013, University of Phoenix

**REID, CATHERINE**, Physical Education, 2010-BA, 1999, North Central College

**REPAVICH, SUZANNE**, Nursing, 2013-BSN, 1992, Loyola University Chicago; MSN, 2013, Lewis University

**REYES, FATIMA**, Nursing, 2013-BSN, 1988, University of Santo Tomas, Manila, Philippines; MSN, 2009, Northern Illinois University

**REYES, HEATHER**, Mathematics, 2011-BA, 2004, North Central College; MATL, 2011, Aurora University

**RICHARDS, ELTON**, Business, 2008-BA, 2006; MBA, 2007, Aurora University

**RIDER, BRIAN**, Physical Education, 2010-BA, 2005, Ohio University; MS, 2008, University of St. Francis; EdD, 2013, Aurora University

**RINALDI, SHARON**, Nursing, 2014-BS, 1977; MS, 1979, DePaul University; MS, Rush University; PsyD, Illinois School of Professional Psychology

**RIPPY, LAUREN**, Physical Education, 2012-BA, 1996, Texas Tech University; MS, 2004, Eastern Illinois University

**RITTENHOUSE, BRUCE**, Philosophy, 2010-BS, 1984, Virginia Polytechnic Institute & State University; MBA, 1986, The College of William and Mary; MA, 2000, Graduate Theological Union; PhD, 2010, University of Chicago

**\*ROBERTS, CHRISTINE**, Education/Mathematics, 2012-BM, 1994, Butler University; MS, 2001, Nova Southeastern University; EdD, 2012, Aurora University

**ROBERTS, THOMAS**, Recreation Administration, 2013-BA, 2007, University of Albany-SUNY; MS, 2012, Aurora University

**ROSEN, JOHN**, History/Social Sciences, 2010-BA, 1998, University of California-Santa Cruz; MA, 2003, San Francisco State University

**ROSENBERG, HEIDI**, English, 2007-BA, 1985, State University of New York at Binghamton; MFA, 1992, University of Pittsburgh; PhD, 2000, University of Southern Mississippi

**\*ROSS, DELIA**, Education, 2007-BA, 1974, Northern Illinois University; MAEL, 2001; EdD, 2006, Aurora University

**ROSSOW, MICHAEL**, History/Social Sciences, 2010-BS, 2004; MA, 2006, Northern Illinois University

**\*ROTTMANN, MELISSA**, Education, 2006-BA, 1997, Elmhurst College; MEd, 2002, DePaul University

**ROUNDY, JAMES**, Business, 2011-BS, 1995, University of Illinois; MBA, 2006, DeVry University, Keller Graduate School of Management

**SALIS, ANDREA**, Biology, 2012-BA, 2009, Aurora University; MS, 2012, Northeastern Illinois University

**SARKAR, SUPRITI**, Chemistry, 2004-BS, 1986, Calcutta University; MS 1989; MS, 1991, Indian Institute of Technology

**SCHMITZ, JUDITH**, Education, 2011-BS, 1966, University of Wisconsin-Eau Claire; MS, 1975, University of Wisconsin-Whitewater; EdD, 1996, Nova Southeastern University

**SCHNUR, JESSICA**, General Education, 2014-BS, 2003; MA, 2010, Ball State University

**SCHUTTE, MARY**, Physical Education, 2008-BS, 1969, Iowa State University; MS, 1973, Purdue University

**SCHWARTZ, WILLIAM**, Political Science, 2007-BA, 1965, Loras College; STB, 1967; STL, 1969, Pontifical Gregorian University

**SCHWARZE, ERIC**, Philosophy, 2003-BA, 1992; MA, 1999, University of Chicago; MA, 1993, University of Toronto

**SCOTT, ANGELA**, Nursing, 2013-AAS, 1990, Wake Technical Community College; BSN, 2011, Aurora University; MSN, 2013, Walden University



**\*SCOTT, JAMES**, Mathematics, 1985-BA, 1961, Luther College; MS, 1967, Illinois State University

**SCURTE, JESSICA**, Communication, 2013-BFA, 2007, Iowa State University; MA, 2011, University of Phoenix

**SEERUP, WENDY**, Social Work, 2010-BS, 1987; MSW, 2000, University of Illinois at Urbana-Champaign

**SEIDER, TARA**, Nursing, 2014-BS, 1997, Loyola University; AAS-Nursing, 1999, Oakton Community College; MSN, 2013, Rush University

