

Aurora University Regulation and Policy Catalog

2018-2019

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.

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 5,000 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 24 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, nonprofit, 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 be staffed via a unique professional model. George Williams College offers undergraduate, graduate and doctoral academic programs. The campus also boasts unique conference facilities and is home to the university's popular Music by the Lake summer festival. Aurora University draws upon the rich legacies and distinctive traditions of Aurora College and George Williams College. This history has helped shape Aurora University, which will continue to build upon its important past to help shape the future.

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 hope students will find what matters and build their life around it. In this way, we will help create a promising future for our university and our students.

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.

Undergraduate General Education at Aurora University

The university's approach to general education reflects a commitment to the transformative power of learning. Grounded in the university's core values of integrity, citizenship, continuous learning and excellence, the General Education program and the university's degree programs seek to develop and graduate responsible citizens who discover and reflect, communicate effectively, and think critically.

Students in their first year at Aurora University develop foundational academic skills in quantitative reasoning, argument-based writing, discussion and critical reading.

Specifically, students satisfy the mathematical competency requirement through coursework or examination. They take the university's core composition course, ENG1000 Introduction to Academic Writing. They also take IDS1200 Discover What Matters, and IDS1150 First Year Experience. While the mathematics requirement and composition course focus on key academic skills, the IDS1200 course is focused on guiding students to reflect upon their interests, skills, and values, and consider how these might inform career and life aspirations, The IDS1150 course is focused on orienting students to college life, engaging them in campus activities and community service, assisting students in the development of essential academic, college, and life skills, and providing opportunities to meet and work with faculty and staff from across campus. For this reason, the course is not a requirement for transfer students. Adult Degree Completion students engage in IDS3040 Global Justice, rather than the first year IDS courses, given the extensive life experience that they bring to their studies. The IDS courses set a tone of inquiry, careful reading, critical thinking, and the communication and application of ideas.

During their junior year, students participate in an assessment, advising and mentoring process. Students demonstrate their learning to this point in the curriculum through campus-wide assessment. They receive guidance in relation to their final two years of study, including ways they can broaden their experiences or strengthen their skill sets. Attention is given to the steps students need to take to pursue their interests beyond college, whether in their lives, careers or graduate study. Students also receive one-on-

one mentoring with major faculty where these conversations may best take place.

The university is committed to assessing within its General Education program six categories of learning outcomes. These include:

- Creative Thinking
- Discovery and Reflection
- Quantitative Reasoning
- Intercultural Knowledge
- Social Scientific Inquiry and Analysis
- Scientific Reasoning

In addition, the university is committed to assessing the following two University Learning Outcomes in both the General Education program and the major programs:

- Effective Communication
- Critical Thinking

The university is committed to measuring the achievement of the program's outcomes and using assessment as a rationale for program revisions.

These six categories are a distillation and reflection of careful discussion among faculty and staff as to what skills and characteristics ought to represent an Aurora University graduate. What has emerged is a picture of a graduate who demonstrates intellectual and ethical integrity; who is well informed and seeks quality evidence; who reflects critically on values, actions and consequences; who engages with those holding values and perspectives different from his or her own and seeks out alternative perspectives; who participates responsibly in the community and world; and who contributes to a culture of compassion and respect for dignity. Students who demonstrate effective communication and critical thinking can be characterized as those who read and listen critically; who discuss ideas with respect and openness; who pose and pursue meaningful questions in a range of areas; who analyze, synthesize and evaluate information and arguments; who make connections among academic and nonacademic experiences; who use technology responsibly; who collaborate and exhibit creativity; and who write and speak with clarity and purpose.

Finally, there is a commitment within the core curriculum to engage with primary sources, i.e., original writings, research or productions by scholars, experts, artists or thinkers. Interaction with primary sources, rather than other people's interpretations of them only, marks the entry into the process of inquiry and critical thinking. The ultimate aim is a curriculum grounded in the university's core values, which provides the kind of transformative education articulated in the university's mission and vision statements.

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 HR Policy 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 Cr., 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 St., 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)
6850 Austin Center Blvd. Suite 100
Austin, TX 78731-3184

Aurora University, as an Educator Preparation Provider (EPP), has 16 programs that are accredited by the Council for the Accreditation of Education Preparation (CAEP)
1140 19th Street NW. Suite 400
Washington, D.C. 20036
202-223-0077

Approved Licensure Programs

Aurora University has initial teacher licensure programs approved by the Illinois State

Board of Education in early childhood special education, elementary education, English, mathematics, social studies, Spanish K-12, physical and special education offered through the School of Education.

Post-MSW Illinois Educator's License with School Social Work endorsement is offered through the School of Social Work.

The Principal endorsement and Teacher Leader credentials are offered through the School of Education.

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 of 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.

Sexual Misconduct Policy (Title IX)

Aurora University is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect. Aurora University does not discriminate, or tolerate discrimination, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state or local law in matters of admissions, employment,

or in any aspect of the educational programs or activities it offers.

Sex discrimination, sexual misconduct (including sexual harassment, sexual violence, and sexual exploitation), and interpersonal violence (including dating violence, domestic violence, and stalking) are serious offenses that has major consequences for the victim, the respondent, and campus community and are prohibited by Aurora University Policy Statement A in the student guidebook. Aurora University is committed to addressing sexual misconduct and will not tolerate any sexual misconduct in accordance with Title IX and other relevant federal legislation. For additional information regarding this policy, please visit aurora.edu/sexual-misconduct.

Aurora Campus

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 (347 South Gladstone Avenue, Aurora, IL, 60506).

Phillips Library houses a collection of more than 92,000 books and 8,000 multimedia materials. Electronic resources include 148,000 ebooks and an online catalog networked with 80 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. Over 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. 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 Street, Woodstock, IL, 60098), and the Orchard Center near the interchange of I-88 and Orchard Road in Aurora (2245 Sequoia Drive, Aurora, IL, 60506). Online programs are also available (online.aurora.edu).

George Williams College Campus

George Williams College is a living learning lab — the ideal setting for an integrated, experiential education. Here students graduate with a resume, not just a diploma. The holistic, liberal arts curriculum gets students out of the classroom, learning by doing. The picturesque Williams Bay, Wisconsin, setting (just two hours from downtown Chicago and one hour from Milwaukee or Madison, Wisconsin) offers numerous opportunities for volunteerism, internships and field experiences ventures — key experiences sought by employers (350 Constance Blvd., Williams Bay, WI, 53191). Small class sizes and a close-knit community ensure personal attention from professors and staff members and a close bond with classmates. The George Williams community connects students with the networks and resources they need to achieve their personal and professional goals. In fulfilling the passions of each individual within the community,

George Williams College works to advance creativity, global awareness, diversity of thought and societal well-being.

The historic buildings and student life on the GWC campus have been reinvigorated by the return of traditional first-year students to the campus in fall 2012. This represented the college's first class of traditional undergraduate students since the affiliation of GWC and AU. The buildings that were once used for camp have been given new purpose for academic and conference center use with the evolution from camp to campus.

Special Study Opportunities

In addition to study on campus and at regular university sites, AU offers its students an opportunity to advance their studies in several special programs in the United States and abroad. Through Travel in May travel/study courses, students can immerse themselves in another culture while studying with AU faculty.

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.

UNDERGRADUATE PROGRAMS OF STUDY

Suggested supplemental course listings are available for students wishing to pursue graduate study in chiropractic, dentistry, medicine, occupational therapy, optometry, pharmacy, physical therapy, physician's assistant, podiatry, and veterinary programs. Please see the program chair in your major for guidance.

Undergraduate Majors

Accounting (BS)

Actuarial Science (BS)
Applied Psychology (BA) (GWC Only)
Art (BA)
Athletic Training (BS)
Biology (BS)
Biology/Secondary Education Licensure (BS)
Business Administration (BA)
Chemistry (BS)
Communication and Media (BA)
Computer Science (BS)
Criminal Justice (BA)
Cybersecurity (BS) – Not accepting students at this time
Disabilities Studies (BA)
Early Childhood Special Education (BA)
Elementary Education (BA)
Engineering Science (BS)
English (BA)
English/Secondary Education Licensure (BA)
Environmental Science (Sustainability) (BA)
Exercise Science (BS)
Finance (BS)
General Studies (BA)
Graphic Design (BA)
Health Science (BS)
History (BA)
History/Secondary Education Licensure (BA)
Human Animal Studies (BS)
Leadership Studies (BA) - *Not Accepting Students at this Time*
Marketing (BS)
Mathematics (BS)
Mathematics/Secondary Education Licensure (BS)
Music (BA)
Musical Theater (BA)
Nursing (BSN)
Parks and Recreation Leadership (BS)
Philosophy (BA)
Physical Education Teacher Certification (K–12) (BA)
Political Science and Public Policy (BA)
Psychology (BA)
Religion (BA)
Secondary Education (supplemental major)
Social Work (BSW)
Sociology (BA)
Software Engineering (BS)
Spanish (BA)
Spanish K-12 Educator (BA)

Special Education (BA)
Sport Management (BA)
Theatre (BA)
Therapeutic Recreation (BS)

Undergraduate Adult Degree Completion Online Majors

The following majors are offered to adults with relevant work experience. See the Center for Adult and Graduate Studies for additional information.

Business Administration (BA)
Computer Science (BS) – Not accepting students at this time
Cybersecurity (BS) – Not accepting students at this time
Criminal Justice (BA)
General Studies (BA)
Nursing (RN to BSN)
Social Work (BSW)

Undergraduate Majors at George Williams Campus

The following undergraduate majors are offered at the George Williams campus in Williams Bay, Wisconsin:

Applied Psychology (BA) – Minor offered as well
Nursing (BSN)
Psychology (BA)
Social Work (BSW)

Undergraduate Minors

Students pursuing bachelor's degrees at Aurora University have the opportunity to explore areas of learning outside of, or supportive of, their major fields by completing a minor. A minor is not required for graduation, but is strongly encouraged. At least nine semester hours included in the minor must be taken at Aurora University. All coursework presented for a minor must bear grades of "C" or better, and only one course taken on the CR/NCR (pass/fail) grading system may be applied.

American Sign Language
Bilingual and English as a Second Language Education
Biology
Biotechnology
Black Studies
Chemistry
Coaching and Youth Sport Development
Computer Science
Criminal Justice
Equine Studies
French
Gender Studies
Homeland Security
Latin American and Latino/a Studies

Leadership Studies - *Not Accepting Students at this Time*
Mathematics
Museum Studies
Music
Physiology
Pre-Law
Psychology
School Health Education
Spanish
Special Education
STEM

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.

**Programs offered online.*

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 Educational Leadership (MAEL) with Principal Endorsement

Master of Arts in Educational Technology (MAET)

Technology Specialist Endorsement

Master of Arts in Homeland Security (MAHS)*

Master of Arts in Mathematics Education (MAME)*

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement

Master of Arts in Special Education (MASE)

Master of Arts in Special Education with Licensure (MASE)

Master of Business Administration (MBA)

Master of Public Administration (MPA)*

Master of Science in Accountancy (MSA)

Master of Science in Applied Behavior Analysis (ABA)

Master of Science in Athletic Training (MSAT) *Available 2020/2021 Academic Year*

Master of Science in Mathematics (MSM)

Master of Social Work (MSW)*

- Addictions Specialization/MISA I
- Child Welfare Specialization
- Faith-Based Specialization
- Forensic Social Work Specialization

- Gerontology Specialization
- Health Care Specialization
- Leadership Administration Specialization
- School Social Work Specialization

Post-MSW: Graduate Addictions Certification

Post MSW: Illinois Educator's License with School Social Work Endorsement

Master of Social Work/Master of Business Administration Dual Degree

Bilingual/ESL Endorsement*

Director of Special Education Endorsement

Special Education Endorsement*

Graduate Programs at George Williams College

Doctor of Social Work (DSW)

Master of Social Work (MSW)

Graduate Programs at Aurora University Woodstock Center

Doctor of Education (EdD)

Leadership in Adult and Higher Education

Leadership in Curriculum and Instruction

Leadership in Educational Administration

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

Master of Arts in Educational Technology (MAET)

Technology Specialist Endorsement

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement

Master of Business Administration

Master of Public Administration (MPA)

Director of Special Education Endorsement

Archived Programs – *Not taking applications at this time*

Master of Arts in Communication Management (MACM) (Archived)

Master of Arts in Curriculum and Instruction (MACI) (Archived)

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

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

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

Teacher Leader Endorsement (Archived)

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

Master of Arts in School and Professional Counseling (MASPC) (Archived)

School Counseling Endorsement (Archived)

Master of Arts in Science Education (MASCE) (Archived)

Master of Arts in Teaching with Licensure (MAT-Licensure) and Master's-Level Elementary Education Licensure (MLEE) (Archived)

Post-Baccalaureate Licensure for Secondary Education Program (BPL-SE) (Archived)
Master of Science in Criminal Justice (MSCJ) (Archived)
Master of Science in Digital Marketing and Analytics (MSDMA) (Archived)
Master of Science in Nursing (MSN) (Archived)*
Master of Science in Nursing – Administration Concentration (Archived)*
Master of Science in Nursing – Education Concentration (Archived)*
Master of Science in Nursing – Family Nurse Practitioner (Archived)
Master of Science in Nursing Bridge Option (Archived)*
Post-graduate Nursing Administration Certificate (Archived)*
Post-graduate Nursing Education Certificate (Archived)*

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. Please note that admission requirements to specific programs may be more rigorous and varied from those of the institution.

All correspondence about traditional undergraduate admission and campus visits should be addressed to the Office of Admission and Financial Aid, Aurora University, 347 S. Gladstone Ave., Aurora, IL 60506-4892. For further information about admission to the university, call 630-844-5533, email admission@aurora.edu or visit aurora.edu.

All correspondence about graduate 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 630-947-8955, email AUadmission@aurora.edu or visit aurora.edu.

Entering Freshmen

Students who have completed fewer than 15 semester hours or 22.5 quarter hours of college work are regarded as entering freshmen and are considered for regular admission on the basis of the following general expectations:

— Graduation from an accredited high school (in a college-preparatory curriculum)* or completion of a GED certificate

*Aurora University defines a college preparatory curriculum or its equivalent as totaling at least 16 academic units as specified below:

- English 4 years
- Mathematics 3 years
- Social Studies 3 years
- Science 3 years
- Electives 3 years

— One of the following:

- ACT composite score of at least 19; or,
- Combined SAT scores (Math and Critical Reading) of at least 910, for tests taken prior to March 1, 2016; or,

- Combined SAT scores (Math and Critical Reading) of at least 980, for tests taken after March 1, 2016

— Official transcripts of all high school and previous college work must be provided. Final official high school transcripts, documenting date of graduation and GPA of 2.5 and above, must be submitted to the Office of Admission and Financial Aid prior to the beginning of the student's first semester of classes.

Students who have been enrolled in high school and have concurrently taken college courses should check with an admission counselor about their entry status. Conditional Admission may be granted in cases where the applicant fails to meet the stated requirements but shows other clear and strong evidence of ability and motivation necessary for academic success at Aurora University. The Vice President for Enrollment may grant conditional approval to applicants for admission who do not meet the minimum requirements but are deemed by the Vice President for Enrollment to warrant special consideration based on one or a combination of the following:

- a) Standardized test scores (ACT/SAT) that indicate a potential for academic success at Aurora University.
- b) Previous high school academic success (i.e., grade point average and class rank) that indicate a potential for academic success at Aurora University.
- c) Two references from teachers who can speak of the applicant's potential for success in college. It is preferred that one of these references be written by a current or former English teacher.
- d) A personal interview with the Vice President for Enrollment or a designate.
- e) A detailed, written, personal statement by the applicant to the Vice President for Enrollment explaining the applicant's previous academic performance, his/her academic/career goals and his/her interest in Aurora University.
- f) Other pertinent information that the Vice President for Enrollment deems sufficient and appropriate to warrant an admission decision.
- g) Any combination of the above upon which the Vice President for Enrollment may deem sufficient and appropriate to warrant an admission decision.

Transfer Students

Any applicant for traditional undergraduate admission, who has completed at least 15 semester hours of transferable college coursework from a regionally accredited college or university, will be considered a transfer student. Applicants with less than 30 semester hours of transferable college coursework will be required to meet the academic qualifications for freshman applicants and provide official high school transcripts with proof of graduation and ACT/SAT test scores. All transfer applicants must present proof of graduation or satisfactory completion of the GED if not evident from college transcripts. Students who have been enrolled in high school and have concurrently taken college courses should check with an admission representative about their entry status.

The Vice President for Enrollment or a designate may grant full approval for admission to transfer applicants based upon the following criteria:

1. The student was in good academic standing (defined as a GPA of at least a 2.0 on a 4.0 scale) at the college or university last attended and whose overall college record yields a GPA of at least 2.0 on a 4.0 scale for coursework that could normally be considered applicable to degree programs at Aurora University. Individual programs may set stricter admission requirements, including requirements for proficiency in written and/or spoken English subject to the approval of the Chief Academic Officer.
2. The Vice President for Enrollment may admit an applicant for admission to Aurora University on academic warning if the applicant was on academic probation or had been dismissed from a college or university previously attended or whose overall college record yields a GPA of less than a 2.0 on a 4.0 scale for coursework that could normally be considered applicable to degree programs at Aurora University. The criteria upon which a transfer applicant may be approved for admission on warning will be identical to the criteria used in consideration of conditional freshmen applicants as noted above. Admission to programs with approved standards of their own is to be governed by the standards of those programs.

The Vice President for Enrollment should exercise extreme caution in considering the application for admission of students academically dismissed from another college or university. It has been recent practice to disallow an applicant for admission to gain approval for admission sooner than the second Aurora University term (excluding summer sessions) following the dismissal.

Special Admission Requirements for ADC/Online Students

- Two years demonstrated work experience, military service or other relevant adult responsibilities
- 15 semester hours of transferable college or university credit from a regionally accredited institution with a minimum 2.0 GPA on a 4.0 scale*
- Transcripts (official, sealed in envelope) from all previously attended colleges and/ or universities

*Individual circumstances may be reviewed by your admission counselor.

Undergraduate Transfer of Credit: Credit earned at previous colleges with a grade of at least C- is transferable if it is non-technical in nature, is comparable to credit offered at Aurora University, or is generally considered applicable to programs such as those offered by the university. Only credit earned at regionally accredited schools or at schools accredited by the Council for Higher Education Accreditation (CHEA) recognized accrediting bodies is considered for transfer through the normal process. Credit considered acceptable for transfer is listed in a separate section of the student's permanent record by the Registrar. Transfer credit is applied to general degree requirements with the approval of the Registrar and to the student's major with the approval of the Dean of Academic Administration in consultation with appropriate program faculty as needed, subject to the limitations of the university's

residence requirement and in accordance with the Catalog Regulations. Students should be aware that some programs of the university have time limits for the transfer of credit into the major, although there is no general time limit for the university. Grades earned at other schools are used to determine transferability of credit, and as a criterion for transfer admission, but are not included in the student's Aurora University grade point average.

Credit Transfer for Students Holding Associate Degrees: Please see "General Education Requirements for Transfer Students" section.

Non-Traditional Sources of Credit: Learning achieved through the military or in other organized training programs may be credited in those cases where it has been evaluated by the American Council on Education. In addition, Aurora University accepts credit earned based on qualified testing results through the CLEP, DANTES, and AP testing programs. A maximum of 68 semester hours of prior community college, CLEP, and AP credit is allowed for transfer students.

Graduate 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 Graduate Studies.

Adult Student Admission

Aurora University is proud of its long tradition of service to non-traditional, adult students. These students, known as Adult Degree Completion students, are considered for admission under guidelines established by the faculty. The university recognizes

that many factors besides prior academic record may be important indicators of an adult student's potential for success in college. If a student has taken courses at other colleges, transcripts will be required; however, the university also considers such factors as career experience and community service in evaluating adult students for admission. Proof of high school graduation or completion of the GED may be required, but high school grades are not normally used as an admission criterion for adult students. A nontraditional age student may be required to show proficiency in written and/or spoken English.

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 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 630-947-8955 or AUadmission@aurora.edu.

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 or visit 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/apply.)
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 AUETranscripts@aurora.edu.
3. Letters of recommendation from persons able to attest to the student's academic and/ or professional potential.

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, and program specific admission requirements may be more rigorous or varied than the general university requirements.

Graduate 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.

International Students

Aurora University welcomes students from countries outside the United States to earn undergraduate and graduate degrees. It is recommended that international students enroll at the beginning of the fall semester. Students who are not a U.S.

citizen and do not hold a U.S. permanent resident visa (i.e., green card) must complete the international student admission process. Some programs may have additional requirements or deadlines. Please contact the Office of Admission for more information. Admission requirements are as follows:

Application Deadlines

- Fall semester (August–December): June 1
- Spring semester (January–May): October 1

Application Process for International Students

1. Apply online at aurora.edu/apply.
2. Official transcripts from schools attended in the United States must be sent directly to the Office of Admission as part of the admission process. Undergraduate applicants must request official transcripts from all secondary and/or post-secondary schools. Graduate applicants must request official transcripts from all post-secondary schools.
3. Certified copies of all official transcripts from international schools attended must be sent directly to the Office of Admission as part of the admission process.
4. Official certified evaluations of all non-English academic transcripts from international schools attended must be evaluated by one of the following companies: Educational Credential Evaluators, Inc. (ECE); World Education Service (WES); or the Center for Educational Documentation (CED). Evaluations must be sent directly to the Office of Admission.
5. Official English competency test results (non-native speaking countries) must be sent directly to the Office of Admission. The minimum scores required for admission are as follows:
 - a. TOEFL paper-based: 550 or higher
 - b. TOEFL computer-based: 213 or higher
 - c. TOEFL Internet-based: 79 or higher
 - d. ELS level 109
 - e. IELTS: 6.5 or higher
6. Students from English-speaking countries must submit an official score report from the American College Test (ACT) – minimum composite score of 19 (online college code = 0950); or the Scholastic Aptitude Test (SAT) – minimum composite score of 910 (online college code = 1027).
7. References must be academic or professional based (All items are required).
One letter of recommendation
One personal statement
Two references providing contact information (email preferred)
8. International students applying for an I-20 Student Visa must submit the Statement of Financial Resources form as required by Aurora University and the guidelines from the Student and Exchange Visitor Program. This form must be signed and notarized and be accompanied by an original letter from a bank official certifying the availability of funds for study at Aurora University.
9. Copy of current passport.
10. Copy of I-94.
11. Copy of visa only if applicants are currently in the U.S. or holding a valid U.S. visa.

12. Additional documentation for graduate applicants may be required. Please contact the Center for Adult and Graduate Studies at 630-844-5294 for more information.

Note: All materials must be received prior to the deadline date to be considered for admission to Aurora University.

Note: Students requiring an I-20 will not be eligible for need-based financial aid.

After you are admitted to Aurora University, you will need to submit the following items before your I-20 will be issued:

1. Medical forms (including Immunization Records as required by the State of Illinois): All international students are required to submit a medical form (required by Illinois state law), with complete immunization records. Be sure to seek out medical insurance through a private vendor.
2. Proof of international medical insurance: A copy of your current medical insurance card is needed. If you do not have international medical insurance, contact the Office of Admission for assistance.
3. \$1,000 non-refundable admission deposit: The deposit will be applied to your first semester's tuition payment.

Once admitted and Aurora University receives the above required items:

1. Form I-20 will qualify the non-immigrant applicant for an F-1 student visa. The university will only issue an I-20 after the applicant has met all international application requirements; has been approved for admission to Aurora University, has submitted all required medical forms, provided proof of medical insurance, and submitted the non-refundable \$1,000 deposit. The official I-20 will be mailed to the student. It is the student's responsibility to schedule an appointment with their embassy to obtain a visa before coming to the United States.
2. There is no need-based financial aid available for international students requiring an I-20 visa.
3. Housing is limited to qualified undergraduate students. Graduate students must seek off-campus housing.

Special Admission Status

Undergraduate Student-at-Large: A student who does not hold a bachelor's degree and is not seeking a degree or certificate from Aurora University, but wishes to enroll in a few courses for credit, is defined as a student-at-large. Prerequisites must be satisfied for the courses in which a person wishes to enroll. Only 15 semester hours can be taken as an undergraduate student-at-large. The standard tuition rate applies, and financial aid is not available. A \$100 nonrefundable tuition deposit is required with registration for 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 courses for credit, but is not seeking a second degree, may do so as a student-at-large. The standard tuition rate applies, and financial aid is not available. A \$100 nonrefundable tuition deposit is required with registration for students-at-large.

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. The standard tuition rate applies, and financial aid is not available. A \$100 nonrefundable tuition deposit is required with registration for students-at-large.

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 Vice President for Enrollment. 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. Provisionally admitted students must sign an advisement agreement recording their understanding that they are registering for coursework at their own risk with respect to applicability to specific programs or requirements at Aurora University.

Provisionally admitted students will not be enrolled in any future term at Aurora University unless fully accepted. Financial aid is not available.

Conditional Admission: A student who has applied for regular 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 Admission Review Committee (undergraduate) or graduate program director (graduate).

Academic progress will be regularly reviewed. Undergraduate students in this admission status are required to participate in other remedial coursework and programs designed to help ensure academic success.

Traditional undergraduate students who are admitted conditionally are required to attend the STAR (Students Targeted for Academic Rewards) program. The program includes two components: an orientation prior to the start of the fall semester and two first-year seminar courses. The STAR program allows students to adjust to campus life, interact with staff and faculty, gain awareness of campus resources, prepare for academic challenges, and learn approaches and skills that lead to academic success. During the academic year, students have access to tutoring and other forms of academic support.

Other Criteria for Admission: In addition to the academic criteria above, the Vice President for Enrollment shall implement, where appropriate, strategies for recruitment and selection of students that promote general goals for shaping the nature and composition of the Aurora University student body. Students with special characteristics in the following areas, among others, may be especially sought from among those who meet academic criteria.

1. Students demonstrating unusual potential for benefiting from and contributing to the ongoing program of the university.
2. Students who will contribute to increasing the cultural, racial and ethnic diversity of the university.
3. Students who show distinction in extra-curricular activities such as student government, drama, music, athletics, etc.
4. Students whose experiential or career backgrounds bring unusual diversity of skills or knowledge to the classroom.

5. Other special characteristics as determined by the appropriate elements of the university governance units charged with overseeing campus life.

Note: Every aspect of the admission of students to Aurora University will be conducted in accordance with the intentions of the Academic Standards Committee, and the university policies and regulations relating to nondiscrimination, equal opportunity and affirmative action.

Decision Procedures and Relation to University Governance:

1. Applicants for admission who meet the academic qualifications outlined above may be approved for admission by the Vice President for Enrollment, or a designate.
2. Applicants for admission who do not meet the stated academic qualifications above will be reviewed and accepted or rejected by the Vice President for Enrollment on the basis of guidelines issued by the Academic Standards Committee (undergraduate) or by the graduate program director or designee on the basis of guidelines from the Graduate Affairs Committee (graduate).
3. Student-at-large and extended student applications are approved by the Vice President for Enrollment or a designate, in accordance with the criteria above.
4. Applicants with an incomplete application for admission may be approved on a provisional basis only by the Vice President for Enrollment or a designate (undergraduate) or by the graduate program director or designee (graduate).

Second Bachelor's Degrees

If a student already holds a bachelor's degree from a regionally accredited college or university and wishes to earn a second degree from Aurora University, he/she may do so by meeting the university's residence requirement (30 semester hours, including the last 24 semester hours in the degree), and by completing an approved major that contains a minimum of 24 semester hours not included in the major of the first degree. Holders of bachelor's degrees from Aurora University may earn a second major by completing any approved major that contains at least 18 semester hours not present in the first major. Earning a second bachelor's degree requires completing the major requirements for that degree, including at least 24 semester hours not present in the major in the first degree.

For detailed information on the completion of a second degree at Aurora University, contact the Director of Transfer Admission.

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 meeting 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.

Veterans

Aurora University participates in the Yellow Ribbon Program as well as other federal GI Bill Benefits. The first step in utilizing veteran benefits is to apply through the Department of Veterans Affairs (VA). Every veteran student receiving benefits is required to submit a copy of his/her DD-214-Member 4 to the Office of Financial Aid, the certifying office for veteran benefits. Additionally, if the Certificate of Eligibility (COE) is available, a copy of this should be submitted as well. For more information on utilizing veteran benefits at AU, please contact the Office of Financial Aid.

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.

Waubensee Community College – Joint Admission and Degree Completion Articulation

The Aurora University and Waubensee Community College (WCC) Joint Admissions Agreement is intended to better serve students in the WCC service area by providing a means for students to be simultaneously admitted to both AU and WCC. The agreement is designed to simplify the process of degree completion for students who wish to begin at WCC and continue at AU.

When jointly admitted, a student will work with advisors at both WCC and Aurora University to plan courses for maximum transferability, and will be able to enter Aurora University after completing the WCC degree without going through any further admission process.

In order to be eligible for joint admission under this agreement, a student must meet all applicable admission requirements of both WCC and AU, at the time of joint admission. Students must agree in writing to the exchange of admission and advising information between WCC and AU. This program is open to any eligible student at WCC.

Illinois Articulation Initiative

Aurora University participates in the Illinois Articulation Initiative (IAI), which eases the transfer process among many Illinois colleges and universities. The IAI is a major statewide, cooperative agreement among participating Illinois colleges and universities to facilitate successful transfer of course credits from one participating institution to another. A General Education core curriculum has been defined by IAI, and if students follow the prescribed curriculum, the credits will generally satisfy General Education requirements at participating Illinois colleges and universities. Lower division courses in some majors are also available through IAI.

Aurora University has articulation agreements with a number of community colleges. We encourage transfer students to refer to AU's website to review transfer guides and transferability of courses.

University of Wisconsin Colleges - George Williams College Degree Completion

A student who has earned his/her Associate of Arts and Science degree from one of the

13 campuses in the University of Wisconsin colleges has met all lower-division general education requirements at George Williams College. Students must also successfully complete academic program requirements in the major. An admission counselor can provide information concerning requirements that still need to be met.

Financial Aid

Aurora University students may be eligible for financial aid from a variety of sources, including federal, state, institutional and private organizations, in the forms of grants, loans and work study. In 2017–2018, the Office of Financial Aid assisted more than 5,700 undergraduate and graduate students.

Aid 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) as soon as possible after October 1 for maximum consideration of all financial aid programs. Financial aid must be awarded within the term of attendance.

The criteria used for awarding institutional financial aid are academic performance and financial need. Aid is available for both full-time and part-time undergraduate and graduate students (depending upon availability of funds). In addition to need-based financial aid, Aurora University offers several academic scholarships for both freshman and transfer undergraduate students.

The Career Services office 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 and Other Academic Charges

Tuition: 2018–2019 Academic Year

Undergraduate

Full Time (12–17 semester hours) \$12,000 per semester

Part Time (1–11 semester hours) \$690 per semester hour

Over 17 Credit Hours \$565 per semester hour

Summer Excluding May Session \$550 per semester hour

Travel Study/May Session \$570 per semester hour

RN-BSN \$510 per semester hour

Adult Degree Completion \$425 per semester hour

AU Online (except for RN-BSN) \$425 per semester hour

AU Online RN-BSN \$350 per semester hour

Student at Large \$600 per semester hour

Room and Board: 2018–2019 Academic Year (fall and spring semesters):

Aurora Board---

175 meals + \$150 points \$2,035 per semester

125 meals + \$400 points \$2,035 per semester

10 meals + \$100 points \$1,900 per semester

15 meals/week + \$275 points \$2,440 per semester

19 meals/week + \$275 points \$2,600 per semester

Aurora Room---

Standard triples/quads (Centennial Hall) \$2,570 per semester
Standard, non-air-conditioned (a/c) \$2,865 per semester
Standard, air-conditioned and non-a/c singles \$3,250 per semester
Deluxe suite and a/c singles \$3,505 per semester
GWC Board---
19 meals/week \$2,330 per semester
14 meals/week \$2,170 per semester
9 meals/week \$1,240 per semester
GWC Room---
Single (limited availability) \$3,505 per semester
Standard \$2,555 per semester
Expanded \$1,805 per semester

General Fees:

Activity Fee \$50
Application Fee \$25
Technology Fee \$80
Course by Special Arrangement (CBSA) \$130 per semester hour
Deferred Payment Fee \$10 per semester hour
Graduation Fee---
 Bachelor's \$110
 Master's \$135
 Doctoral \$160
International Affiliate Program Transfer \$375
Parking Fine \$20
Parking Permit None

Laboratory Course Fees:

Applied Exercise Physiology (PED4010) \$50
Art \$50
Athletic Training Lab \$35
Athletic Training Practicum \$50
Biology \$50
Biomechanics (BIO3240) \$50
Business Golf \$90
Chemistry \$50
Education \$25
Foundations K-12 PE (PED4010) \$76
Photography \$50
Physics \$50
Prior Approval Petition Fee \$30 (*assessed on late submissions only*)
Non-resident Replacement I.D. Card Fee \$25
Resident Replacement I.D. Card Fee \$35
Residence Hall Deposit — new students \$100
Residence Hall Lost Room Key Fee
Standard Room \$110

Suite \$310
Returned Check Fee \$30
Transcript, Online Service \$5
Transcript, While-You-Wait Service \$25
Tuition Deposit \$100
Life and Vocational Assessment Fee \$375 per course
CLEP Credit Recording Fee No charge
Auditor Fee 50% of tuition
Recreation Administration Practicum Fee \$485
OWLS Course Fee (GWC) \$80

Fees Specific to Programs:

Communications/Digital Marketing \$50
Lifeguard Certification (PED1400) \$55
Nursing Clinical Fee \$55 per semester hour
Nursing Lab/Clinical Fee \$55 per semester hour
Nursing testing fees are determined by contract with vendor and will be added to specific courses as outlined by the School of Nursing – Estimated \$600
Outdoor Rec Skills (GWC REC3500/3510) \$200
Physical Education Lab Fee \$35
Sr. Capstone-Health Science (BIO4985) \$25
Sr. Capstone-Bio Science (BIO4990) \$25
STAR Program (1 week course) \$180
Student-at-Large tuition Deposit (non-refundable) \$100
Student Teaching Fee (Aurora only) \$150
Sustainability (GWC) \$50

Note: Tuition and fees are subject to change without prior notice. Please contact the Student Accounts Office for questions or information on current tuition, fees, room, board and other rates.

Note: Tuition and housing deposits are refundable until May 1 for fall entrants. For spring entrants, tuition and housing deposits are refundable until the first day of the term. Tuition deposits for Summer Session are refundable until the start date of the term.

Tuition, Fees, and Other Expenses

**Graduate Student Tuition
2018–2019 Academic Year**

Aurora, George Williams College and Woodstock Center
MBA Program \$680
MSN/MSA Programs \$680
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 \$650
MSDMA Program \$800
Education (non-cohort) \$585 (GWC continuing students \$450)
MSW Program \$600
MS ATR Program \$700
Graduate Addictions Certification \$600
Doctoral (EdD) \$630
Doctoral (DSW) \$750
AU Online \$565
Off-campus School District Cohort Programs
MACI, Type 29, MAEL, Bilingual/ESL, MARI, MASE, MAET, Ed Tech, Dir Spec Ed \$500

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:

Application Fee \$25
Course by Special Arrangement (CBSA) (per semester hour) \$130
Deferred Payment Fee (per semester hour) \$10
Graduation Fee (master's/doctoral) \$135/\$160
Parking Fine \$20
Parking Permit None
Replacement I.D. Card Fee \$25
Returned Check Fee \$30
Student-at-Large Tuition Deposit (non-refundable) \$100
Transcript, Online \$5
Transcript, While-You-Wait Service \$25
Live and Vocational Assessment Fee (per course) \$375

Fees Specific to Program:

DSW Weekend Cohort Fee \$560
Recreation Administration Practicum Fee (revised annually) \$485

Note: Tuition and fees are subject to change without prior notice. Please contact the Office of Student Accounts for questions or information on current tuition, fees, room, board and other rates.

Student Services

Aurora Campus

Campus Housing — Aurora University has six on-campus residence halls — Centennial, Davis, Jenks, Memorial, Watkins and Wilkinson — with accommodations for approximately 700 residents. Priority for residential accommodations is given to undergraduate students. Double, triple, and quad rooms are available, as well as suites. A limited number of single rooms are also available, with priority for these rooms given

to returning residents. Some residence halls offer air conditioning. Medical housing accommodation requests should be made with the Disability Resource Office and will be awarded based on space availability. Laundry facilities, fitness centers, community printers and lounge areas with televisions are available in each residence hall.

Food Service — The university partners with Sodexo Food Service to provide service at four 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. Jazzman's Cafe is located inside the Spartan Hideaway on the first floor of the Institute for Collaboration. Various specialty coffee drinks along with grab-and-go baked goods and sandwiches are available at Jazzman's. Resident meal plan use is limited to meal plan points.

Student ID Cards — Students are issued an Aurora University photo identification card after registration. The ID card is required for the use of university facilities and services. There is a fee for replacement of lost or damaged resident and commuter student ID cards. Student ID cards are available at the Campus Public Safety office.

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.

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.

Athletics — Aurora University has a long history of excellence in intercollegiate athletics. A member of NCAA Division III, AU fields intercollegiate teams in football, men's and women's soccer, men's and women's basketball, baseball, men's and women's tennis, men's and women's volleyball, softball, men's and women's cross country, men's and women's indoor and outdoor track and field, men's and women's lacrosse, men's and women's golf, men's and women's ice hockey, and women's bowling — often with championship results. About 40 percent of all resident students, and many commuters, participate in intercollegiate athletics.

Wackerlin Center for Faith and Action — The Wackerlin Center is the campus heart for service learning opportunities, leadership development programming, and campus ministry. The center's mission is to support and cultivate a student's journey of discovering their vocation through serving, leading, and believing. The Wackerlin Center serves as a connecting point for volunteer opportunities in the surrounding community through our bi-annual Morning of Service, Volunteer Fox Valley service sign-up initiative, and alternative spring break service trips. Additionally, the Leadership Education and Development (LEAD) program at the center is an experiential leadership

cohort designed to teach basic leadership principles to students. To support our students in other meaningful ways and practice the principles of servant leadership, the center is home to Libby's Place, an on-campus food pantry dedicated to serving students dealing with food insecurity, as well as the Spartan Attic for those students looking for professional clothing attire. We also work alongside students to foster the spiritual needs of all, and cultivate understanding and insight on matters of faith and religion. Students of all faiths are equally welcomed in our common quest for meaning and purpose.

Campus Ministry — Campus ministries at AU are located in the Wackerlin Center for Faith and Action and coordinated through the University Chaplain. Student organizations that are reflective of campus ministry programming include Delight Ministries, Fellowship of Christian Athletes, InterVarsity Christian Fellowship, and Xperience Ministries. The University Chaplain works with these organizations and others, alongside AU faculty and staff as well as local community leaders, to offer worship services, small group discussions, and celebrations and observations of holy days for a variety of religious traditions. The chaplain is also available to talk with students about their spirituality through outreach events in the residence halls, common areas, and social events throughout campus, including a vocation-themed film series and other various seasonal activities.

Counseling Center — The Counseling Center helps students work through the occasional social and personal problems associated with orientation to college life. Some common concerns are depression, anxiety, stress management, family concerns, educational/academic concerns, substance abuse, interpersonal difficulties (e.g., conflict with friends, roommates, or romantic partners), or concerns related to gender, sexual orientation, race, ethnicity, or culture. 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.

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.

Wellness Center — The mission of the Wellness Center is to enhance student learning and success by promoting, protecting and restoring student health and well-being. At the Wellness Center, registered nurses are available on campus weekdays for clinical assessment and treatment, consultation and referral, and immunization compliance. In addition the Wellness Center offers prevention and health education services. All services are free and confidential.

The Crouse Center for Student Success

This center is designed to assist students through the transitions of college life. The center promotes transformational learning by teaching students how to explore their academic opportunities and plan for future careers. The staff of professional academic advisors provides academic guidance to students throughout their enrollment at the university. Advisors work with the students to help them develop a thorough understanding of their program requirements. The advisors promote student development through mentoring and support. Through the academic warning system, advisors are made aware of courses in which a student may be struggling and reach out

to identify ways to promote academic success. Professional advisors are the resource for students who have questions about their academic progress, including adding or dropping courses, clarification regarding university rules and regulations, and graduation requirements.