**SELANDER, JAN**, Social Work, 2014-BSW, 2008; MSW, 2009, Aurora University

**SHEERS, RAY**, English, 2007-BA, 1971; MA, 1983, Northeastern Illinois University; CAS, 1997, National Louis University

**SHELOR, BARBARA**, Nursing, 2013-AAS, 1986, College of DuPage; BSN, 2008; MSN, 2009, Texas Woman's University

**SHERROD, HARRISON**, Communication/Interdisciplinary Studies, 2013-BA, 2010, Sarah Lawrence College; MA, 2013, The University of Chicago

**SIMPA-DYSICO, CARLENE**, Sociology, 2000-BA, 1988, University of North Carolina-Wilmington; MA, 1997, San Diego State University; PhD, 2013, Loyola University Chicago

**SIZER, KAREN**, Education, 2005-BA, 1971, University of Denver; MEd, 1993, National Louis University

**SOMMERS, SCOTT**, Physical Education, 2012-DDS, 1986, Loyola University Chicago

**SONDGEROTH, ALLAN**, Computer Science, 2012-BS, 1984, Aurora University; MS, 2004, Indiana University

**SPERLING, MARC**, Mathematics, 2004-BA, 1973; MS, 1976, University of Illinois at Urbana-Champaign

**\*SPINOS RUDEK, ANNA-MARIE**, Psychology, 2008-BA, 1998, Saint Louis University; MA, 2001, Loyola University Chicago

**ST. CLAIR, AMIR**, Physical Education, 2011-BA, 2008, St. Norbert College; MS, 2011, North Central College

**STAHL, LANE**, Physical Education, 2011-BA, 1991, Howard Payne University; MS, 1997, West Texas A&M University

**STAR, JANET**, Education, 2005-BA, 1993, DePaul University; MA, 1996; EdD, 2003, Northern Illinois University

**STEFENEL, MARIA JO**, Communication, 2013-BA, 2008; MA, 2012, Northern Illinois University

**STEINEGER IV, JOSEPH**, Philosophy, 2011-BA, 2003; MA, 2005, University of Kansas; MA, 2007, University of Balamand; MA, 2007, University of Chicago

**STEPEK, SUSAN**, Nursing, 2013-BFA, 1973, University of Illinois at Urbana-Champaign; BSN, 1984, University of Illinois at Chicago; MSN, 2012, Lewis University

**STONER, GYDA ANN OTTEN**, Mathematics, 2005-BS, 1964, Purdue University; MS, 1967, Temple University; MA, 1971, University of South Florida

**STORTO-FEATHERSTON, LISA**, Social Work, 2014-BA, 1990, Benedictine University; MSW, 1992, Loyola University Chicago

**STUCKEY, ANGELINE**, Psychology, 2006-BA, 1994; MA, 1997, Governors State University, EdD, 2010, Northern Illinois University

**TAYLOR, DAVID A.**, Biology, 2013-BS, 2004, Ohio Northern University; MS, 2006, The State University of New York at Binghamton

**THILL, AZURE**, Psychology, 2010-BS, 1997, University of Iowa; MA, 2000; PhD, 2002, Loyola University Chicago

**THOMAS, ASHA**, Social Work, 2014-BA, 1989, Mount Carmel College-India; MA, 1991, Tata Institute of Social Sciences-India; PhD, 2013, University of Chicago

**THOMAS, CARRIE**, Social Work, 2011-BA, 1999; MHS, 2000, Governors State University

**THOMAS, DERRICK**, Accountancy, 2013-BS, 1995; MAS, 1996, University of Illinois at Urbana-Champaign

**THOMSEN, CHRISTI**, Biology, 2014-BS, 2002, Elmhurst College; MA, 2006, National Louis University

**THORNLEY, MICHAEL**, Criminal Justice, 2012-BS, 1995, Western Illinois University; MA, 2011, University of Illinois at Springfield