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 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 job and internship events are offered both on campus and throughout Illinois in connection with the College Career Consortium of Illinois (CCCI).

Academic Support Center

The Academic Support Center (ASC) offers students a variety of instructional resources to foster their academic growth and help them become successful, lifelong learners. Content-specific tutoring is available in a number of disciplines offered by professional staff and peer tutors supporting undergraduate classes. Weekly recitations, peer-led study sessions, one-on-one appointments, and drop-in programs are designed to help students achieve academic success. Writing specialists are available to consult with registered AU students at all levels. Through one-on-one, in-person or online appointments, staff members are available to guide students through the entire writing process (brainstorming, research, drafting, editing, proofreading, revision, and documentation.) The center also proctors tests. Additionally, the center houses the Disability Resource Office (DRO), which provides academic adjustments and auxiliary aids for qualifying students consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA) as amended. The goal of the DRO is to create learning environments that are accessible, equitable, inclusive, and empower students to participate in every aspect of academic and campus life. Aurora University is committed to compliance with all applicable federal laws regarding reasonable accommodation to address the environmental barriers. 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.

GWC Campus

Aurora University Services for George Williams College Students — George Williams College students may access Aurora University services offered online and on the Aurora campus. AU Career Development and Wellness Center offer career search and self-improvement online programs. When visiting Aurora University, GWC students with a valid student ID can use the university weight room, fitness center and library. They are also welcome at non-tournament home athletic events.

Housing — George Williams College of Aurora University offers three on-campus residence halls (Emery Lodge, Hickory Lodge and Oak Lodge). All rooms are offered with in-room bathroom, air conditioning and hall common room. Each year, single rooms are provided on an as-able basis dependent upon enrollment and availability. Priority for

on-campus housing in the residence halls is given to undergraduate students. Laundry facilities are available in Emery Lodge for a fee.

Conference Center — The Conference Center at George Williams College of Aurora University offers an ideal escape from everyday life and the perfect environment for rest and reflection. Bring a group for a day of executive planning or schedule an overnight, distraction-free retreat or business meeting. The Conference Center offers housing to weekend graduate students and campus guests. Contact the Conference Center to make reservations.

Food Service on Campus — The college partners with Sodexo Food Service to provide dining at two on-campus locations. Resident students can use their meal plan at either venue. Meals in the Beasley Dining Room are offered in an unlimited-serving, cafeteria-style format. The College Inn, usually referred to as the “CI,” serves hot and cold a la carte items. Located in the lower level of Lewis Hall, the CI is also a social gathering place and study area. On-campus residents are required to have a meal plan. Contact Sodexo Food Services for accommodating specialized dietary needs.

Student Identification (ID) Cards — Students are issued a George Williams College of Aurora University photo identification card after registration. The ID card is required for the use of college facilities and services. There is a \$35 charge for replacement of lost or damaged student ID cards. Student ID cards are available in the Academic Services Office in Meyer Hall.

Campus Public Safety — The safety and security needs of George Williams College campus are addressed by Campus Public Safety. Led by experienced professionals who are college 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 the campus community for safety preparedness.

Office of Emergency Preparedness — The mission of the Aurora University Office of Emergency Preparedness is to lessen the effects of disaster on the lives and property of the students, employees and visitors of GWC and AU through planning, coordination and support of emergency management preparation. In July of 2008, President Bush signed the Higher Education Act. Pursuant to that, campuses are mandated to enhance the safety and security of students, faculty and staff by implementing a Campus Emergency Operation Plan. Through the Office of Emergency Preparedness, George Williams College continues to update its plan to make the changes necessary to protect the safety of our campus.

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

Student Activities — Throughout the year, GWC sponsors events that provide opportunities for students to grow personally and intellectually, build a sense of self, increase tolerance for and appreciation of others, and develop social and ethical awareness and responsibilities. Both undergraduate and graduate students are eligible to participate in on-campus and off-campus programs.

Student Clubs and Organizations — George Williams College of Aurora University

encourages and promotes participation in student clubs and organizations. Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding. Contact the Office of Student Life for a current list of student clubs and organizations or the procedure to organize a new student club or organization.

Intramural and Recreation — George Williams College of Aurora University provides a variety of opportunities to foster the total development of the individual in the areas of health and fitness. The college tennis courts and the fitness center are available for use by all members of the student body. The George Williams College ID card will serve as your membership card for these programs and facilities.

Statement of Americans with Disabilities Act (ADA) — George Williams College of Aurora University is committed to making reasonable accommodation and to providing accessibility to its programs, activities and employment for all persons defined as having documented disabilities based on the Americans with Disabilities Act of 1990. Students should contact the Academic Services Office in Meyer Hall for more information.

GWC Student Advisement — All students are assigned an advisor while enrolled at George Williams College of Aurora University. The advisor assists students with choosing classes, changing class schedules and declaring majors and minors. All students must participate in the advisement process prior to registering for classes. The advisor helps students wishing to drop or add courses, helps clarify university rules and regulations for students concerned with graduation requirements, transfer work, majors and minors; advisors also perform graduation audits.

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 is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access, please contact the Disability Resource Office to engage in a confidential conversation about the process for requesting accommodations. More information can be obtained by contacting the Disability Office at 630-844-4225 or visiting their website www.aurora.edu/dro

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 — An applicant’s request will in no way impact the admission decision of the university. After admission to the university, students requesting accommodations must contact the Disability Resource Office (DRO). Each request for accommodation will be assessed individually, based on relevant circumstances and factors. The DRO staff will prepare and electronically distribute a letter of approved academic accommodations to the student and their faculty members. Additionally, students are encouraged to discuss accommodations with each of their instructors.

Documentation — The Disability Resource Office requires students to submit documentation in support of the accommodation requests. Documentation serves two primary purposes:

It establishes that the individual is entitled to legal protections under the Americans with Disabilities Amendments Act 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.

Current documentation is necessary to determine appropriate accommodations to address the barriers that may affect participation at Aurora University. The DRO website provides details of our documentation requirements. If a student cannot provide sufficient or current documentation, the DRO may provide provisional accommodations for one semester, while the student is 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 accommodation is an adaptation or alteration 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 the DRO approved accommodations, 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 was 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 accommodations from the Disability Resource Office. It is understood that it may be necessary for 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 (accommodation) 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.

Academic Regulations and Procedures

All undergraduate and graduate studies are governed by the university-wide academic policies, regulations and procedures described in this catalog. Specific undergraduate majors and graduate programs may have academic policies, regulations and procedures that are stricter than the overall university academic policies, regulations and procedures.

Undergraduate Degree Requirements

A student who graduates from Aurora University with a baccalaureate degree will have met the following requirements:

1. Completion of all requirements for an approved major (with no grades lower than "C").
2. Overall completion of at least 120 semester hours of coursework with a GPA of at least 2.0 on a 4.0 scale (a course may be utilized only once in application toward a degree requirement, unless otherwise noted in the academic regulations). The 120 semester hours of coursework must include:
 - a) At least 52 semester hours completed at a senior college.
 - b) Residency Requirement - At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major. (Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement).
 - c) Upper Division Requirement - A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major, and 15 semester hours must be completed at Aurora University.
3. Completion of all General Education requirements (with no grades lower than "C"), as follows:
 - Mathematical competency requirement (see below)
 - ENG1000: Introduction to Academic Writing
 - IDS1200: Discover What Matters or GWC1000: GWC First Year Experience or IDS3040: Global Justice

- IDS1150**: First Year Experience Program or GWC4000: GWC Senior Experience - *Not required for Transfer or AU Online students*)
- Satisfactory participation in the junior-year mentoring, and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation. (IDS3500 and IDS3550) - *Not required for ADC or AU Online students*
- Distribution Requirements
Students will complete one approved course from each of the following categories (see course lists below):*
 - Creative & Artistic Expression
 - Cultures & Civilizations
 - Individual & Society
 - Scientific Reasoning

In addition to the above, ADC Students will also complete one approved course from the following category:*

Integration and Application

*Only courses that are approved to meet the distribution requirement can be used toward this requirement. See the list of approved courses below for available options. Courses taken to meet distribution requirements are 4 semester hours apiece, with the following exceptions:

- An approved transfer course of at least 2.50 semester hours can be used to satisfy a distribution requirement.
- Multiple courses may be accumulated to satisfy the Creative and Artistic Expression category.
- EGR 1500 and EGR 2500, two semester hours apiece, may be taken in sequence to fulfill the Scientific Reasoning requirement.
- Courses with co-requisite lab components may be used to satisfy a distribution requirement, provided that the student successfully complete both the three-credit-hour course and the single-credit-hour lab component.

COURSES APPROVED FOR GENERAL EDUCATION DISTRIBUTION CREDIT CATALOG 2018-2019

CREATIVE & ARTISTIC EXPRESSION

Art

ART1000	Art Appreciation
ART2100	Introduction to Drawing
ART2500	Art History: Prehistoric to Medieval
ART2120	Figure Drawing
ART2510	Introduction to Painting

ART2600 Art History: Renaissance to Modern
ART2610 Introduction to Sculpture
ART2670 Introduction to Digital Photography

English

ENG1030 The Grammar of Poetry
ENG2060 Introduction to Creative Writing
ENG2200 The Novel
ENG2240 Poetry
ENG3180 Multicultural Children's Literature
ENG3190 Multicultural Young Adult Literature

Humanities

HUM2100 The Arts and Human Experience

Museum Studies

MST1110 Introduction to Museum Studies

Music

MUS1910 University Chorale (1 credit hour)
MUS1930 Chamber Ensemble (0.5 credit hours)
MUS1520 Exploring Music: World of Opera (2 credit hours)
MUS1800 Special Topics in Music (4 credit hours)

Theatre

THE1200 Introduction to Theatre
THE1300 Introduction to Acting
THE1500 Stagecraft I
THE2210 Play Analysis
THE2300 Scene Study for the Actor
THE2510 Design for the Stage
THE/PED 3025 Enhancing Cultural Awareness through Dance
THE3600 History of Theatre: Antiquity to Renaissance
THE3610 History of Theatre: Restoration to Present

CULTURES & CIVILIZATIONS

Black Studies

BST2020 Introduction to Black Studies

Communication Sciences and Disorders

CSD1010 Introduction to American Sign Language

French

FRN1120 Elementary French I
FRN1220 Elementary French II

FRN2200 Intermediate French
FRN2500 French Composition & Conversation
FRN3810 French Film and Cultural Studies

History

HIS1200 American History I (to 1877)
HIS1210 American History II (since 1877)
HIS1000 World History I (to 1500)
HIS1010 World History II (since 1500)
HIS2350 Africa in World History
HIS2360 Black Chicago
HIS2400 History of the Ancient Mediterranean World
HIS2620 Russian History to 1917
HIS2630 Russian and Soviet History since 1917
HIS2900 Topics in U.S., European, non-Western or Latin American History
HIS3050 American Urban History
HIS3100 The African-American Experience
HIS3120 History of African-American Masculinity
HIS3150 Women in American History
HIS3200 United States History since the 1960s
HIS/BIO3410 Global Environmental History
HIS3450 Latin American History
HIS3650 Hitler and the Nazi Revolution
HIS3700 History of the Middle East
HIS3750 History of East Asia
HIS3900 Advanced Topics in U.S., European, non-Western or Latin American History

Nursing

NUR1214 Professional Nursing, Culture, and Health Care

Philosophy

PHL1100 Problems of Philosophy
PHL1200 Logic
PHL2100 Ethics
PHL/HIS2250 Ancient Philosophy: History of Philosophy I
PHL/ART2700 Art and Philosophy
PHL/REL3100 Philosophy of Religion
PHL3150 Professional Ethics
PHL3200 Business Ethics
PHL3300 Modern Philosophy: History of Philosophy II
PHL3350 History of Philosophy III
PHL3400 The Good Life?
PHL3500 Philosophy of Love and Sex
PHL3600 Analytic Philosophy

Religion

REL1050	Introduction to World Religions
REL1100	The Christian Bible
REL1400	Spirituality for Today's World
REL2060	Exploring Religion
REL2200	The Shaping of Christian Identity
REL2310	The Faiths of Abraham
REL2320	The Faiths of India
REL2330	The Faiths of East Asia
REL/HIS2760	Religion in America
REL/PHL3100	Philosophy of Religion
REL3350	Jesus
REL3360	Jewish and Christian Responses to the Holocaust
REL3400	Love the Stranger: Interfaith Dialogue
REL/HIS3800	Reformation Europe

Spanish

SPN1120	Elementary Spanish I
SPN1220	Elementary Spanish II
SPN2200	Intermediate Spanish I
SPN2300	Intermediate Spanish II
SPN3450	Spanish Language Films
SPN3500	Advanced Spanish Literature
SPN3600	Latin American Civilization and Culture

INDIVIDUALS & SOCIETY

Applied Behavior Analysis

ABA2100	Principles of Everyday Behavior
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Communication

COM2150	Interpersonal Communication
COM3310	Popular Culture Studies
COM3500	Intercultural Communication
COM3810	ST: Centers of Power

Criminal Justice

CRJ1010	Introduction to Criminal Justice System
CRJ/SOC 2300	Criminology
CRJ3350	Terrorism and Counterterrorism
CRJ3500	Organized Crime
CRJ4400	Introduction to Intelligence Policy

Economics

ECN2030	Principles of Economics
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Latino Studies

LTS1200 Introduction to Latino Cultural Studies
LTS1300 Latinos and Latinas in the United States

Leadership Studies

LED1500 Foundations of Leadership
LED2100 Leadership Ethics
LED2320 Introduction to Nonprofit Leadership

Political Science

PSC1300 Introduction to US Government
PSC1500 Introduction to International Relations
PSC2130 Introduction to Comparative Politics

Psychology

PSY1100 General Psychology
PSY3350 Child and Adolescent Development

Recreation

Sociology

SOC1100 Introduction to Society
SOC2100 Social Problems
SOC2150 Cultural Anthropology
SOC2250 Social Inequalities
SOC3480 Globalization and Social Change

SCIENTIFIC REASONING

Biology

BIO1060 Human Biology
BIO2200 Humans and the Environment
BIO2080 Nutrition and Health Promotion

Chemistry

CHM1200/Z Principles of Chemistry (with lab)
CHM1310/Z General Chemistry I (with lab)

Computer Science

CSC1010 Introduction to Computer Science
CSC1700 Introduction to Computer Programming
CSC1810 Special Topics

Engineering

EGR1500/2500 Introduction to Engineering Design I & II (2 2-credit-hour courses)

Human Animal Studies

HAS1200 Animal Science
HAS2210 Animals in Society

Natural Science

NSM1150 Science Foundations
NSM1400 Earth and Space Science

Physics

PHY2210/Z General Physics I (with lab)

Ways to Satisfy the Mathematical Competency Requirement

As part of the General Education program, students will demonstrate math competency by coursework, or by performance on a university competency examination, or on the basis of their ACT or SAT mathematics subscore. The General Education requirement may therefore be satisfied by any of the following:

1. ACT mathematics subscore of 25 or higher, SAT mathematics subscore of 580 or higher (for tests taken prior to March 2016), or SAT mathematics subscore of 600 or higher (for tests taken after March 2016)
2. A grade of "C" or better or transcribed credit in MTH1030 Quantitative Reasoning or above.
3. Elementary Education and Special Education majors meet math competency via MTH1210 and MTH1220.
4. Demonstrated competency via an AU mathematical examination (students may earn a maximum of four credit hours total through this process)

Additional General Education Course Planning Considerations

1. A new first-year student is expected to take IDS1200 or GWC1000, and IDS1150 (Aurora Students only) in the first semester at Aurora University. GWC students will take GWC4000 in their senior year. All students should take IDS3500/3550 during their third year at Aurora University.
2. First-year students wishing to meet the ENG1000 requirement via CLEP or AP credit must have official score results submitted to the Registrar's Office prior to the beginning of their first term of attendance, or registration in ENG1000 will be required during the first year of study.
3. A single course may be used to satisfy a major requirement and a General Education requirement.
4. No single course may be used to satisfy more than one General Education requirement.

5. New transfer students will be advised as to the best timing to take any required IDS courses (see “General Education Requirements for Transfer Students”). They will otherwise follow the progression outlined above.
6. Transfer students entering without having completed an English Composition course equivalent to ENG1000 must complete the requirement as early in their Aurora University career as possible. Transfer students who have transferred in the equivalent of ENG2010 need not take ENG1000. (No credit will be given for ENG1000.) Under no circumstances should a transfer student earn more than nine semester hours at Aurora University or accumulate a total of 84 semester hours toward graduation without enrolling in ENG1000 if this General Education requirement has not already been met by transfer credit, CLEP credit, or AP credit. Transfer students wishing to meet the ENG1000 requirement via CLEP are required to take the examination during their first term of attendance. Once a transfer student has enrolled at Aurora University, the ENG1000 requirement must be met via CLEP and/or appropriate Aurora University coursework. Transfer of English composition courses taken after a student enrolls at Aurora University will not be authorized.

General Education Requirements for Transfer Students

1. General Education requirements for students who hold an associate’s (AA/AS) degree from a regionally accredited college or who have completed the IAI core or who have 60 or more hours of transfer credit accepted by Aurora University:
 - a. Participation in the junior-year mentoring, and assessment process (IDS3500 and IDS3550)
 - b. Completion of the ENG1000 and mathematics competency requirements through appropriate transfer credit or at Aurora University
2. General Education requirements for students who have at least 30 but fewer than 60 semester hours of transfer credit accepted by Aurora University (without having completed an associate’s degree or the IAI core):
 - a. Participation in the junior-year mentoring, and assessment process (IDS3500 and IDS3550)
 - b. Completion of the ENG1000 and mathematics competency requirements through appropriate transfer credit or at Aurora University
 - c. Must demonstrate that the distribution requirements have been met through appropriate transfer credit or at Aurora University (a transfer course equating to at least 2.50 semester hours will satisfy a category).
3. Requirements for students who have fewer than 30 semester hours of transfer credit accepted by Aurora University:
 - a. All General Education requirements apply
4. Requirements for students who hold a baccalaureate degree from a regionally accredited college:
 - a. There are no General Education requirements for a student holding a baccalaureate degree.

Graduate Degree Requirements

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.

Simultaneous Undergraduate Multiple Degrees and Multiple Majors

1. "Multiple degrees" are defined as two or more degrees bearing different general titles as printed on the diploma. Four undergraduate degrees are currently offered by Aurora University: BA, BS, BSN and BSW.
2. Multiple degrees may be awarded upon completion of all requirements relevant to both degrees, provided that at least 24 semester hours in each degree are not present in the other. Separate diplomas are provided for each degree; at commencement the student will process during the ceremony based on what the student considers to be the primary degree.
3. "Multiple majors" are defined as two or more major disciplinary areas within the same general degree title (e.g., BA in English vs. BA in History). When seeking more than one major, students must declare a primary and secondary major.
4. Multiple majors may be earned by completion of all requirements for both majors, provided that at least 18 semester hours included in each major are not present in the other. A single diploma is issued showing the general degree title. Multiple majors are shown on the transcript.
5. A BA and BS degree in the same major may not be awarded simultaneously. In those disciplines where both degrees are offered, a graduate holding one degree may earn the second degree for award at a later graduation date by completing all additional requirements for the second degree, provided that at least 24 semester hours in each degree are not present in the other.

Second Baccalaureate Degrees and Majors – Graduates of Other Schools and Alumni of Aurora University not Continuously Enrolled

1. Holders of an Aurora University baccalaureate degree may complete a second degree or major by completion of the balance of the coursework required for the second credential, subject to the multiple degree/multiple major provisions above. All General Education requirements are deemed to have been met by virtue of completion of the first degree.

2. Holders of baccalaureate degrees from other regionally accredited schools may earn a second degree from Aurora University in a field considered by Aurora University to be distinct from that of the first degree by completing the major requirements for the new field and fulfilling the Aurora University residency requirement.
3. In all cases, coursework from the student's first degree or major may only be applied toward the new major or the major of the new degree upon approval of the major department or program faculty.

Bachelor of Arts and Bachelor of Science Distinction

The Bachelor of Arts degree at Aurora University is typically awarded upon the completion of a program in the liberal arts or the social sciences. The primary goal of the BA is to provide a well-rounded education to prepare students for graduate work, career paths and continuous learning.

The Bachelor of Science degree at Aurora University is typically awarded upon the completion of a program that places emphasis on mathematics and science or that requires coursework relevant to the discipline beyond what is expected for a BA degree. The BS focuses on courses required for professional or pre-professional programs.

Code of Academic Integrity

Policy Statement F1: 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 (e.g., notes, texts, or study aids) or help from another person (e.g., looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study aids, unauthorized use of a cell phone or the internet), 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 (e.g., 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. (See under "Cheating" submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors is a violation.)

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. This can include sharing one's work to serve as a model, which is then copied.

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, Dean of Academic Administration, 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 report the violation to the Dean of Academic Administration or Registrar via the official electronic reporting system. This report will include a written summary of the violation; **the consequences and sanctions resulting from the violation consistent with the policies stated within the course syllabus**; and any interactions with the student regarding the violation. The faculty member will also provide to the Dean of Academic Administration or 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 Dean of Academic Administration or Registrar.
2. Within five business days of receipt of the violation, the Dean of Academic Administration or Registrar will confirm the violation to be a first violation and eligible for appeal under Policy Statement F3 (below). If, in the judgment of the Dean of Academic Administration, in consultation with the reporting faculty, the violation is deemed to have been egregious, or if the violation is a second violation, the hearing procedure set forth below in the section entitled “Second or Referred Violation” shall be used. The faculty member shall be so notified.
3. The Dean of Academic Administration or Registrar will then send the student an electronic notification and a certified letter, informing the student that a violation has been reported and advising the student of future sanctions on the part of the university in the event of 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 shall be removed from the academic integrity violation file.
4. 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 Conduct and Integrity Committee in the event that the student appears before that body or faculty and administrators participating in an appeals process. The academic integrity violation file shall be destroyed upon the completion of the degree by the student.

Second, Egregious, or Referred Violation: In the event that a second violation is reported to the Dean of Academic Administration or Registrar (or a violation is referred for hearing as set forth above), the Dean of Academic Administration or 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 Dean of Academic Administration or Registrar within 10 business days from the date of the letter to arrange a hearing before the Academic Conduct and Integrity Committee. Failure to do so shall be taken as acknowledgement that a violation has occurred and shall result in disciplinary action up to and/or including dismissal from the university (as determined by the Dean of

Academic Administration). The student shall be permitted to attend class and other university-sponsored activities during the 10 business days following the electronic notification and the certified letter sent by the Dean of Academic Administration or Registrar to the student or while a hearing is pending, unless such permission is revoked due to unusual circumstances, as determined by the Vice President of Academic Affairs. 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 jurisdictional dean or executive director 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 Academic Affairs.

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 Dean of Academic Administration. 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 Dean of Academic Administration and 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 Conduct and Integrity 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 Conduct and Integrity 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 Conduct and Integrity 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 Conduct and Integrity Committee shall be final. Imposed

sanctions will be reviewed, and communicated to the student by the Dean of Academic Administration or DAA Designee.

Appeal procedure for committee decisions resulting in dismissal from university

A student who has already had a hearing before the Academic Conduct and Integrity Committee and been dismissed from the university may appeal the decision to the Vice President of Academic Affairs. This step must be completed in the form of a written request to the Vice President of Academic Affairs within one calendar week after the Academic Conduct and Integrity Committee has informed the student of its decision. The Vice President of Academic Affairs will appoint two faculty members to serve with the Vice President of Academic Affairs on an ad hoc committee working to review the student's appeal. This committee and the Vice President of Academic Affairs 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 Conduct and Integrity Committee shall be final. The ad hoc committee will then report back to the Academic Conduct and Integrity Committee on the final decision and its reasoning.

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."

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 college dean and/or the Dean of Student Life 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.

Undergraduate Academic Standards

All undergraduate students must achieve a minimum term GPA of 2.0 on a 4.0 scale to remain in good standing. Those achieving a term GPA of less than 2.0 are placed on Last Term Warning. Following a second term (not necessarily consecutive) below 2.0, a student may be dismissed from the university by action of the Academic Conduct and Integrity Committee. The committee may also impose conditions on a student's continued enrollment. If dismissed for poor scholarship, a student may not be readmitted to the university until at least one calendar year later, after filing for readmission to the Academic Conduct and Integrity Committee. Individual majors and programs may have additional or more stringent academic standards for retention of students in the major or program. These standards are available to students through the office of each respective program.

Graduate Academic Standards

Under general university standards, all graduate students must achieve a minimum cumulative grade point average (GPA) of at least 3.0 on a 4.0 scale to remain in good standing. Those with a cumulative GPA of less than 3.0 are placed on academic warning. Following a second semester (not necessarily consecutive) where the cumulative GPA remains below 3.0, or if at any time more than two grades below "B" are earned while enrolled in a graduate program, a student may be dismissed from the university by action of the Academic Conduct and Integrity Committee. The committee may also impose conditions on a student's continued enrollment. If dismissed for poor scholarship, a student may not be readmitted to the university until the beginning of the semester that is at least one full semester later, and after petitioning for readmission to the Academic Conduct and Integrity Committee 30 days prior to the requested return. Individual programs may have additional or more stringent academic standards for retention and/or graduation of students in the program. These standards are available to students through the office of each respective program.

Application for Admission

Students are encouraged to apply for admission well in advance of the term they wish to begin attending Aurora University. This is especially important if a student will be attending full time as a residential student, since residence hall space is limited. In the case of transfer students, all academic transcripts must be received by the university before admission can be processed. Transcripts of courses in progress may be submitted at the conclusion of the courses.

Application files must be completed no later than 10 working days prior to the first day of the term. Otherwise, admission to the university may be delayed until the next term, at the discretion of the Vice President for Enrollment. Admission to specific professional programs may be limited; therefore, early application is recommended.

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 policies, 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 provided in writing. All exceptions and waivers 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.

Term of Entry

The official terms of entry shall be summer, fall and spring. Certain programs may further limit terms of entry.

A degree-seeking undergraduate student whose first enrollment at Aurora University is in summer is governed by the catalog and regulations in effect for the fall term immediately following the Summer Session in which the student was first enrolled. Students-at-large are not considered matriculated until the first term in which they are enrolled as a fully or conditionally accepted student. Provisionally or conditionally accepted students are considered to have entered in the first term of enrollment, regardless of provisional or conditional status.

Undergraduate Registration Policy and Procedures

As soon as an application for admission has been approved, traditional Aurora campus undergraduate students may contact the Crouse Center for Student Success to make an initial appointment with an advisor to register for courses. GWC undergraduate students can contact the Academic Services Office to make an appointment with an advisor to register for courses. Registration and orientation days for Aurora and GWC campus students are provided in May

and June as a convenience to first-year students planning to enter in the fall semester. New transfer students complete the advisement process and register during assigned advisement periods and prior to the start of the new term.

General program advising with a professional advisor is available by appointment to all Aurora campus traditional students through the Crouse Center for Student Success and all GWC traditional students through the Academic Services Office. Adult Degree Completion students are advised through the Center for Adult and Graduate Studies, Woodstock Center, George Williams College or AU Online accordingly.

All registration forms must bear the signature of an academic advisor to indicate that the student's proposed registration has been reviewed. Forms must also bear the signature of the student to indicate that the student accepts responsibility for the consequences of the registration and agrees to be bound by all relevant university regulations.

All accounts with the Student Accounts Office must be up to date. Students must be in compliance with the State of Illinois immunization requirements.

Students may register for and be admitted to classes in any term only up to and during the first week of the term for courses that meet more than once a week. Courses that meet only once a week may be added prior to the second class meeting. For classes scheduled outside of regular terms, the Registrar will calculate late registration deadlines and include this information with registration materials for such classes.

Registration procedures and deadlines for learning experiences co-sponsored with other educational institutions or organizations are governed by the contractual agreements for co-sponsorship when duly approved by Aurora University.

Only those students who appear on the current class list in WebAdvisor may be admitted to

class by faculty. Faculty who knowingly admit unregistered students to class are subject to disciplinary action by the university.

Graduate Registration Policy and Procedures

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. As soon as the advisement appointment is completed, a student may register online. Students must be in compliance with the State of Illinois immunization 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 with the Office of the Registrar.

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 fee for replacement of lost or damaged I.D. cards.

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 registered 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.

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 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, 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 issued 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 signed at the time of registration. Refunds are, in all cases, governed by the actual date of filing of a written drop notice (signed letter or signed Change of Course Petition) in the Registrar's Office.

Undergraduate 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 register late for courses that meet more than once a week only during the first week of the semester. Courses that meet only once a week may be added prior to the second class meeting. Specific deadlines may be obtained from the Registrar's Office.

Students are responsible for making up or completing all class work and assignments missed due to late registration for a class and late registering students enter any class with the understanding that missed work may affect their grades in the class. Faculty members are expected to make reasonable accommodation for students entering class after the first session (e.g., making available to the student copies of syllabi or other written materials previously provided to other students), but are under no obligation to provide late-registering students with access to learning experiences included in the missed classes that cannot reasonably and conveniently be repeated (e.g., group exercises, in-class quizzes or writing exercises).

Graduate 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.

Adding and Dropping Courses

Changing Courses — Once a student has registered for courses, he/she may make changes to his/her schedule up through the add/drop period, online via WebAdvisor. If the student is unable to make the changes in WebAdvisor, the student should complete a Registration Form with the appropriate changes and, after signing the form, turn it in to their academic advisor or the Registrar's Office. The Registration Forms are available from any advisor, in the Registrar's Office, and online. Registration Forms for changes requested by the student must be initiated by the student.

Courses may be added only before and during the official late registration period. No course may be dropped after the end of the 10th week of classes in a 16-week semester or the sixth week in an eight-week term or module. For courses scheduled outside of the regular semesters, see the Academic Calendar for Add/Drop/Withdrawal deadlines. 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.

It is the responsibility of the student to make certain that any schedule changes are completed by the specific deadlines for late registration, change of grading system, or withdrawal from courses. Aurora University reserves the right to administratively drop/withdraw those students who are not actively attending or pursuing course objectives as established by their instructors, who are enrolled in courses not consistent with placement testing and/or course prerequisites, who fail to pay their tuition and fees, or who receive sanctions resulting in dismissal from course(s) or the university. Changes initiated by the university are handled administratively by the Dean of Academic Administration or the Registrar as appropriate.

Grades for Dropped Courses

Courses dropped with 100% refund do not appear on the student's permanent academic record. A grade of "W" (withdrawal) will be recorded on the student's permanent academic record for courses dropped during the remainder of the available partial refund period noted on the academic and/or registrar calendar. Consult the Academic and/or Registrar Calendar for specifics.

For courses scheduled outside of the regular semesters (i.e. Summer), the Registrar will calculate late registration and withdrawal deadlines and provide this information on the website.

Undergraduate Accelerated Load (Overload)

Students desiring to register for an accelerated load of more than 17 semester hours in any term must have the approval of an academic advisor or Registrar. General criteria to be applied are a cumulative GPA of 3.0 for returning and transfer students, and an SAT composite of 1100 or ACT composite of 26 for entering freshmen. Advisors may approve an accelerated load of more than 17 semester hours in any term if the

student has a cumulative GPA at Aurora University of at least 3.40. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns. Students may not exceed 21 semester hours in a semester.

Graduate Accelerated Load (Overload)

Full-time status for graduate study is 6 to 12 semester hours. Graduate students desiring to register for an accelerated load of between 13 and 17 semester hours in any semester, must have the approval of their graduate program director. Each case will be considered individually taking into account factors such as GPA and recent performance patterns.

Waiting List

Once a course has been closed, a student is encouraged to select and register for an alternative course. If a student wishes to be placed on the waiting list for the original course, the student can choose to waitlist the course in WebAdvisor or with the assistance of an Academic Advisor. Students are admitted from the waiting list on the basis of need as determined by the Dean of Academic Administration in consultation with program chairs/directors and other academic officials when appropriate. The waiting list does not operate on a first-come, first-served basis, nor do instructors have influence on the decision. The Dean of Academic Administration makes determinations prior to the start of the term. Students authorized to add the class are contacted by email when they have permission to register for the course. It is the responsibility of the student to register for the course during the 24 hour window of authorization. Failure to register within the allotted timeframe results in forfeiture of the seat in the course. Aurora University reserves the right to register students actively on a waitlist into the corresponding course. It is the responsibility of the student to remove himself/herself via WebAdvisor or with the assistance of an Academic Advisor, from any waiting list for which he/she no longer wishes to be considered.

Audit or Status

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. 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.

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.

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. 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 at any time.

Auditors may not participate in clinical experiences, field placements and practica courses.

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 undergraduate enrollment is defined as a minimum of 12 credit hours per semester (24 credit hours per academic year). Full-time graduate enrollment is defined as a minimum of six credit hours per semester (12 credit hours per academic year).

Visitors

An individual who wishes to visit a class session may not do so without the prior approval of the university.

Council of West Suburban Colleges Consortium (CWSC) Cross-Registration Program

Courses taken at other schools in CWSC (North Central College and Benedictine University) may be applied to Aurora University programs without violating the AU residence requirement. Cross-registration is permitted with permission of the other school and in accordance with terms of an agreement among all member schools. Prior approval of the student's AU advisor and the Registrar is required on the cross-registration form before registering at one of the other institutions. Cross-registration is available during the regular academic year (fall and spring terms). Tuition is paid to the home school and grades are recorded at the home school without the necessity of applying for a transcript. Through this program, degree-seeking students at each of the member schools have access to a broad selection of academic offerings and scheduling options. Contact the Registrar's Office for eligibility information and special registration forms.

Miscellaneous Petitions

Prior Approval Petition — When a student wishes to register for coursework at another institution, or to take a correspondence course or a CLEP examination, he/she must file a Petition for Prior Approval seeking approval from the Registrar to make sure that the work he/she plans to do will be transferable and applicable toward his/her degree. This petition must be submitted for review prior to registering for coursework at other institutions.

It is generally expected that, once enrolled at Aurora University, a student will complete all coursework at AU, particularly in the student's major. All Petitions for Prior Approval concerning major courses are reviewed in light of the policies of the department(s) involved.

After completing a previously approved course for transfer, the student must have an official transcript sent to the Registrar of Aurora University. The transcript must arrive within 30 days of the completion of the course.

General Petition — When a student wishes to request an exemption from any part of the General Degree requirements, he/she must fill out a General Petition stating his/her request and file it with the Registrar. The student should seek approval from the

academic chair and dean/executive director or designate of the program in which the student is declared as a major, and/or of the subject area of the course in question, before submitting the petition to the Registrar. The Registrar approves general petitions in accordance with guidelines issued by the General Education Committee and in consultation with the program chair and academic dean. Contact the Crouse Center for Student Success or the Registrar's Office for additional information.

Petition for Acceptance of a “D” on a Major — Students who wish to have a “D” applied to their major must complete a general petition and file it in the Registrar's Office. The student should seek a recommendation and supporting statement from the academic dean or designate of the program in which the student is declared as a major, and supporting information from the unit in which the course was offered (if different from the major program) before submitting the petition to the Registrar. A determination will be made by the Registrar or Dean of Academic Administration as appropriate.

Special Educational Experiences and Credit

Individual Study Petitions — Special petitions must be completed for Directed Study, Independent Study and Courses by Special Arrangement. These petitions must be completed with the instructor of record and approved by the program chair and academic dean prior to processing the registration for the individualized study course. Regular tuition applies and in the case of courses by special arrangement, an additional fee may be assessed.

The purpose of an Independent Study 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. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the instructor, program chair and academic dean. Regular tuition is charged.

In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member.

While most Independent Studies last one full term, occasionally they will run over several terms or less than one term. Students should register for Independent Studies 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. No Independent Studies will be approved after the second week of the term.

Course by Special Arrangement (CBSA) — This is a course that is part of the approved curriculum program but is being offered to a student during a term 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, program chair and academic dean. An additional \$130 per semester hour fee is assessed in addition to regular tuition.

Directed Study — This is a course in which a student or students study 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, program chair and academic dean. Regular tuition is charged.

Participation Credit — At the time of academic advisement and registration, eligible students may register for participation credit during their sports season; (i.e., football, soccer, volleyball, bowling, cross-country, women’s golf, women’s tennis in the fall semester; basketball, baseball, softball, men’s golf, men’s hockey, men’s tennis, track and field, and lacrosse in the spring semester). Initial registration is subject to eligibility review per NCAA Division III regulations and membership on the athletic team. The regular tuition charge and refund policy will apply.

Eligible students must be registered for a minimum of 12 semester hours not including registration for participation credit.

A maximum of three semester hours of participation credit may be applied toward graduation. Participation credit is awarded in one semester hour units to members of athletic teams who meet the necessary NCAA eligibility requirements and are recommended for credit by the team’s coach and are approved by the Registrar. Grading is on a credit/no credit basis.

Internships and Practica — All students are encouraged to explore and participate in an internship experience. Aurora University recognizes the validity of field experiences and experiential learning conducted under the direction of the faculty and encourages the integration of such learning into the university’s academic programs where appropriate. Students pay normal tuition for internship and practica credit. Students are also responsible for other expenses associated with placements (e.g., travel, texts or reference materials, special clothing, insurance required by the site, etc.). In order for the student to receive credit for an academic internship/practica experience, the student must complete the minimum required number of clock hours per semester hours.

Credit Hours attempted = Minimum required clock hours

- 1 semester hours = 49 hours
- 2 semester hours = 97 hours
- 3 semester hours = 145 hours
- 4 semester hours = 193 hours
- 5 semester hours = 242 hours
- 6 semester hours = 290 hours
- 7 semester hours = 338 hours
- 8 semester hours = 387 hours
- 9 semester hours = 435 hours
- 10 semester hours = 483 hours

11 semester hours = 531 hours
12 semester hours = 579 hours
13 semester hours = 627 hours
14 semester hours = 676 hours

Internship Policies:

- The Internship Information Packet is located online. Additional guidance can be sought at the Career Services Office. GWC students can find this information in the Academic Services Office. Students must meet with their faculty sponsor and/or the internship advisor prior to starting an internship experience. Students can choose to participate in either an academic internship experience for credit or a non-credit volunteer internship experience. All internship experiences are beneficial.
- Students participating in an academic internship experience for credit may arrange the internship experience in conjunction with any credit-bearing program of the university with the consent and sponsorship of the program faculty. Internships carry common course numbers throughout the university, together with the departmental prefix of the sponsoring program. Internship experiences may carry a departmental prefix reflecting the discipline of the faculty sponsor and the content of the learning experience, even though the credit may not be applicable to a specific major.
- Aurora University offers two forms of internship experiences:
 - An academic internship experience for credit requires the student to be at least a sophomore in standing. The academic internship experience requires a faculty sponsor, educational criteria, and a current executed affiliation agreement and Schedule A on file. Internships can be designated as either credit/no credit or letter grade depending on the school or program. An academic internship experience will have the appropriate departmental prefix (i.e., CRJ, BUS, BIO, etc.) and 2940/3940/4940.
 - A non-credit volunteer internship experience enables a student to either explore a professional area of interest or perform a documented community service. The non-credit internship experience does not require a faculty sponsor and the student will not receive credit or a letter grade for the experience. Non-credit internships may never be converted for retroactive credit or recorded on the academic transcript.
- All students participating in an internship experience must have a cumulative GPA of at least 2.0. This policy does not apply to students who are majoring in social work, education, physical education, athletic training and nursing. Schools and programs have the right to apply a higher GPA standard that may supersede this policy. Students must not have been on academic warning at the end of the preceding term when the internship experience is to begin. Students must also have completed at least 12 semester hours at AU by the time the internship experience begins. The program faculty of the approving/sponsoring unit may impose additional or more stringent requirements for eligibility.