**THORSEN, TERI**, Nursing, 2014-BSN, 1998, Mennonite College of Nursing; MSN, 2003, Northern Illinois University

**THURMAN, SCOT**, Business, 2005-BA, 1985, State University of New York at Stony Brook; JD, 1989, State University of New York at Buffalo; MA, 2005, Moody Theological Seminary

**TINNON, MARY**, Nursing, 2013-BSN, 1993, Northern Illinois University; MS, 2009, Walden University

**TISUE, JACOB**, Recreation Administration, 2013-BA, 2002, University of Northern Iowa, MS, 2012, Aurora University

**TREMBACKI, DEBRA**, Education, 2010-BS, 1980; MS, 1981, University of Illinois at Urbana-Champaign

**TRESTRAIL, SUSAN**, English, 2011-BA, 1993; MS, 2007, Northern Illinois University; MA, 2011, National Louis University

**TROTTA, ROSEMARY**, Nursing, 2007-Diploma in Nursing, 1981, St. Francis Hospital School of Nursing; BSN, 1991, Elmhurst College; MSN, 2002, North Park University; APRN, 2004, University of Wisconsin-Milwaukee

**TRUDO, CHAD**, Physical Education, 2011-BS, 2009, Aurora University; MEd, 2011, University of Dayton

\***TUGMAN, BECKY**, Physical Education, 2004-BS, 1995, University of Wyoming; MS, 1998, University of Utah

**TURNER, KATHLEEN**, Communication, 2010-BS, 2002, Lincoln University; MA, 2005, Northern Illinois University

**VAUGHAN, THOMAS**, Political Science, 2009-BS, 1966, Eastern Illinois University; MA, 1974, University of Illinois at Springfield; MA, 2000; PhD, 2008, Northern Illinois University

**VLOSAK, DAVID**, Religion, 2010-BA, 1988; MDiv, 1993; MA, 1996; MS, 2004; Andrews University; MA, 1996, Western Michigan University

**VOLDENG, NELSON**, Physics, 2013-BS, 2005, Monmouth University; MS, 2011, Northern Illinois University

**WAIBEL, LAURA**, Physical Education, 2012-BS, 1985, University of Illinois at Urbana-Champaign; MS, 1998, Northern Illinois University

**WALSCHOT, MICHAEL**, Accountancy, 2014-BS, 1990, Northern Illinois University; MBA, 1999, North Central College

**WARREN, KERRY**, Education, 2013-BS, 1999, Saint Mary's College; MA, 2003, Rockford College

**WATERS, DIANE**, Criminal Justice, 2013-BA, 2010; MS, 2013, Aurora University

**WATSON, KATHRYN**, Education, 2007-BS, 1985; MS, 1991, Northern Illinois University

**WEINSTOCK, REBECCA**, Humanities/Museum Studies, 2011-BA, 2006, Southern Illinois University Carbondale; MA, 2010, Northern Illinois University

**WELLS, STEPHEN**, Accounting, 2007-BAB, 1968, University of Washington; MBA, 1969, Northwestern University

**WILKINSON, MICHELE**, Nursing, 2013-BSN, 1997, Rockford College; MSN, 2013, University of Illinois at Chicago

**WILLIAMS, KIM**, Biology, 2007-BS, 1983, Drexel University; MBA, 1990, Widener University; LDN, 1995, Department of Professional Regulation, State of Illinois

**WILLIAMS, LESA**, Nursing, 2013-BSN, 2000, Aurora University; MSN, 2010, Lewis University

**WILLIAMS, RHONDA**, English, 2010-BA, 1996, Grambling State University; MA, 1998, Louisiana Tech University

**WILSON, MICHAEL**, Education, 2013-BS, 1974, Western Michigan University; MS, 1981, Northern Illinois University

**WILSON, SUSAN**, Psychology, 2014-BA, 2004, Harding University; MA, 2008; PhD, 2012, Northern Illinois University

**WINDSOR, LORA**, Social Work, 2005-BA, 1969, Purdue University; MSW, 1994, Indiana University

**WIRTH, AUDREY**, Nursing, 2011-BSN, 2007, Aurora University; MSN, 2010, Lewis University

**\*WOLD, ELLEN**, Education, 2012-BS, 2002, Bradley University; MA, 2011, Aurora University

**WOOD, ROSE MARIE**, Music, 1973-BSME, 1956, University of Illinois at Urbana-Champaign; MM, 1976, Northwestern University