- Students must meet all eligibility requirements imposed by the internship site, including but not limited to, GPA requirements, or 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.
- Other completion requirements (including, but not limited to, outside reading, journals and logs, written assignments, progress and exit interviews) may be imposed at the discretion of the faculty sponsor or the program faculty. In all cases, the completion requirements of the learning experience shall include documentation, readings or other assignments adequate to support evaluation or credit by the faculty.
- A maximum of 14 semester hours of academic internship experience credit may be presented for graduation as part of general degree requirements.
- Contracts for an academic internship experience for inclusion in a major must bear the signatures of the student, the site supervisor, the faculty sponsor, dean or designate, and the internship advisor. The deadline for submitting completed contracts for an internship experience are:
 - Fall semester – August 1
 - Spring semester – December 15
 - Summer semester – May 1
- No approvals required in this section may be granted retroactively. Students may not begin their internship experience prior to official registration for the course.
- Faculty sponsors must secure the prior approval of the academic dean/executive director unless sponsorship duties have been arranged in the faculty member's contractual load or otherwise delegated by the dean/executive director. The internship advisor or faculty sponsor will determine the appropriateness of a particular site or placement and then either arrange the initial contact between the student and the site or provide contact information for the student to arrange an interview. Students who have learned of potential sites through other channels must review the site with the internship coordinator or program chair before initiating contact with the site.
- All internship sites must have a current executed affiliation agreement and Schedule A on file before a student can start their internship at the site.
- An approved internship application must be completed online as an authorization to register for an internship experience.
- Students should consult and secure a faculty sponsor during the first five weeks of the term preceding the term in which an internship experience is to begin.
- Final evaluation for the issuance of credit/no-credit or letter grade is the sole responsibility of the faculty sponsor as the faculty member of record for the learning experience, who will consult with and consider the evaluations of the student and the site supervisor.

Practica Policies:

- Practica courses may be developed and offered by any credit-bearing program of the university as a required or selected course offering included in a major, certificate, or credential program.

- Practica bear the departmental prefix of the program and are assigned course numbers in accordance with the numbering scheme employed by the program. Titles and catalog descriptions of these courses shall include terms such as “practicum,” or “field” to indicate clearly that the course is conducted through this type of experiential instructional model.
- Practicum credit is included in maximums established under the general academic regulations for total credit from given departments or divisions that may be presented for graduation. Within such limits, all requirements, minimums, and maximums for practicum credit within a program are established by the program faculty.
- Prerequisites for enrollment in practica including but not limited to GPA, prior coursework, declaration of major, and special skills or fitness are determined by the controlling program and summarized in the catalog description, which shall also reference the source of the full program regulations pertaining to the practicum offering.
- All practica are under the academic supervision of program faculty assigned by the program chair and approved through the normal mechanism for approval of faculty teaching assignments in the academic unit. The supervising faculty determines completion requirements and instructional design, monitor student progress, serve as the liaison between the university and the site, and are responsible for summary evaluation and grading of students enrolled in practica.
- Contact hours and duration shall be determined by the program faculty but shall adhere to the minimum clock hour conversions above.
- Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
- 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. 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.

Course Descriptions

Catalog course descriptions are included in published catalogs. Descriptions of independent studies, directed studies, and internships are contained in the petition by which the learning experience was approved. Course descriptions and outlines of selected topics courses are provided by the sponsoring department at the time the course is submitted for the course schedule and are permanently available in the SIS. Descriptions of courses by special arrangement do not differ from published catalog descriptions.

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. 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.

Definitions and Academic and Procedural Considerations Regarding Attendance

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 Office of Academic Affairs.
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.
4. 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.
5. 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 makeup exams and assignments within 72 hours of the return to campus.

Procedures: Requesting and Granting Authorized Absences from Class

1. 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 Academic Affairs 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 Academic Affairs 48 hours before the scheduled event. The Office of Academic Affairs 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.

2. **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 case 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.
3. **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.).
4. **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.

Leave of Absence and Re-admission

Students who have begun their coursework at Aurora University and must interrupt their course of study for one term (excluding summer) will be able to return the following semester with no additional action needed.

Students who have begun their coursework at Aurora University and must interrupt their course of study for more than one term (excluding summer) must file a Leave of Absence (LOA) form with the registrar in order to be able to resume studies according to the conditions described below.

1. Leaves may be granted for up to two academic years (four terms excluding summer).
 - a. Students on an approved LOA for no more than two consecutive terms (excluding summer) will generally be allowed to return under the catalog that was in effect when they were last enrolled as long as this does not result in an obligation on the part of the University to provide coursework or programs that have been altered or discontinued in the interim.

- b. Students on an approved LOA for three to four consecutive terms (excluding summer) will be required to return under the catalog in effect at the time of their return.
 - c. Students on an approved Leave of Absence that has expired after four consecutive terms (excluding summer) must apply for readmission through the Office of Admission.
 - d. Students who interrupt their studies for one academic term (excluding summer) without an approved LOA and need to extend their leave for additional terms must submit a LOA prior to the end of the second week of the second term of absence.
 - e. For students who begin an approved LOA before the end of the second week of the term, the counting of consecutive terms will begin with the current semester. For students who begin an approved LOA after the end of the second week of the term, the counting of consecutive terms will begin with the next semester (excluding summer).
2. Students who are on an active LOA and are ready to return must contact the Registrar's Office prior to the beginning of the desired term to return. Students whose LOA has expired must contact the Office of Admission.
 3. Students who plan to attend another institution during a LOA must submit a Petition for Prior Approval. Without the Petition for Prior Approval on file, enrollment at any other institution of post-secondary education during a leave of absence from Aurora University automatically cancels all provisions of the leave of absence.
 4. Submission of a completed Leave of Absence/Withdrawal form will result in the cancelation of all future course registrations. When applicable, if a student indicates they do not intend to complete the current semester, the student will be withdrawn from all current semester coursework in accordance with University regulations.

Student Leaves of Absence Policy

Voluntary Medical Leave Of Absence (MLOA)

The purpose of a voluntary medical leave of absence (MLOA) is to provide a student with time away from Aurora University for treatment of a physical or mental health condition that impairs a student's ability to function successfully or safely as a member of the university community. The authority to grant an MLOA and permission to return from an MLOA resides with the Dean of Student Life. This policy applies to all undergraduate and graduate students.

Aurora University has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. This policy is designed to provide for a flexible and individualized process to facilitate student requests for MLOA, with the goal of having students return to the university and successfully complete their studies.

This policy is intended for the benefit of students who experience unanticipated medical situations during an academic semester. Students who wish to Withdraw or take a nonmedical Leave of Absence can do so by completing a Leave of Absence/Withdrawal

Form, available in the Registrar's Office and the Crouse Center for Student Success.

MLOA Approval Process

A student who is experiencing physical or mental health issues that are interfering with his or her academic course work and/or ability to participate in campus life may request MLOA by following the process outlined below.

1. **Initial Discussion of Potential Accommodations or Leave.** A student experiencing physical or mental health issues that are interfering with his or her academic course work and/or ability to participate in campus life should feel free to contact the Wellness or Counseling Centers, if desired, the Disability Support Services Office, or the Dean of Student Life to explore whether an MLOA is available. Depending upon the circumstances, the university and student may discuss whether reasonable accommodations, modifications, or academic adjustments are available that may permit the student to continue his or her studies without the need to take MLOA.
2. **Request for Medical Leave of Absence.** If, after completing the preliminary process above, the student is interested in pursuing a Medical Leave of Absence, the student should fill out and submit to the office of the Dean of Student Life a Request for Medical Leave of Absence Form, with appropriate documentation from a licensed physician or mental health professional regarding the student's need to take leave. At the student's request, the University will assist the student in obtaining the necessary MLOA Request form, completing it, and contacting different university representatives and offices (such as the Directors of the Wellness Center or Counseling Center) who may have useful information or be able to provide documentation that assists in preparation of the Request.
3. **Dean of Student Life's Determination.** As soon as possible after receiving the Request and documentation, the Dean of Student Life will notify the student in writing of the Dean of Student Life's determination. Upon approving a request for withdrawal, the Dean of Student Life will also inform the student of the status of the student's current coursework and withdrawal from classes. If the student begins such a leave during a semester, the student will generally be assigned "withdrawal" grades without academic penalty for all pending classes (even if the normal deadline for withdrawal has passed). Where a student has made significant academic progress in an enrolled course or courses, however, the student may have the option of requesting an "incomplete" in lieu of withdrawal. The determination whether to allow an "incomplete" in these circumstances will be made by the Vice President for Student Life in consultation with the VPAA. On-campus residents beginning MLOAs will normally be expected to vacate the residence hall within 48 hours of the granting of a request for MLOA; the university will assist the student in making such arrangements. Tuition and room charges for a student taking MLOA will be reviewed by the Dean of Student Life and adjustments will be made to the student's account to provide the student with the greatest benefit financially.
4. **Timing of Determination.** The Dean of Student Life will act as quickly as possible in deciding whether to grant a Request for MLOA, so that any student

experiencing difficulties due to a medical or mental health condition may promptly begin his or her requested leave and obtain the support he or she needs.

5. **Timing of Request for MLOA.** To obtain an MLOA for the current semester, students are encouraged to request an MLOA and complete a Request for Medical Leave of Absence Form on or before the final day of classes. However, the university may, in its discretion, grant a retroactive MLOA.

Involuntary Student Leaves of Absence

Purpose and Scope of Policy

It is the policy of Aurora University to foster a campus environment that is conducive to learning, promotes the university's educational purposes, maintains reasonable order, and protects the rights and safety of all members of the university community. In extraordinary circumstances the university may place a student on an involuntary leave of absence or take other appropriate action, including but not limited to disciplinary action, for reasons of personal or community safety, subject to the procedure outlined below.

This policy applies to all students of the university – including both undergraduate and graduate — and to all university locations, programs, and activities. In addition to utilizing this policy, the university also reserves the right to take action under the university's disciplinary procedures. This policy does not preclude the university from exercising its discretion to remove or dismiss a student from the university, its programs or activities, or university-owned facilities as a result of the violation of other Aurora University policies, procedures, rules, or regulations. Students with medical or mental health conditions are subject to the same conduct requirements applicable to all Aurora University students and may be subject to appropriate discipline, including removal from the university.

Policy

A student may be required to take an involuntary leave of absence from Aurora University and/or be involuntarily removed from the University's programs, activities, or facilities if the university determines that, for any reason, (a) the student presents a danger to the fulfillment of the mission of the university or to the life, health, welfare, safety, or property of any member of the university community or other person; or (b) the student's conduct renders him or her unable to function safely or effectively in the university's programs, activities, or facilities without harming himself or herself, harming one or more other individuals, or disrupting the experiences of others. Such circumstances may include, but are not necessarily limited to, engaging in physical or sexual violence, activity involving illegal drugs or other controlled substances, disruptive conduct, conduct that threatens the safety of others, or conduct that demonstrates an inability to care for oneself or safely participate in the University's programs or activities. The procedure outlined below will be initiated (i) only after reasonable attempts to secure a student's voluntary cooperation for a leave of absence have been pursued; or (ii) if a student refuses to agree to, or does not adhere to reasonable conditions established for, the student's return or reinstatement to the university, continued presence on campus, or continued presence in university housing or other university program or activity.

Procedure

The Dean of Student Life or designee may be alerted to a student's concerning or troubling conduct from a variety of sources on campus and may take action accordingly. If the Dean of Student Life deems it appropriate, this procedure may be initiated, subject to any modifications that the university deems appropriate in its discretion. Any pending disciplinary proceedings will usually be suspended pending a meeting with the student and evaluation of the student under this procedure, but this is a matter reserved to the university's discretion.

1. **Information gathering.** Upon initiation of this procedure, the Dean of Student Life will consult on a confidential basis with others in the campus community who have knowledge regarding the student's conduct and circumstances and other appropriate persons with knowledge about the student's condition and circumstances (e.g., parents, healthcare providers) to determine whether the student is able to comply with this policy.
2. **Initial meeting with student/possible voluntary leave.** If practicable under the circumstances, the Dean of Student Life will schedule a meeting with the student as part of the information gathering process. The student may be accompanied by a non-attorney advisor. At any time, the Dean of Student Life may discuss with the student whether the student wishes to take a voluntary leave and may also attach appropriate reinstatement conditions to the granting of any such leave, to the extent such conditions are deemed necessary or appropriate for purposes of adhering to the conduct standards set forth in this policy.
3. **Individualized assessment.** Any determination that a student's conduct is inconsistent with the standards set forth in this policy shall be based on an individualized assessment. This assessment shall be based upon the best available objective evidence, which may include available medical information.
4. **Possible interim suspension/withdrawal.** If the university concludes that a student presents an immediate danger (a) to the fulfillment of the mission of the university or to the life, health, welfare, safety, or property of any member of the university community or other person, or (b) demonstrates a serious inability to function safely or effectively in the university's programs, activities, or facilities without an immediate risk of harming himself or herself or others, the Dean of Student Life may withdraw the student or restrict the student's access to campus for an interim period before a final determination is made.
5. **Considering an involuntary leave (or other involuntary action).** If the review process outlined above does not result in the student's decision to take a voluntary leave or the Dean of Student Life's determination that no further proceedings are warranted, the Dean of Student Life shall then determine whether, under all of the individual circumstances of the case, the university wishes to consider an involuntary leave of absence (or other involuntary action). If the Dean of Student Life determines that the matter should be handled as an involuntary leave of absence (or other involuntary action), the Dean of Student Life shall proceed to make a final determination as follows.
6. **Final determination.** In making a final determination, the Dean of Student Life will consider any information obtained during the preliminary review, as well as any other information that the student submits or that the Dean of Student Life deems relevant. The Dean of Student Life will also afford the student, who may

be accompanied by a non-attorney advisor, an opportunity to be heard in person or through other means. The Dean of Student Life may also consult with other university representatives and appropriate health care providers on a confidential basis in making an individualized judgment based upon all of the facts and circumstances.

7. **Possible evaluation.** As part of this final determination, the Dean of Student Life may require the student to schedule an evaluation by a qualified, licensed medical and/or mental health professional within and/or outside the university, with the student responsible for any costs of such evaluation and with the results if that evaluation to be shared with the Dean of Student Life, the student, as well as with Director of the Wellness Center and/or Director of the Counseling Center, as applicable. The university maintains a list of local treatment providers with experience in conducting these evaluations and will provide the list to the student as a resource. The Dean of Student Life shall consider the results of this evaluation and other information collected in making a final determination.
8. **Communicating the final decision.** Any decision by the Dean of Student Life to require an involuntary leave of absence (or other involuntary action) shall be communicated to the student in writing as soon as possible after the decision is rendered. The student has a right to be informed of the pertinent information upon which the decision is based, as well as the contemplated length of the leave, which will be determined on a case-by-case basis. The conditions under which a student may return to or seek readmission at the university will also be determined on a case-by-case basis and be specified in writing at or near the time that the decision is issued, with the understanding that those conditions may be subject to change over time depending upon the circumstances .
9. **Appeal.** Students have the right to appeal the Dean of Student Life's decision in an involuntary leave situation. Any student appeal should be made in writing to the Vice President for Student Life within seven (7) days of the student's receipt of the written decision from the Dean of Student Life. The grounds for appeal should be set forth in writing. The student may submit supporting documentation or other information in support of the appeal. The Vice President for Student Life will decide the appeal as soon as is practicable and will issue a written decision regarding the appeal. That decision shall be final.

Reinstatement after a Medical or Involuntary Leave of Absence

A student retains his or her student status with the university during an approved MLOA or Involuntary Leave of Absence. However, while application for readmission to the university is not required, a student who has taken a leave of absence must be reinstated by the Dean of Student Life before the student may then register for classes. When a student is interested in returning to the university following a voluntary or involuntary leave of absence, the student should take the following steps to initiate the reinstatement process.

1. **Contact Assistant Dean of Student Life.** The student should first contact the Dean of Student Life to communicate the student's interest in returning to the university, as far in advance of the desired return date as is reasonably possible. The student must complete and submit to the Dean of Student Life a

Reinstatement Form (and housing application, if applicable). The university requests that students submit any request for reinstatement and any supporting materials by July 15 for consideration for the Fall Semester and by December 1 for the Spring Semester. Reinstatement is generally not available for the summer session. This schedule will help ensure that the Dean of Student Life (and other university offices that the Dean of Student Life chooses to involve, such as the Wellness or Counseling Centers) will have adequate time to review the student's request for reinstatement and make a determination. If materials are received shortly after the applicable deadline, if information is missing, or if the university needs additional time to process the student's request, the university may elect to treat the request as one to return for the following semester rather than the semester originally identified by the student. However, the university will make every effort to be flexible and attempt to honor a student's request to return for the desired semester.

2. **Information Requested by the Wellness or Counseling Centers.** Depending upon the circumstances underlying the student's original MLOA or Involuntary Leave of Absence, and at the Dean of Student Life's discretion, the Dean of Student Life will consult with the Wellness and/or Counseling Centers in evaluating a request to return. The university will determine on a case-by-case basis what information, if any, the Wellness or Counseling Centers may require to assess a student's readiness to return following a leave of absence. Depending upon the nature and individual circumstances surrounding a particular student's leave of absence, the university may require information demonstrating that the student has the capability to handle day-to-day functioning in the university academic and living environment safely, with or without reasonable accommodations. Any decision whether to require this information will be made on an individualized basis and will be conveyed to the student, to the greatest extent possible, at the time the student is placed on Leave. There are many ways in which a student might be able to demonstrate his or her readiness to handle day-to-day functioning, including but not limited to information from medical providers or documentation from a reliable adult (non-family member) who has had significant interaction with the student during the leave of absence. Such information, if required,
 - (a) should include an assessment of the student's ability to successfully complete coursework, internships, or other academic requirements and to participate safely in university programs and activities; and
 - (b) the basis for any recommendation that the student is ready to return to university.
3. **Dean of Student Life's Determination.** The Dean of Student Life will evaluate the information provided by the Wellness and/ or Counseling Centers, as well as the request provided by the student, and make a determination whether the student may return to the university. Reinstatement is based on the student's readiness to manage a full-time course load (minimum of 12 credits for undergraduates; minimum of 9 credits for graduate students) or a comparable courseload to the load that the student managed prior to his or her leave. In such circumstances, the University will also remain open to discuss potential

reasonable accommodations that may assist the student in transitioning back to full-time status. The Dean of Student Life will notify the student in writing of the determination. Factors the Dean of Student Life will typically consider include but are not necessarily limited to any or all of the following:

- (a) Evaluation and recommendation by the Wellness and/or Counseling Centers;
- (b) The student's demonstrated ability to engage in productive and realistic academic planning;
- (c) The student's ability to participate safely and independently in the university's programs and activities;
- (d) The student's personal statement included on the Reinstatement Form;
- (e) Any coursework completed or employment during the MLOA; and
- (f) Any other factors that the Dean of Student Life deems relevant under the student's particular circumstances.

Negative Recommendation

If, upon review, the Wellness and/or Counseling Center submits a recommendation to the Dean of Student Life that a student is not ready for return, or if the Dean of Student Life otherwise concludes that the student is not ready to return, the student will be advised of this negative determination in writing, at which time the university will also explain the concerns underlying the negative determination and, as appropriate, set forth recommendations that will enhance the student's chance of a positive determination the next time the student's request is considered. The University will also, upon request, discuss with the student whether a reasonable accommodation is available to enable the student to resume studies in some capacity. A student may appeal a negative recommendation to the university by submitting an appeal letter in writing to the Vice President for Student Life within 10 calendar days of receiving notice of the negative recommendation. The student may also submit any information he or she believes to be relevant to the appeal. The Vice President for Student Life will review the student's submission and notify the student in writing of the university's final determination as to whether the student will be permitted to return as requested.

Returning Students

Upon reinstatement, the Dean of Student Life will notify appropriate campus offices of the student's return to classes and campus. A student who returns after being on medical or involuntary leave after more than two consecutive semesters (excluding summer) will return under the most current University catalog.

Military Activation Policy (Military Leave of Absence)

Students who are in the military, military reserves, or the National Guard of the United States and who are called to active duty and are ordered to relocate*, have **three options available** that they may consider with their advisor in determining their enrollment status with the University:

1. Applicants to the University who have accepted an offer of admission but who have not yet registered in a degree program will be permitted to enroll for the

next appropriate semester following their discharge from active duty, provided the University receives adequate notice of the applicant's intent to re-enroll. It will not be necessary for the applicant to reapply for admission nor to pay an additional application fee. Any prepaid admission deposits, tuition, room or board charges will be refunded.