**WORTHINGTON, JO ANN**, Interdisciplinary Studies, 2014-BA, 1998, University of St. Francis; MEd, 2001, Arizona State University, MAIS, 2013, Oregon State University

**WOSTRATZKY, MILDRED**, Physical Education, 2006-BS, 1970, Western Illinois University; MPH, 1994, Benedictine University

**WROBLEWSKI, MARY**, English, 2011-BS, Illinois State University; MA, 1994, Northern Illinois University

**\*WULFFEN, ROBERT**, Education, 2002-BA, 1968, University of Illinois at Chicago; MA, 1968, University of Chicago; EdD, 1988, Northern Illinois University

**YARGER, JANET**, Education, 2004-BS, 1965, Miami University-Ohio; MS, 1981, University of Akron; MS, 2000, National Louis University

**YOUNG, DONNELL**, Biology, 2012-BS, 2006, New Mexico State University; MS, 2009; MPA, 2012, Southern Illinois University Edwardsville

**YOUNG, JAMES**, Business, 2011-BA, 1991, Aurora University; MBA, 1997, DePaul University

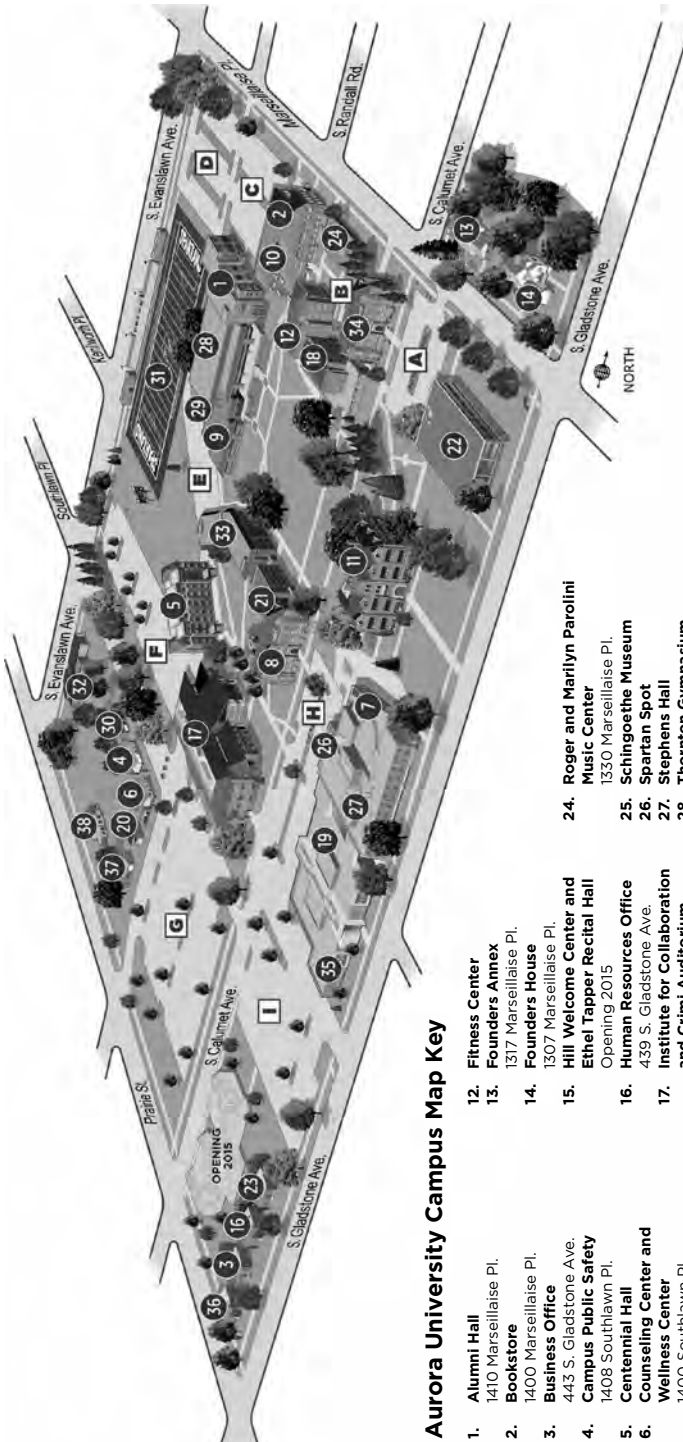
**ZHANG, JIANHUA (JOHN)**, Chemistry, 2014-BS, 1984; MS, 1987, Shandong University; PhD, 1997, Northern Illinois University