2. Students may withdraw from all courses in which they are enrolled as of the effective date of the order to report to active duty. If this option is chosen, a full credit of all tuition and fees will be made to the student's account. Students will receive a pro-rated credit of dining service and of housing contract charges. Financial aid awards that were credited to students' accounts will be recovered by the University in the amount of tuition and fees, dining or housing credit, as financial aid regulations require that if the student withdraws prior to completing 60% of a payment period or term and the student has federal financial aid a recalculation of aid must take place.
3. Students may take a grade of Incomplete in all courses if the student receives the official order past the point of 60% of total course engagement time. The remaining course work to be completed will be noted on the Petition for Incomplete Grade form and affirmed by the student and the appropriate faculty member, for each course in which the student is enrolled. Students will receive a pro-rated credit of dining service and housing contract charges.

**Although this policy pertains primarily to the reserves and National Guard, the same options will be offered to active duty personnel who are transferred unexpectedly out of the area as a result of the President of the United States activating reserve or National Guard units.*

Should the student fail to pursue any of the three options, they will be subject to standard registrar and financial aid policies and processes that guide the handling of students who cease academic engagement mid-term.

To initiate any of the options above, and **request a Military Leave of Absence**, students must:

- a) Provide a copy of their active duty orders to the Registrar, in the form of a formal correspondence on unit letterhead signed by the commander. The formal correspondence must include unit commander contact information, and verification of duration and location of pending assignment. The orders will be kept in the student's permanent file in the Registrar's Office along with the withdrawal form and any petitions for incompletes.
- b) File a Military Leave of Absence Form with the Registrar.
- c) File Petitions for Incomplete Grades if that option is chosen.
- d) A copy of a duly executed power of attorney will be required by the University before processing the withdrawal or incomplete form for a student, when that process is initiated by any person other than the student. It is recommended that a power of attorney be filed for any activated student to address any unanticipated situation.

- e) The student's advisor should be notified of the activation.
- f) The maximum length of time for a Military Leave of Absence is 180 days during any 12 month period. It will not be necessary for the applicant to reapply for admission nor to pay an additional application fee, provided the student returns from active duty within 180 days of deployment, and notifies the University of their intent to re-enroll within 30 days of separation from active duty.

To initiate the **process to return following separation from active duty**, the student must:

- a) Upon separation from active duty, and within 30 days of such, the student should notify the University of their intent to re-enroll.
- b) A student who opted for a full withdrawal from courses at the point of their activation/deployment, may register for the next available term following the notification of their intent to re-enroll. If a notification of intent occurs less than 14 days prior to the start of the next available term, registration in that term will be subject to administrative approval from the office of Academic Affairs.
- c) A student who opted to receive "I" grades in their course work at the point of their activation/deployment, must complete any pending course work related to Incomplete grades, thus allowing for the conversion of the "I" grade to a regular grade, by no later than the end of the eighth week of the semester after their return, and before the student will be allowed to register for additional course work.

Withdrawal

Students wishing to discontinue their studies at Aurora University are expected to file a Withdrawal form with the Registrar's Office. Students who subsequently wish to resume their studies at the University must apply for readmission through the Office of Admission and are subject to the catalog and regulations prevailing at the time of readmission.

Time Limit for Completion of Graduate 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 (six years for the EdD program).
2. Any student not completing all degree requirements on or before the deadline in #1 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.

Transfer Credit

A. General Criteria and Process

1. Official evaluation of acceptability for transfer — An official evaluation of all previously completed college credit is prepared by the Registrar's Office after a transfer student has been approved for general admission to the university. The Registrar makes the final determination for the university with respect to the transferability of credit.
2. Acceptability for transfer — At the time of admission to the university, previously earned college credit is evaluated by the Registrar's Office in accordance with university regulations regarding the acceptability for transfer and a summary of all previous college work and all transferable work is prepared by the Registrar for use in advisement of the student. Such evaluation does not constitute an agreement to accept any specific credit in lieu of any specific requirement for graduation from Aurora University. The following general criteria are used by the Registrar in determining acceptability for transfer:
 - a. Credit is accepted from regionally accredited post-secondary institutions and from institutions accredited by bodies recognized by the Council for Higher Education Accreditation (CHEA). Credit from U.S. institutions not accredited by CHEA may only be accepted through the process for assessment of prior learning and is subject to the same limitations as other assessed prior learning.
 - b. Guidelines presented in the AACRAO "World Education Series" are applied to foreign institutions. Where credit and content determination cannot be made from foreign transcripts, a course-by-course evaluation in English from a member of the National Association of Credential Evaluation Services (NACES) is required at the student's expense before transfer of credit will be considered. The Registrar reserves the right to determine whether or not foreign transcripts meet the university's requirements for acceptance as official records.
 - c. In most cases, only courses bearing grades of C minus (C-) or higher may be transferred. The exception is that a "D" for an IAI course will be accepted if the IAI core requirements are met before entering Aurora University. Courses bearing grades such as "pass" or "credit" may be transferred provided the regulations of the sending institution indicate that such credit represents work at the level of "C-" or higher. The cutoff for numerical grades shall be determined by the Registrar so that such grades are accepted on a basis consistent with the "C-" criterion. Coursework bearing "pass" or "credit" grades may only be accepted for inclusion in a specific program upon review and approval of the program faculty.

- d. In the case of credit that is to be included in a program, time limits on applicability to the program may be established by the program faculty. Time limits are determined with respect to the date of the student's first attendance at Aurora University.
 - e. Credit is ordinarily considered acceptable for transfer if it is comparable to coursework offered by Aurora University or generally considered to be part of a liberal arts based curriculum.
 - f. Post-secondary technical credit may be accepted in transfer for inclusion in an approved student-initiated major; as general elective credit if certified by a program faculty as relevant to the student's major area of study; or for inclusion in an established major upon approval of the program faculty.
 - g. Credit deemed by the sending institution, or by Aurora University, to be remedial or pre-college in level may not be accepted in transfer. However, such credit may be considered by an academic unit as a basis for waiving course prerequisites.
3. AA and AS General Education transfer articulation — Students holding an AA or AS degree from a regionally accredited college are deemed to have met all lower division General Education IDS requirements for graduation from Aurora University (see "General Education Requirements for Transfer Students"). These students still must complete IDS3040 with a grade of "C" or better and participate in a junior-year mentoring, and assessment process.
4. Transfer of credit by students matriculated at Aurora University — In general, it is expected that, once enrolled at Aurora University, a student will earn all subsequent credit toward the degree at the university.
- a. Credit earned by approved cross-registration at other schools that are members of the Council of West Suburban Colleges (North Central College, Benedictine University) is treated as though it were earned at Aurora University.
 - b. No credit from other institutions earned while a student is matriculated at Aurora University may be accepted in transfer except upon prior, written approval of the Registrar.
 - * Exception: Transfer credits earned during the last term immediately preceding the initial term of full-time enrollment at AU, will also be evaluated and counted as accumulated transfer credit referenced for the evaluation of required AU general education courses. This *transfer grace period* is available to students who are registered - during the single semester immediately preceding their initial full-time enrollment at AU, for no more than four credit hours at AU during the grace term, and at another institution concurrently. This policy will not apply to students pursuing their degree on a part-time basis.
 - c. No credit may be transferred within the last 24 semester hours of the student's degree except upon the prior, written approval of the registrar.
 - d. The applicability of transferred credits to the completion of major requirements is decided by the registrar or Dean of Academic Administration.

- e. Aurora University does not accept credit for college-level GED examinations in transfer.
- f. Aurora University will accept credit from an accredited graduate school toward a bachelor's degree at Aurora University. The student is not required to have received a graduate degree prior to submitting a transcript for credit.
- g. The application of courses transferred toward meeting general degree requirements will be determined by the Registrar or Dean of Academic Administration. Professionally oriented courses, e.g., pastoral counseling or Sunday School administration, will not apply toward general degree requirements.

B. Credit Equivalency and Transfer of Credit for Registered Nurses

1. RNs entering the BSN program are subject to the transfer of credit practices outlined above and the additional policies outlined in this section. These policies are more specifically defined as they relate to the BSN program and thus take precedence over the general statements made above.
2. For RNs entering the BSN program, 40 semester hours of prior nursing education is transferred as block credit as part of the transfer evaluation process. The block credit will be listed on the transfer portion of the student's transcripts as "Prior Nursing Credit."
3. A maximum of 85 semester hours of prior nursing credit and community college credit can be applied towards a BSN, The block credit for prior nursing credit is not considered as part the minimum 30 semester hour residency requirements including 18 semester hours in the major established by the university.
4. Some coursework for nursing majors earned at accredited post-secondary institutions and recorded on the transcripts of such institutions will not transfer.
 - a. Courses that are designated "for nurses" (i.e., Sociology for Nurses) cannot be accepted in transfer.
 - b. Nursing courses, to be considered for transfer credit, must have been completed within the last four years. Proficiency tests may be required to demonstrate equivalency to and currency with Aurora University nursing courses.
 - c. Science courses must have been completed within the last ten years. Current licensed RNs are exempt.

Non-Traditional Sources of Credit

Aurora University recognizes the validity of college-level learning achieved in settings other than accredited institutions of higher education, provided that this nontraditional learning is validated in accordance with generally recognized standards of good practice and awarded through the processes provided in the university's academic regulations.

Portfolio Process for Awarding Credit for Life and Vocational Experience (LVE)

1. A portfolio assessment program is available to students who have significant prior learning through career achievements, individual study, or volunteer work.

2. LVE portfolios may present documentation supporting the awarding of credit for the following categories of prior learning:
 - a. Military training evaluated by ACE
 - b. Non-collegiate training and education programs evaluated by ACE or under the PONSI program
 - c. College-level learning achieved through organized training and education programs not included in (a) or (b) above
 - d. Educational experiences achieved through non-CHEA-accredited institutions of higher education
 - e. College-level learning achieved through on-the-job experience, individual study, or other life experiences
3. Students seeking credit only for programs in categories 2(a) and/or (b) may petition directly to the registrar for recording of such credit. It is the student's responsibility to provide all necessary background documentation to support the recording of ACE, military, and PONSI credit.
 - a. A maximum of 12 semester hours of ACE, military, and/or PONSI credit will only be recorded under this regulation by the Registrar when such credit is clearly applicable to the student's baccalaureate program at Aurora University.
 - b. Students seeking the transfer of technical credit or other credit that is not evidently suitable for inclusion in AU baccalaureate programs must complete a general petition and submit a portfolio that includes appropriate rationales for the transfer of such credit.
 - c. A maximum of four semester hours providing an experiential prerequisite to completion of a major program may be awarded upon submission of documentation specified by the program faculty accompanied by a petition evaluated by a designated program faculty member and approved by the academic dean. An evaluation and recording fee is charged, as established by the Vice President for Finance. Such experiential prerequisite credit may only be presented for graduation in fulfillment of a specific major requirement.
4. In addition to awarding credit in response to specific student requests stated in terms of experiential prerequisites, the evaluation process may award to any student assessed at least eight semester hours, an additional award of eight semester hours of CIFE credit, based on submission of a satisfactory reflective essay (typically 10–15 pages in length) providing evidence of career-relevant learning achieved through the student's work experience, including appropriate documentation such as performance evaluation materials and supervisors' statements.
5. Following general evaluation of the student's credit, a copy of the portfolio and a summary of the evaluation shall be forwarded to the Registrar, who shall route the materials to major academic departments.
6. Non-traditional credit assessed through portfolios is subject to the following limitations and conditions:
 - a. A maximum total of 12 semester hours may be awarded through the portfolio process. If ACE/military credit and/or PONSI credit has previously

- been awarded by direct petition, such credit will count toward the 12 semester hour maximum for portfolio credit.
- b. Credit awarded through the portfolio process will be recorded on the student's permanent academic record in the form and amount determined by the program evaluator, with indications of applicability to the requirements of the major as approved by the major department.
 - c. Credit not approved for application in the major may be applied as general elective credit toward graduation.
 - d. Portfolio credit considered by the Registrar to duplicate prior or subsequent transferable coursework or test credit will be removed from the student's historical record in favor of such coursework or test credit.
 - e. Portfolio credit is evaluated as either lower or upper division in nature and will be applied toward the limits for lower and upper division transfer credit and to meet other graduation requirements in the same manner as transferred credit.
 - f. Portfolio and examination credit are not included in official audits of student progress or degree completion until recorded in the student's permanent academic record by the Registrar.
 - g. Credit awarded through the portfolio process, by examination or as an experiential prerequisite for a major may not be counted toward either the general residency requirement for graduation nor toward the required number of semester hours included in either a major or a minor. However, such credit may be awarded within the final 30 semester hours of the student's undergraduate program, provided that the evaluated portfolio or official test results are submitted to the Registrar for recording no later than the last day of the term preceding the term in which the student will complete all requirements for graduation.

Credit by Examination

1. Examination credit through the College Level Examination Program (CLEP), the Advanced Placement Program (APP), the Defense Activities for Non-Traditional Educational Support program (DANTES), and the Standards-Based Measurement of Proficiency (STAMP), is granted by Aurora University as outlined in this catalog, to provide a means of measuring the academic achievement of those students who, through extensive reading and experience, may be able to meet the standards set as a basis for granting college credit.
2. Prior approval of the Registrar must be secured by filing a Petition for Prior Approval before current students take examinations for credit.
3. Limitations on Use:
 - a. No more than one-fourth of the courses presented for the major shall be by examination.
 - b. No more than 4 semester hours of examination credit may be used to meet the General English Composition requirement.
4. Fees
 - a. Students are expected to pay all fees required by testing agencies.

- a. CLEP, APP, PEP or NLN test credit earned while attending another institution and prior to attendance at Aurora University will not be assessed a recording fee.
5. Seal of Biliteracy --- AU accepts the State Seal of Biliteracy. Incoming students receive 8 hours of credit in the relevant language. Students who receive credit for the seal are not eligible for AP credit in the associated language. The student will be subject to the AU course placement policy for foreign language. A student must request credit for the seal at the point of enrollment at AU. Seal credit will only be granted within three years of the student's high school graduation.
6. College Level Examination Program (CLEP) General Examinations — The General Examinations are designed to be taken before college work is begun. Students who have any college credits must seek prior approval. If courses have been taken prior to the test date, appropriate reductions in the amount of credit usually awarded will be made by the Registrar.

Students will be awarded six semester hours of credit in the following CLEP General examinations if they have achieved a minimum score of 50: English, Natural Sciences, Mathematics, Humanities and Social Science-History.

A student who has received CLEP credit in English cannot also receive college credit for ENG1000 Introduction to Academic Writing. A student who has received four semester hours of CLEP credit in mathematics may not take MTH1100 College Algebra or MTH1110 Contemporary Mathematics for college credit.* A student who has received six semester hours of CLEP credit in mathematics may not take MTH1100 College Algebra, MTH1110 Contemporary Mathematics or MTH1310 Precalculus for college credit.*

***NOTE TO CLEP RECIPIENTS WHO INTEND TO TAKE ADDITIONAL MATHEMATICS COURSES:** In some instances the results of the Aurora University Mathematics Competency Examination may suggest that a student needs to take one of the courses prohibited above. In that instance, a student should decide whether to take the course as an auditor, take the course for college credit and accept a reduction in CLEP credit or proceed to the next level of mathematics with the understanding that he/she may have some difficulty.

5. CLEP Subject Examinations — Credit cannot be awarded if a student has had classroom credit in the subject area. Students who have any college credits must seek prior approval. The following options are available:

Subject Examinations	4 Semester Hours Mean Score	6 Semester Hours Mean Score
Accounting, Introductory		50
Accounting, Financial	50	
American Government	50	

American History I: Early Colonization to 1877	50	
American History II: 1865 to Present		50
American Literature		50
Biology, General		50
Business Law, Introductory	50	
Calculus	50	
Chemistry, General		50
College Algebra	50	
College Algebra– Trigonometry	50	
Educational Psychology, Introduction to		50
Freshman College Composition		50
College French, Levels 1 & 2 Second Semester		50
College French, Levels 1 & 2 Fourth Semester		52
College German, Levels 1 & 2 Second Semester		50
College German, Levels 1 & 2 Fourth Semester		63
College Spanish, Levels 1 & 2 Second Semester		50
College Spanish, Levels 1 & 2 Fourth Semester		54
Information Systems and Computer Applications	50	
English Literature		50
Human Growth and Development	50	
Literature, Analysis and Interpretation of		50
College Mathematics	50	
Principles of Macroeconomics	50	
Principles of Management	50	
Principles of Marketing	50	
Principles of Microeconomics	50	
Psychology, Introductory	50	
Social Science & History	50	
Sociology, Introductory	50	
Trigonometry	50	
Western Civilization I: Ancient Near East to 1648	50	
Western Civilization II: 1648 to Present		50

6. DANTES test credit — Aurora University accepts appropriate credit from the DANTES testing program. Subject areas are accepted if they meet the general requirements for acceptance of other forms of credit (i.e., are nontechnical in nature, or are in technical fields otherwise deemed appropriate for inclusion in the student’s degree, or meet other guidelines for transfer of technical credit).
7. Advanced Placement Program (AP) — Four semester hours of credit will be awarded for scores of 3 or above in the following AP Examinations, unless noted otherwise:

American History
Biology

German Literature
Government, Comparative

Calculus BC (Mathematics)*	Government and Politics
Chemistry	Human Geography
Classics. Catullus/Horace	Macroeconomics
Classics: Virgil	Microeconomics
Calculus AB (Mathematics)	Physics B
Computer Science	Physics C – Mech
English, Language Composition	Physics C – E & M
English, Literature	Psychology
Environmental Science	Spanish Language
European History	Spanish Literature
French Language	Statistics
French Literature	World History

*A score of 4+ on the Calculus BC exam awards 8 semester hours of credit

**A score of 4+ on the Spanish Language or Literature exam awards 8 semester hours of credit.

8. Credit for Departmental Challenge Examinations — In those cases where no nationally-normed examination is available or appropriate to support the awarding of credit in a subject area required in a major, the program faculty may establish a departmental challenge examination for the awarding of a maximum of four (4) semester hours to be used in lieu of a specific major course. Such examinations are subject to the same approval process as that prevailing for new courses. A testing fee for such examinations will be established by the Vice President for Finance. Students may present for graduation a maximum of eight (8) semester hours by departmental challenge examinations; such credit may be applied only toward major requirements and does not meet other general degree requirements. Departmental challenge credit shall be designated as lower or upper division by the program faculty.

Declaration of Major

Students who have been accepted under the general admission standards of the university may apply for acceptance into a program of the university. Acceptance of any student into any program of the university is determined by the faculty of that program and is conditional upon the student's meeting any program requirements that have received the approval of the program faculty and the university.

Students applying for admission to the university, or who have been admitted and are attending as undeclared students, may state their intent to major in a program of the university. This statement of intent is used for purposes of evaluating transfer credit and providing appropriate advising services, but does not constitute admission to the program.

Matriculated students seeking to enter a program must file a Request to Declare or Change a Major form with the Crouse Center for Student Success. Requirements for admission to or retention in a program are determined by the program faculty, the academic dean, and the Chief Academic Officer.

Matriculated students currently entered as students in one program may seek to declare another

major by filing a Request to Declare or Change a Major form showing both the old and new program. A

student denied admission to a program may appeal the denial to the academic dean or, in the case of a program directly headed by the dean, to the CAO.

A student may be dismissed from a program in accordance with duly approved requirements for retention in the program by action of the program faculty. Students so dismissed may appeal to the academic dean or to the Chief Academic Officer, in the case of a program directly headed by the academic dean. Copies of the action for dismissal from a program shall be forwarded to the Registrar and the Crouse Center for Students Success, and the student will then be removed from the program and entered as undeclared.

Regulations Governing Majors

A. Established Majors

1. Majors require a minimum of 30 semester hours.
2. Each major must be developed and monitored by an approved program committee of the faculty; new or substantially revised majors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the academic dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
3. Beyond the minimum coursework requirement, the content, structure, and extent of a major are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
4. No “D” grade may apply to an academic major, either on the required or selected list. Secondary Education licensure candidates must earn a “C” or better in all education courses (with an EDU prefix) required by the State of Illinois.

B. Student-Initiated Major

1. Divisional: This major is prepared jointly between the student and the program chair. Said concentration is reviewed and approved by the program chair and academic dean. An initial conference should be held with the appropriate program chair at which time the general plan for the student-initiated major will be reviewed. Subsequent conferences with the program chair or his/her designate (s) will be concerned with developing the specific program. When completed, the program chair will present the concentration to the academic dean for approval and filed in the student’s permanent academic record.
2. Interdivisional: This major is developed by the student and program chair with appropriate consultation from the academic dean and Registrar. An initial conference with the program chair should be held at which time the general plan for the student-initiated major will be discussed. Subsequent conferences with the program chair, academic dean, and Registrar will be concerned with developing the specific program. When completed, the program will be presented

for approval by the program chair, academic dean, and Registrar whereupon it will be filed in the student's permanent academic record.