**ZIELINSKI, MARGARET**, Nursing, 2013-BSN, Lewis University; MSN, 1999, Northern Illinois University; Adult Nurse Practitioner Certification, 2005, North Park University

**ZIELINSKI, ROBERT**, Natural Sciences, 2014-BS, 1968; MS, 1971, Cleveland State University

**ZINZER, SCOTT**, Mathematics, 2013-BS, 2009, Aurora University; MA, 2011, Arizona State University

\* Pro Rata Faculty: Faculty teaching half time or more, but not full time.



**Aurora University Campus Map Key**

- |   |  |   |  |
|---|--|---|--|
| <p>1. <b>Alumni Hall</b><br/>1410 Marsellaise Pl.</p> <p>2. <b>Bookstore</b><br/>1400 Marsellaise Pl.</p> <p>3. <b>Business Office</b><br/>443 S. Gladstone Ave.</p> <p>4. <b>Campus Public Safety</b><br/>1408 Southlawn Pl.</p> <p>5. <b>Centennial Hall</b></p> <p>6. <b>Counseling Center and Wellness Center</b><br/>1400 Southlawn Pl.</p> <p>7. <b>The Community Foundation of the Fox River Valley Center for Cultural Enrichment and Perry Theatre</b><br/>349 S. Gladstone Ave.</p> <p>8. <b>Davis Hall</b></p> <p>9. <b>Dining Hall</b></p> <p>10. <b>Dunham Hall</b></p> <p>11. <b>Eckhart Hall</b><br/>347 S. Gladstone Ave.</p> | <p>12. <b>Fitness Center</b></p> <p>13. <b>Founders Annex</b><br/>1317 Marsellaise Pl.</p> <p>14. <b>Founders House</b><br/>1307 Marsellaise Pl.</p> <p>15. <b>Hill Welcome Center and Ethel Tapper Recital Hall</b><br/>Opening 2015</p> <p>16. <b>Human Resources Office</b><br/>439 S. Gladstone Ave.</p> <p>17. <b>Institute for Collaboration and Crimi Auditorium</b><br/>407 S. Calumet Ave.</p> <p>18. <b>Jenks Hall</b></p> <p>19. <b>John C. Dunham STEM Partnership School</b><br/>349 S. Gladstone Ave.</p> <p>20. <b>Mail Center</b><br/>435 S. Randall Ave.</p> <p>21. <b>Memorial Hall</b></p> <p>22. <b>Phillips Library</b><br/>315 S. Gladstone Ave.</p> <p>23. <b>Residence Life Office</b><br/>435 S. Gladstone Ave.</p> | <p>24. <b>Roger and Marilyn Parolini Music Center</b><br/>1330 Marsellaise Pl.</p> <p>25. <b>Schingoethe Museum</b></p> <p>26. <b>Spartan Spot</b></p> <p>27. <b>Stephens Hall</b></p> <p>28. <b>Thornton Gymnasium</b></p> <p>29. <b>University Banquet Hall</b><br/>1410 Marsellaise Pl.</p> <p>30. <b>University Communications</b><br/>1414 Southlawn Pl.</p> <p>31. <b>Vago Field</b></p> <p>32. <b>Wackerlin Center for Faith and Action</b><br/>430 S. Evanslawn</p> <p>33. <b>Watkins Hall</b></p> <p>34. <b>Wilkinson Hall</b></p> | <p>35. <b>YWCA Aurora</b><br/>411 S. Gladstone Ave.</p> <p>36. 447 S. Gladstone Ave.</p> <p>37. 441 S. Randall Rd.</p> <p>38. 1409 Prairie St.</p> <p><b>Parking</b><br/> <b>A B C D E F G H I</b></p> |
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## 2014-2015 Academic Year