3. At least half the courses in a student-initiated major must remain to be earned at the time the concentration is presented for approval.

C. Minors

1. Minors at Aurora University are optional. They are not required for graduation.
2. A minor shall comprise a minimum of 18 semester hours.
3. At least nine semester hours applied to a minor must be earned at AU.
4. Each minor must be developed and monitored by an approved program committee of the faculty; new or substantially revised minors require the approval of the Board of Trustees based on recommendations from the program committee, the appropriate school/college governance bodies, the academic dean, appropriate university governance bodies, the Chief Academic Officer, and the President.
5. Beyond the minimum coursework requirement, the content, structure, and extent of a minor are prerogatives of the individual program committees within the schools and colleges of the university, except as otherwise defined or restricted by the academic regulations.
6. No "Ds" will apply toward minors.
7. A maximum of 4 semester hours of credit/no credit coursework will apply toward a minor.
8. Courses used on a minor may also be used to meet BS core requirements.

Academic Measurement and Evaluation

No fractional amount of credit is given for less than completion of any course or academic experience.

Undergraduate Grading System

- Types and Definitions - Letter Evaluation: A, B, C, D, F.

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

A (4 quality points per semester hour) Denotes performance that consistently exceeds expectations and demonstrates comprehensive understanding of the subject.

B (3 quality points per semester hour) Denotes performance that meets and at times exceeds expectations and indicates good preparation in the subject.

C (2 quality points per semester hour) Denotes performance that meets expectations and demonstrates adequate preparation in the subject.

D (1 quality point per semester hour) Denotes performance that is inadequate or inconsistently meets expectations and makes it inadvisable to proceed further in the subject without additional work.

F (0 quality points per semester hour) Failure. Denotes performance that consistently fails to meet expectations.

b. Credit/No Credit: CR/NCR.

CR (quality points not calculated in grade point average) Pass. Denotes pass with credit at least at the level of "C" work, in courses that are graded CR/NCR.

NCR (0 quality points per semester hour) No credit. Denotes work that fails to meet 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 courses in the major may be completed under this grading system. Only one selected course in a minor may be taken under this system. Students are also urged to consider any regulations concerning academic honors, scholarship eligibility, or tuition refund plans which may be affected by use of this grading system. Certain courses (for example, University Chorale) are available only under the CR/NCR grading system. Students may enroll for no more than one course per term, up to a total of eight courses, on a CR/NCR basis. This is in addition to any courses that are offered only on a CR/NCR basis.

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.

D (1 quality point per semester hour) Denotes work that fails to meet graduate college or university standards for academic performance in a 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.

Change of Grading System

Students may change between the letter grade system and credit/no credit grading system by filing a change of grading petition in the Registrar’s Office at any time up until the end of the first calendar week of the term. No changes will be authorized beyond that date.

Incomplete Grades — Regulations and Procedures

Aurora University permits the assignment of a grade of “I” (Incomplete) under limited circumstances upon petition by the student.

- a) A grade of Incomplete (I) may be assigned by the instructor only if the student has filed a Petition for Incomplete Grade. This petition form, which is available in the Registrar's Office as well as online, must be completed and signed by the student, the instructor, jurisdictional Dean, and Dean of Academic Administration.
- b) The petition must specify the reason the student has been unable to complete the work, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
- c) Petitions for Incomplete grades must be filed by the deadline specified by the Registrar's Office for submission of final grades.
- d) Completion dates for "I" grades must be on or before the last day of the eighth week of classes of the term following the term in which the grade is assigned, excluding the Summer Session. In the event that a final grade is not reported to the Registrar's Office on or before noon on the Tuesday following the completion deadline, the grade will revert to an "F" or "NCR". Instructors report grades to replace "I" grades in writing to the Registrar's Office using the Change of Grade form.
- e) In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section d. Such petitions must be filed with the Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an "I" grade. Petitions approved by the Dean of Academic Administration must be received by the Registrar on or before the original deadline for filing of the grade.
- f) A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. In order for an "I" grade to be considered, the student must be in satisfactory academic standing in the specific course. In cases of emergency, the petition may be filed on the student's behalf by the course instructor. At the earliest possible time, the course instructor will take responsibility for confirming the petition with the student and securing the student's signature. If the student does not accept the conditions of the petition, the instructor will assign a permanent grade to be entered by the Registrar.
- g) A student's Academic Warning status in a given term will be determined by the term GPA resulting from the work completed in that term. If a subsequently completed "I" grade causes the student's GPA to rise above or fall below 2.0, the student's warning status, and the permanent record thereof, will be changed accordingly.

Deferred Grade Policy — Regulations and Procedures

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 travel study, field experiences, clinical experiences, practica, internships, student teaching, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience.

- a) A grade of “X” may be assigned by the instructor only if the student has filed a Request for Deferred Grade. This petition form, which is available in the Registrar’s Office, must be completed and signed by the student, the instructor, jurisdictional Executive Director or Dean, and Dean of Academic Administration.
- b) The petition must specify the reason the Deferred grade is needed, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
- c) Petitions for Deferred grades must be filed by the deadline specified by the Registrar’s Office for submission of final grades.
- d) In the event that a course or other learning experience is planned to extend beyond the academic term, the student(s) enrolled will be given a deferred grade (X) at the end of the term. The permanent grade will be posted when received from the instructor, and by the expiration of the "X" grade petition.
- e) Completion dates for “X” grades must be on or before the last day of classes of the term following the term in which the grade is assigned, excluding the Summer Session. In the event that a final grade is not reported to the Registrar’s Office on or before noon on the Tuesday following the completion deadline, the grade will revert to an "F" or “NCR”. Instructors report grades to replace “X” grades in writing to the Registrar’s Office using the Change of Grade form.
- f) In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section f. Such petitions must be filed with the Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an “X” grade. Petitions approved by the Dean of Academic Administration must be received by the Registrar on or before the original deadline for filing of the grade.
- g) Tuition for multi-term courses or other learning experiences is billed and payable with respect to the first term of registration, and the course counts in the student’s load only in the first term of registration. No additional registration process is required during subsequent terms while the course is being completed.
- h) A deferred grade (X) has no effect on the student’s GPA and is not considered by the Academic Standards Committee or other university bodies in the review of student progress. When the permanent grade is posted, the effect of this grade will be assessed by university review bodies as though the grade were part of the work completed in the term when the grade is posted.

The “D” Grade

A “D” cannot be applied to an undergraduate major without the approval of the Registrar in consultation with the Jurisdictional Dean and Dean of Academic Administration. Aurora University reserves the right to require a student to repeat a course in which he/she has received a “D” grade if he/she proposes to apply that course toward a major or continue on in a truly sequential course of study. Students who receive a “D” grade in a prerequisite course are encouraged to repeat the course prior to matriculation into the sequential course.

Change of Permanent Grades

- a) Permanent grades (A, B, C, D, 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.

Grade Point Average

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

Type 1: Term GPA A=4, B=3, C=2, D=1, 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.)

Type 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 over all terms of attendance. Since fall 1990, only work completed at Aurora University has been included in the cumulative GPA of Aurora University students. Calculations of GPA for work at previous colleges are carried out by the Office of Admission for purposes of determining admission and by the Registrar for purposes of student classification and to provide data for the financial aid process. No calculation of GPA including work at previous colleges is maintained as part of the student's official academic record.

Undergraduate Academic Honors

Academic Honors at Graduation

1. To be eligible for Academic Honors at Graduation, students must have:
 - a. A minimum of 90 semester hours of credit for a letter grade, of which 30 semester hours must have been earned at Aurora University.

- b. A cumulative GPA at Aurora University of:
 - i. 3.50–3.749 to receive the degree Cum Laude
 - ii. 3.75–3.899 to receive the degree Magna Cum Laude
 - iii. 3.90–4.0 to receive the degree Summa Cum Laude
 - c. In addition, a student who has a minimum of 90 semester hours for a letter grade at Aurora University and a cumulative GPA at Aurora University of 3.75 or above will receive the Gold Ivy Leaf Award (pin and certificate).
2. Term Dean's List
- a. Students will be placed on the published Dean's List and receive a letter from the Chief Academic Officer at the end of each term that these conditions are met:
 - i. A minimum of 12 semester hours for a letter grade.
 - ii. A term GPA of 3.60 or higher.
 - iii. Students with a term GPA of 4.0 will be cited for High Honors in a special section of the Dean's List.

Undergraduate Academic Warning and Dismissal

1. When a student's work falls below acceptable standards, the instructor should send an electronic warning notice to the student. The student's academic advisor will be notified. Students are encouraged to meet with their advisor regularly to discuss academic progress.
2. A student is placed on academic warning when her/his Term GPA is below 2.0. A student will be academically dismissed if their Term GPA is 0.00 in any given term. Fully approved students placed on academic warning for a second time (not necessarily consecutive) may be dismissed for poor scholarship. Freshmen admitted conditionally under the guidelines of the Admissions Review Committee may be dismissed at the conclusion of their first year if their Term GPA is below 2.0. Transfer students admitted on academic warning will be reviewed and may be dismissed for poor scholarship whenever their Term GPA is below a 2.0.
3. Last Term Warning Status: A student may be placed on last term warning if his or her Term GPA is 1.0 or below but above 0.00. A student who encounters repeated academic difficulties may also be placed on last term warning. Once a student is placed on this status, he or she remains on last term warning until the student has completed three consecutive terms (excluding Summer Session) with a term GPA of at least 2.0 and Aurora University GPA of at least 2.30, or upon graduation or until the term GPA drops below 2.0, in which case the student is dismissed from the university
4. Students dismissed for poor scholarship may immediately appeal for a full hearing before the Academic Conduct and Integrity Committee. At such a hearing the student may appear in person to make a statement and answer questions. A letter requesting an appeal and briefly outlining the basis for the appeal must be sent to the Registrar. Should the appeal be granted, the student will be readmitted on Last Term Warning.
5. A student who is dismissed from Aurora University for poor scholarship may apply for readmission after one calendar year. The application is filed with the

Academic Conduct and Integrity Committee during the term preceding the term when the student wishes to return to the university.

Procedures for Use in the Student Initiated Appeal of a Course Grade

A student has the right to appeal a course grade if she or he feels that the grade was assigned capriciously. Capricious grading is the only rationale for a grade appeal. A student may not appeal a grade based on a disagreement about grading criteria or concerns about the judgment of the faculty member.

Capricious grading, as that term is used herein, is limited to one or more of the following:

1. the assignment of a grade on some basis other than performance in the course;
2. the assignment of a grade to a particular student by different standards than were applied to other students in that course;
3. the assignment of a grade using standards other than those that the students had been led to reasonably expect would be used to judge their work.

The evaluation of the quality of a student's academic performance in participation in class and on assignments that the student turns in is one of the primary professional responsibilities of university faculty members; it 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 inappropriate pressures or other interference.

It is necessary, however, that any course grade be based on evidence of the student's performance in that 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 standards. These standards must be announced and put in writing for each class at the beginning of each term. While the standards for evaluation used in a course may change during a course as the faculty member judges to be appropriate based on the performance of the students, changes to guidelines for evaluation during a course should be as minimal as is possible and must be announced to the students in advance of the application of the new standards. It is never appropriate for a faculty member to retroactively alter the standards that have been applied to work that has already been turned in.

Appeal Procedures:

A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:

- a. 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.

- b. If after consultation with the instructor, the student believes that a grade was assigned capriciously, the student shall confer with the jurisdictional 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.
- c. If Steps 1. or 2. do not resolve the problem, the student may submit a petition in writing to the jurisdictional dean. This petition must be submitted to the dean 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.

The 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 that 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.

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.

Decision:

The dean shall make one of these decisions:

- a. That the grade was not assigned capriciously and shall stand as assigned.
- d. That the grade was assigned capriciously and should be changed. The dean shall then assign a new grade. The dean may involve another faculty member with appropriate professional qualifications to review the work of the student and recommend a new grade. The dean shall authorize the registrar to make the grade change.

The result of 3.a. or 3.b. shall be final.

Transcripts: Regulations Governing Issuance

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 by direct mail or electronically 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 that are placed into a student's hands or sent directly to students 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 drop 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 clear. Until such time as this occurs, transcripts will only be issued to potential employers.
7. In cases of suspension, dismissal, and expulsion (or the equivalent), the transcript will be noted with the following: a) The general type of infraction (academic or behavioral); b) The department initiating the students separation from the institution; and c) The effective dates or date/term ranges of students separation from the institution, if applicable.
8. Transcript transmittal information is listed on the reverse side of each transcript.

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, or if a student shifts from a non- degree classification to a degree or certificate classification.

FR Freshman	Admitted with less than 30 semester hours
SO Sophomore	Admitted and 30+ semester hours
JR Junior	Admitted and 60+ semester hours
SR Senior	Admitted and 90+ semester hours
PU Post-Undergraduate	With Bachelor's Degree seeking second Degree or Certificate
AL Student-at-Large	Not Admitted and Not Seeking Degree (may earn no more than 15 semester hours)
AU Auditor	Not Admitted and Taking Courses Without Credit
PR Provisional	Attending classes but admission procedures incomplete

Graduation Policies and Procedures

Application for Graduation Status

1. Each candidate must file an Application for Graduation with the Registrar's Office. This application can be found online for students who have an anticipated completion date within the current academic year. Submitting this application does not in any way mean that we expect or guarantee your graduation that year.
2. Applications must be submitted by the deadline indicated on the application together with the graduation fee. Graduation fees are specified on the application.
3. There are annual commencement ceremonies following both the fall and spring semesters. Students with a summer completion date should consult the registrar regarding commencement options. Different locations may be subject to different

commencement schedules as well. The application deadlines and schedules can be confirmed by the registrar's office.

Transcripts, Examination Credit, Life and Vocational Credit, Portfolio Assessment Credit, Incompletes, Deferred Grades

All candidates for graduation must have all transcripts from other institutions; results of examination scores; Life and Vocational Experience credit; portfolio credit; 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 they plan 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 a student plans to graduate. Failure to receive these transcripts by that date will mean that the student's graduation status will be deferred to the next term, even though the student may have already participated in the ceremony.

Completion of Degree Requirements

Whenever degree requirements are completed, the student's official transcript (which is the official document; the printed diploma is unofficial) is marked Degree Requirements Met, the date requirements were met, and the degree to be awarded. Not having the printed diploma does not prevent the student from entering graduate school, seeking licensure or applying for a job.

Participation in Commencement Ceremonies

Students must comply with all of the above regulations in order to receive a printed diploma 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.

It should further be noted that it is the responsibility of the student to make satisfactory arrangements with the Student Accounts Office for all outstanding debts prior to the commencement ceremony. Those students who have not completed such arrangements to the satisfaction of the Student Accounts Office will not be mailed a printed diploma or official transcripts.

Graduating in Absentia

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

To Receive Diplomas

In order to receive a diploma, students must: (1) apply for graduation as noted above; (2) complete all degree requirements satisfactorily; and (3) be current in all financial obligations to the university.

Financial Aid Rights and Responsibilities

This information is accurate at all Aurora University locations and subject to change without prior notice.

1. A student has the right to know the criteria used to determine his/her financial need and the aid he/she has been awarded. A student also has the right to decline any or all of the awarded aid.
2. Students must apply for financial aid every year. Aurora University highly recommends completing the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1. Students turning in financial aid paperwork and completing their 2018–2019 financial aid file after May 1, 2018, may incur late fees and/or penalties.
3. If a 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 your account. Please Note: The verification process may take longer if FAFSA corrections are required. Corrections to FAFSA information may result in changes to a student’s financial aid eligibility, which a student would be notified of via a revised financial aid award letter.
4. Special Circumstance and Dependency Override Requests: There are times when a student may encounter a situation that is not reflected in the information requested on his/her FAFSA. If he/she has extenuating circumstances, he/she may complete a Special Circumstance or Dependency Override Request. The committee reviews completed requests weekly. These forms are available at aurora.edu/financialaidforms.
5. A student must be enrolled at least halftime and maintain Satisfactory Academic Progress (SAP) in order to receive federal, state and institutional financial aid. For additional information, refer to the Satisfactory Academic Progress Procedures form at aurora.edu/financialaidforms.
6. Definitions of Enrollment per Semester:

	Undergraduate	Graduate/Doctoral
Full-time	12 or more credits	6 or more credits
Three-quarter time	9–11 credits	5 credits
Half-time	6–8 credits	3 - 4 credits

7. Definitions of Academic Level: Your academic level is a factor in determining your Federal Direct Stafford Loan eligibility.

Academic Level	Credit Hours
Freshman	0-29 hours
Sophomore	30-59 hours
Junior	60-89 hours
Senior	90+ hours

8. No federal or state 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, Federal Direct PLUS Loan, or Federal Perkins Loan.

9. All financial aid received in excess of a 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.
10. 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.
11. The Student Accounts Office will apply federal and state financial aid to allowable charges such as tuition, fees, room, and board as well as authorized miscellaneous charges per the Tuition/Fees Payment Agreement form. Excess funds, if applicable, will be refunded to the student and/or parent within 14 calendar days from when the credit balance becomes available. **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 the student prefers to have any credit balance held on his/her student account during the academic year, he/she can arrange this with the Student Accounts Office.
12. Students are responsible for reporting any of the following to the Office of Financial Aid:
 - Change in enrollment
 - Change in living arrangements
 - Change in academic level
 - Receipt of tuition benefits/reimbursement from outside source
 - Receipt of an outside scholarship
13. Summer financial aid requires a separate institutional application in addition to the FAFSA for the applicable academic year. Applications will be available beginning in January at aurora.edu/financialaidforms. If eligible for summer aid, he/she will receive an award letter. He/She will also be notified if he/she is not eligible for aid during the summer term. Additional items may need to be submitted if requested.
14. If borrowing a Federal Direct Stafford Student Loan for the first time, a student must complete an Entrance Counseling session. He/She must complete an Exit Counseling session if his/her enrollment falls below half time, prior to graduation, or upon leaving the university. At that time, he/she may contact the U.S. Department of Education to inquire about repayment and/or deferment of his/her federal loans.
15. A student's loan disbursement dates have been predetermined by AU. Students enrolled in a semester or a modular program will have one scheduled loan disbursement each semester of attendance. Summer semester loan disbursements are based on summer course dates. The student's loan disclosure statement from the U.S. Department of Education will indicate his/her anticipated disbursement dates and amounts. Students will be notified by the Student Accounts Office via their AU email accounts upon arrival of their loan disbursement(s).
16. Tuition Refund Policy: 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 a student's final enrollment.

17. Room and meal plan charges are subject to a different refund policy, which is determined by the Office of Residence Life.
18. A student's eligibility for financial aid may be affected if he/she withdraws from any or all of his/her classes. Check with the Office of Financial Aid before withdrawing from any classes. If a student makes the decision to withdraw from Aurora University at any time, please initiate his/her official withdrawal paperwork with the Crouse Center for Student Success or the Registrar's Office.
19. Return of Federal Funds Policy: A student who receives Title IV funds and withdraws from classes up through the 60% point in a period of enrollment may no longer be eligible for the full amount of federal aid. Title IV (federal aid) includes: Direct Stafford Loans, Perkins Loan, Direct PLUS Loans, Pell Grant, and Supplemental Educational Opportunity Grant (SEOG). A percentage is used to determine the amount of federal funds the student has earned, and which may be disbursed, at the time of withdrawal. For an official withdrawal, the withdrawal date is the date the student begins the university's withdrawal process. For an Unofficial withdrawal, the withdrawal date is the last date the student participated in an "academically related activity" (e.g., attending a class or lab, taking an exam, submitting an assignment) which can be confirmed by a faculty or staff member. If it is impossible to establish a date that the student last participated in an "academically related activity," the midpoint of the semester will be considered the official last date of attendance for the purpose of returning unearned Title IV funds. Any unearned funds must be returned by the school and/or student. This must be done no later than 45 days from the date the Office of Financial Aid is notified of the total withdrawal. 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. Funds that are returned to the federal government are used to reduce the outstanding balances in individual federal programs. Financial aid returned must be allocated in the following order:
 1. Federal Direct Unsubsidized Loan
 2. Federal Direct Subsidized Loan
 3. Federal Perkins Loan
 4. Federal Direct Parent Loan (PLUS)
 5. Federal Direct Graduate PLUS Loan
 6. Federal Pell Grant
 7. Federal Supplemental Educational Opportunity Grant (SEOG)

A student may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. If a student is eligible for a post-withdrawal disbursement for Title IV funds, it will be processed for the student and a refund will be issued within 14 days of the credit balance.