Opening Week - Faculty Orientation/Meetings	August 19 - 21
New Student Orientation	August 21 - 24
<b>Fall Semester Classes Begin</b>	<b>August 25</b>
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for fall semester	August 30
<i>*8-week Fall Module I</i>	<i>August 25 - October 18</i>
Labor Day - no classes	September 1
Module I - last day to drop with automatic "W"	October 4
Founders Convocation - no classes after 1:05 p.m.	October 10
Fall Weekend - no traditional day classes	October 17 - 19
<i>*8-Week Fall Module II</i>	<i>October 20 - December 13</i>
Last day to drop fall semester classes with automatic "W"	November 8
Module II - last day to drop with automatic "W"	November 22
Thanksgiving Holiday	November 26 - 30
Final Examinations	December 8 - 13
Grades due to Registrar	December 16
<b>Spring Semester Classes Begin</b>	<b>January 5</b>
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for spring semester	January 10
<i>*8-Week Spring Module I</i>	<i>January 5 - February 28</i>
Martin Luther King, Jr., Day - no classes	January 19
Module I - last day to drop with automatic "W"	February 14
Spring Break	March 1 - 8
<i>*8-Week Spring Module II</i>	<i>March 9 - May 2</i>
Last day to drop spring semester classes with automatic "W"	March 28
Easter Break	April 3 - 5
Honors Convocation (classes end at 1:05 p.m.)	April 17
Module II - last day to drop with automatic "W"	April 18
Final Examinations	April 27 - May 2
Spring Commencement	May 3
Grades due to Registrar	May 5
<b>May Term (3 weeks)</b>	<b>May 4 - 23</b>
Memorial Day - no classes	May 25
<b>Summer Term (5 or 10 week sessions)</b>	<b>June 1 - August 8</b>
<i>*Summer Term I (5 weeks)</i>	<i>June 1 - July 3</i>
<i>*Summer Term II (5 weeks)</i>	<i>July 6 - August 8</i>
Independence Day - no classes	July 3 - 4
<i>*Summer Term III (10 weeks)</i>	<i>June 1 - August 8</i>

## 2015-2016 Academic Year

Opening Week – Faculty Orientation/Meetings	August 25 - 27
New Student Orientation	August 27 - 30
<b>Fall Semester Classes Begin</b>	<b>August 31</b>
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for fall semester	September 5
<i>*8-week Fall Module I</i>	<i>August 31 - October 24</i>
Labor Day – no classes	September 7
Module I – last day to drop with automatic “W”	October 10
Founders Convocation – no classes after 1:05 p.m	Date to be determined with Homecoming
Fall Weekend – no traditional day classes	October 23 - 25
<i>*8-Week Fall Module II</i>	<i>October 26 - December 19</i>
Last day to drop fall semester classes with automatic “W”	November 14
Thanksgiving Holiday	November 25 - 29
Module II – last day to drop with automatic “W”	December 5
Final Examinations	December 14 - 19
Grades due to Registrar	December 22
<b>Spring Semester Classes Begin</b>	<b>January 11</b>
End of Add for day classes; evening classes may be added prior to second class meeting end of 100% refund for spring semester	January 16
<i>*8-Week Spring Module I</i>	<i>January 11 - March 5</i>
Martin Luther King, Jr., Day – no classes	January 18
Module I – last day to drop with automatic “W”	February 20
Spring Break	March 6 - 13
<i>*8-Week Spring Module II</i>	<i>March 14 - May 7</i>
Easter Break	March 25 - 27
Last day to drop spring semester classes with automatic “W”	April 2
Honors Convocation (classes end at 1:05 p.m.)	April 22
Module II – last day to drop with automatic “W”	April 23
Final Examinations	May 2 - May 7
Spring Commencement	May 8
Grades due to Registrar	May 10
<b>May Term (3 weeks)</b>	<b>May 9 - 28</b>
Memorial Day – no classes	May 30
<b>Summer Term (5- or 10-week sessions)</b>	<b>June 6 - August 13</b>
<i>*Summer Term I (5 weeks)</i>	<i>June 6 - July 9</i>
<i>*Summer Term II (5 weeks)</i>	<i>July 11 - August 13</i>
Independence Day – no classes	July 4
<i>*Summer Term III (10 weeks)</i>	<i>June 6 - August 13</i>

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