If the post-withdrawal disbursement includes loan funds, Aurora University must get the student's permission before it can disburse the loan. Students may choose to decline

some or all of the loan funds so that s/he does not incur additional debt. A notice will be sent out to the student, and a signed, response or email from their AU email account must be returned to the university within 14 days.

Aurora University may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition and fees. However, the university needs the student's permission to use the post-withdrawal grant disbursement for all other university charges. If the student does not give his/her permission, the student will be offered the funds. It may be in the student's best interest to allow the university to keep the funds to reduce the student's debt at the university.

It is also important to understand that accepting a post-withdrawal disbursement of student loan funds will increase a student's overall student loan debt that must be repaid under the terms of the Master Promissory Note. Additionally, accepting the disbursement of grant funds will reduce the remaining amount of grant funds available to the student should the student continue his/her education at a later time.

Further details regarding the federal returns calculation are available in the Office of Financial Aid.

Satisfactory Academic Progress Procedures

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. Aurora University reviews SAP after the spring semester for all programs. Once the Registrar notifies the Office of Financial Aid that all grades are in the system financial aid staff will identify students whose academic records do not meet SAP. These students will be notified by a letter and email to their AU email account. A student has the right to appeal this decision. The appeal form is available at aurora.edu/financialaidforms. All periods of enrollment count toward SAP (Fall, Spring, and Summer), including when a student does not receive Title IV aid.

The following guidelines are now in effect. These SAP policies and procedures are subject to change without prior notice.

Qualitative and Quantitative Regulations (Undergraduate)

Qualitative (Grade Point Average GPA) – Undergraduate students must achieve a minimum total cumulative GPA of 2.0 after the spring semester to be eligible for financial aid beginning with the summer term and the following academic year.

Quantitative (Pace of Completion) – To earn a bachelor's degree at Aurora University, students must complete a minimum of 120 semester hours. Students may receive financial aid for up to 150% (maximum timeframe) of the hours required to complete their programs. This includes hours earned at another institution and transferred to Aurora University, as well as any hours that may have been completed even if financial aid was not received. If at any time a student chooses to change majors, courses previously

completed may be included in the 150% completion rate. Students must complete at least two-thirds (66.67%) of all courses attempted, to maintain quantitative eligibility for aid.

Example: A student was enrolled in 12 semester hours but completes only seven semester hours. This student completed 58.33% of the courses and is therefore NOT maintaining SAP.

Qualitative and Quantitative Regulations (Graduate)

Qualitative (GPA) – Graduate students must achieve a minimum total cumulative GPA of 3.0 after the spring semester to be eligible for financial aid beginning with the summer term and the following academic year.

Quantitative (Pace of Completion) – To earn a master's degree at Aurora University, students must complete a minimum of 36 semester hours. Students may receive financial aid for up to 150% (maximum timeframe) of the hours required to complete their programs. Students must complete at least two-thirds (66.67%) of all courses attempted, to maintain quantitative eligibility for aid.

Example: A student was enrolled in eight semester hours but completes only five semester hours. This student completed 62.5% of the courses and is therefore NOT maintaining SAP.

Transfer programs

All courses accepted for transfer from another institution are counted toward the 150% maximum time frame eligibility. The transfer credits received will not be included in the calculation of the student's GPA.

Policy on Incompletes, Audits, Non-Credit Remedials, and Withdrawals

Aurora University will not allow incompletes, audits, non-credit remedial, and withdrawal courses to be considered as credits successfully completed, but will consider them as courses attempted and therefore are counted in the maximum timeframe.

Students who receive an Incomplete or Deferred Grade for a course while on SAP probation will be reviewed on an individual basis. Students in this situation are monitored in conjunction with the Registrar's Office for final grades and then the files are evaluated as to progress. If needed any required adjustment to their financial aid is made upon notification of the final grade.

Non-credit remedial courses are counted toward the minimum amount of courses required for financial aid eligibility.

Aurora University does not offer withdrawal pass and withdrawal fail courses.

Changing Programs of Study

As outlined in the academic catalog, students wishing to change programs of study (majors) need to complete a Declaration of Major form. The student is encouraged to meet with an academic advisor and a financial aid counselor. The student is expected to complete their program within the maximum timeframe. In limited circumstances

appeals will be considered.

Double Majors

As outlined in the academic catalog, students may pursue multiple majors. The student would need to complete the Declaration of Major form for both programs and if approved, the student is encouraged to meet with an academic advisor and a financial aid counselor. The student is expected to complete the multiple majors within the maximum timeframe.

A student's financial aid eligibility ends once all requirements for a first undergraduate degree are met, even if the requirements for the second or additional program/major/degree, at the student's current academic level, have not been met.

Second Undergraduate Degree

Students pursuing a second undergraduate degree are eligible only for federal student loans at the undergraduate level. Students seeking a second undergraduate degree are subject to the maximum timeframe limit for undergraduate study.

A student's financial aid eligibility ends once all requirements for a first degree are met, even if the requirements for the second or additional program/major/degree, at the student's current academic level, have not been met.

Retaking Coursework

Students are eligible to repeat courses, but only the higher grade will be calculated in the GPA and credit towards graduation.

If a student completes and passes a course, he/she may only receive Federal Title IV And State aid for one repeated course should he/she decide to retake the same course to earn a higher grade. If a student withdraws from or fails a course, he/she may receive Federal Title IV aid if he/she retakes 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 (Pace of Completion) requirement. This means that repeatedly withdrawing from and/or failing courses may negatively impact a student's quantitative progress 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 SAP requirements, resulting in a loss of federal and state 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. This process requires submitting the Appeal for All Aid form located at aurora.edu/financialaidforms. 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 semester/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.

If a student enrolls in a course(s) over the summer at Aurora University or at another school, he/she must notify the Office of Financial Aid, in writing, upon successful completion of the coursework in order for it to be considered as part of the appeal. To transfer coursework from another institution, a Prior Approval Form must be completed, submitted, and approved by the Registrar prior to enrolling in the course. An official transcript must be received in the Registrar’s Office documenting successful completion of the coursework.

Conditions for Aurora University Scholarship Renewal

By the end of the spring semester, students must attain a minimum cumulative GPA determined by each scholarship program, as noted in the initial university acceptance letter, to renew the scholarship for the next academic year for a maximum of four years. The financial aid staff will monitor the student’s academic progress throughout the academic year.

Renewable GPA	3.0	2.75	2.5
Scholarships	Board of Trustees Presidential Transfer Phi Theta Kappa Alpha Beta Gamma Psi Beta EdRising (Beginning 17-18)	Crimi Deans’ Transfer Williams EdRising (Before 17-18)	Deans’ Spartan Transfer Cratty Faculty Transfer

If the student falls below the cumulative GPA required at the end of the spring semester, he/she will automatically receive a reduced scholarship level for the upcoming academic year. The student may appeal and will be provided with detailed instructions regarding the scholarship appeal process at that time. This process requires submitting the Scholarship Appeal form located at aurora.edu/financialaidforms.

The SAP Appeals Committee will meet to review the appeal and supporting documentation, if applicable, and will be responsible for the final decision regarding scholarship 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 scholarship probation and a Scholarship Probation Contract will be prescribed for continued scholarship eligibility.

If the student chooses not to appeal or if his/her appeal is denied, the change in scholarship eligibility will remain in effect. Students may receive federal and/or state aid,

provided they apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by all applicable deadlines and satisfy the appropriate SAP requirements previously described.

This information is accurate at all Aurora University locations and subject to change without prior notice.

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. The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Aurora University receives a request for access. 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 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 right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. 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. The right to provide written consent before Aurora University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. 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, whom the university has determined to have legitimate educational interests, 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, photograph, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, degrees, honors, and awards received, photograph/electronic image, 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.
 - c. "School officials" include (a) persons employed by Aurora University in an administrative, supervisory, academic, research, or support staff position (including but not limited to law enforcement unit personnel, attorneys, counselors, and health staff); (b) persons serving on the board of trustees; or (c) persons (including students) serving on an official university committee, such as a disciplinary or grievance committee. A school official also may include a volunteer, contractor, consultant or other party outside of Aurora University (i) who performs an institutional service or function for which the university would otherwise use its own employees, (ii) who is under the direct control of the university with respect to the use

and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks, and (iii) who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.

- d. "Legitimate educational interests" include performing a task or engaging in an activity related to (i) one's regular duties or professional responsibilities, (ii) a student's education, (iii) the discipline of a student, (iv) a service to or benefit for a student, (v) measures to support student success, and (vi) the safety and security of the campus.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Aurora University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

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University Controller
Assistant Vice President for Student Accounts and
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Director of Student Accounts

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Vice President for Development and Alumni Relations
Vice President for Development
Advanced Digital Communications Coordinator
Development Operations Specialist
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Assistant Director of Events Technical Support
Director of Events Technical Support
Director of University Events
Director of Special Projects
University Events Specialist
Vice President for Operations - GWC
University Events Coordinator
Assistant Vice President for Community Relations

Vice President for Marketing and Communications
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Special Projects Coordinator
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Senior Graphic Designer
Senior Director of Digital Communications
Senior Communications Director
Writer/Editor
Digital Communications Manager
Senior Communications Director

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Physical Properties Director

Vice President for Human Resources

Director of Human Resources

Human Resources Coordinator

Vice President for Technology

Manager, Application Development and Project Management

Chief Information Officer

Technical Support Lead

Network Administrator

Senior Programmer/Analyst

Programmer/Analyst

Director, Campus Technologies, GWC

Systems Administrator

Programmer/Analyst

Process Improvement Advocate

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ADAMS, JULIE, Associate Professor of Biology, 2010 -- BS, 1999, University of Illinois at Urbana-Champaign; PhD, 2003, Bowling Green State University

AGOSTINONE-WILSON, FAITH, Professor of Education, 2002 -- BA, 1992, University of Tulsa; MA, 1994, University of Tulsa; EdD, 1998, Oklahoma State University

ARENDT, ALISON, Assistant Professor of Social Work; Chair Undergraduate Social Work, 2014 -- BA, 1996, Northern Illinois University; MSW, 2000, Aurora University

BABB, JACQUELINE, Assistant Professor of Digital Marketing, 2017 -- BS, 2000, University of Illinois; MS, 2009, Northwestern University, IL

BARCLAY, BRIDGITTE, Assistant Professor of English; Chair English, 2011 -- BA, 2000, Evangel University; MA, 2002, Southern Connecticut State University; PhD, 2009, University of Texas at Arlington

BARSHINGER, JACK, University Professor, 2014 -- BS, 1974, Northern Illinois University; MS, 1978, Northern Illinois University; EdD, 1995, Northern Illinois University

BELCHER, ELISSA, Assistant Professor of Nursing, 2018 -- BSN, 1997, Aurora University; MSN, 2008, University of Phoenix

BONIAK, RICHARD, Associate Professor of Environmental and General Science; Assistant Chair Biology, 2010 -- BS, 1998, Northern Illinois University; MS, 2000, Southern Illinois University Carbondale; PhD, 2007, Southern Illinois University Carbondale

BRADLEY, KATHLEEN, Associate Professor of Education; Chair Special Education, 2006 -- BA, 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

BROWN, DENISE, Assistant Professor of Nursing, 2017 -- BSN, 2011, University of Texas; MSN, 2014, University of Texas

BRUHN, CHRISTINA, Associate Professor of Social Work; Co-Director of Assessment, 2009 -- BA, 1989, Kenyon College; MSW, 1996, University of Illinois at Chicago; PhD, 2003, University of Illinois at Chicago

BUTTERS, GERALD, Professor of History, 1999 -- BA, 1983, Washburn University; MA, 1989, University of Missouri; PhD, 1998, University of Kansas

CAIN, JAMES, Assistant Professor of Biology, 2014 -- BS, 2007, University of Illinois at Urbana-Champaign; MEd, 2010, Southern Illinois University Carbondale; PhD, 2014, Southern Illinois University Carbondale

CAMPBELL, ROBERT, Assistant Professor of Social Work, 2012 -- BS, 1999, Illinois State University; MSW, 2007, Aurora University

CARR, ANDREW, Assistant Professor of Business and Finance; Chair Undergraduate Business, Accounting and Finance; Graduate Business Director, 2016 -- BA, 1982, Western Illinois University; MA, 1985, Sangamon State University; MBA, 1990, University of Chicago

CASTILLO, ROBERT, Associate Professor of Social Work, 2007 -- BA, 1996, National Louis University; MSW, 2000, Aurora University

CHEN, CHIH-CHIUN, Assistant Professor of Biology, 2016 -- BS, 1988, Fujen Catholic University; MS, 1991, National Yangming University; PhD, 2001, University of Illinois at Chicago

COLÓN SANTANA, JUAN, Assistant Professor of Physics, 2016 -- BSc, 2007, University of Puerto Rico; PhD, 2012, University of Nebraska

COOK, EUGENIE, Assistant Professor of Nursing, George Williams College, 2018 -- BS, 1985, University of Illinois; BSN, 2010, Olivet Nazarene University; MSN, 2015, Olivet Nazarene University

CURRAN, JOHN, Associate Professor of Theatre, 2006 -- BA, 1988, Glenville State College; MFA, 1997, Ohio University

DABROS, MATTHEW, Assistant Professor of Political Science; Chair Public Policy and Administration; Director of the MPA Program, 2016 -- BA, 2006, Aurora University; MA, 2008, Purdue University; MS, 2011, Purdue University; PhD, 2012, Purdue University

DAHLEH, MARIE DILLON, Professor of Engineering; Chair Engineering, Mathematics and Computer Science, 2017 -- BA, 1985, Mount Holyoke College; MA, 1987, Princeton University; PhD, 1990, Princeton University

DANNER, DONALD, Assistant Professor of Accounting, 2013 -- BS, 1970, Saint Louis University; MBA, 1979, University of Missouri

DAVIS, JANE, Professor of Biology; Chair Human Animal Studies, 2006 -- BS, 1981, University of Illinois at Urbana-Champaign DVM, 1984, University of Illinois at Urbana-Champaign; MS, 1986, University of Illinois at Urbana-Champaign

DAVIS, JENNIFER, Assistant Professor of Nursing, 2017 -- BSN, 1990, Bradley University, Peoria, IL; MSN, 2017, Northern Illinois University

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

DONAT, JESSICA, Assistant Professor of Nursing, 2016 -- BSN, 2006, Our Lady of the Lake College; MSN, 2011, Rush University

DONAVON, LAURA, Visiting Assistant Professor of Graduate Social Work; Coordinator of Addictions and Forensics Specializations, 2011 -- BSW, 1998, Aurora University; MSW, 1999, Aurora University

DUNN, PATRICK, Associate Professor of English, 2006 -- BA, 1998, University of Dubuque; MA, 2000, Northern Illinois University; PhD, 2005, Northern Illinois University

DURBALA, PEGGY, Visiting Assistant Professor of Spanish - Secondary Education, 2016 -- BA, 1983; MA, 2001, Northern Illinois University

ELLIOTT, SARA, Associate Professor of English, 2002 -- BA, 1989, Wheaton College; MA, 1992, Northern Illinois University; PhD, 1998, Northern Illinois University

ELLIS, JULIE, Assistant Professor of Nursing, 2018 -- BSN, 2003, Northern Illinois University; MSN, 2012, Benedictine University

ESCOBEDO, LIBBY KARLINGER, Associate Professor of Art History, 2007 -- BA, 1994, University of California-Los Angeles; MA, 1997, Bryn Mawr College; PhD, 2001, Bryn Mawr College

FEDOTA, JOAN, Assistant Professor of Social Work; Chair Graduate Studies Social Work-George Williams College, 2014 -- BA, 1977, Northern Illinois University; MSW, 1980, Loyola University Chicago; EdD, 2000, National Louis University

FENNE, KARA, Assistant Professor of Nursing, 2016 -- BSN, 1992, University of Iowa; MSN, 2013, Clarke University

FERNAND, JONATHAN, Assistant Professor of Applied Behavior Analysis, 2018 -- BA, 2008, California State University; MA, 2012, California State University; PhD, 2017, University of Florida

FLYNN, VALERIE, Professor of Psychology; Co-Director of Assessment, 1989 -- BA, 1979, University of Colorado; MA, 1984, Columbia University Teachers College; PhD, 1998, Northern Illinois University

FOLGERT, APRIL, Assistant Professor of Nursing-George Williams College; Chair Nursing-George Williams College, 2016 -- BSN, 1996, Alverno College; MSN, 2002, University of Wisconsin-Oshkosh; PhD, 2013, Capella University

FORWARD, MARTIN, Professor of History, 2001 -- BA, 1973, University of Manchester; BA, 1975, University of Cambridge; MLit, 1982, University of Lancaster; PhD, 1995, University of Bristol

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FRANIUK, RENAE, Professor of Psychology, 2005 -- BS, 1996, University of Illinois at Urbana-Champaign; MA, 1998, University of Illinois at Urbana-Champaign; PhD, 2002, University of Illinois at Urbana-Champaign

FREDENBURGH, LISA, Associate Professor of Music; Director of Choral Activities and Chair Music, 2010 -- BA, 1986, Luther College; MM, 1992, University of Arizona; MM, 1995, University of Arizona; DMA, 1996, University of Arizona

GARRIOTT, PAMELA, Visiting Assistant Professor of Special Education, 2016 -- BS, 1970, Indiana State University; MS, 1987, Indiana State University; PhD, 1992, Indiana University

GEREND, SARA, Associate Professor of English, 2008 -- BA, 1996, University of Wisconsin-Milwaukee; MA, 1998, University of California-Santa Barbara; PhD, 2004, University of California-Santa Barbara

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GOALWIN, GREGORY, Assistant Professor of Sociology, 2018 -- BA, 2008, University of California-Riverside; MA History, 2010, University of California-Santa Barbara; MA Sociology, 2012, University of California-Santa Barbara; PhD, 2017, University of California-Santa Barbara

GORMAN, III, CORNELIUS F., Assistant Professor of Social Work; Coordinator Advanced Clinical Social Work Specialization, 2016 -- BA, 2003, Northern Illinois University; MSW, 2010, Aurora University; DSW, 2016, Aurora University

GRAHAM, KENDRA PEPPER, Visiting Assistant Professor of Undergraduate Social Work, 2015 -- BSW, 1990, Lewis University; MSW, 1993, Aurora University

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, Associate Professor of Nursing; Director MSN Program, 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, University of Arizona; PhD, 2001, University of Arizona

HAPP, MARISSA, Assistant Professor of Social Work; Coordinator MSW Health Care Specializations, 2013 -- BS, 1975, Northern Illinois University; MSW, 2000, Aurora University

HARRIS, ASHLEY, Assistant Professor/Clinical Education Coordinator of Athletic Training, 2017 -- BS, 2007, University of Wisconsin; MEd, 2009, Boston University; PhD, 2017, Oklahoma State University

HARVEY, MEREDITH, Associate Professor of English - George Williams College, 2010 -- BA, 2000, Cal Polytechnic University; MA, 2003, Chapman University; PhD, 2010, Idaho State University

HATCHER, DENISE L., Professor of Spanish; Chair Foreign Languages, 2002 -- BA, 1989, Northern Illinois University; MA, 1994, Northern Illinois University; EdD, 2003, Northern Illinois University

HAYDEN, JENNIFER, Assistant Professor of Nursing, 2018 -- BSN, 2010, Aurora University; MSN, 2016, Aurora University

HEARON, ELBERT, Assistant Professor of Business Analytics, 2018 -- BA, 1982, Indiana University; MBA, 1991, University of Chicago; MS, 2010, DePaul University

HEIM, ANGELA, Assistant Professor of Nursing-George Williams College, 2018 -- BSN, 2000, University of Wisconsin; MSN, 2016, Alverno College

HERRMANN, KEITH, Visiting Assistant Professor of Physical Education, 2005 -- BS, 1995, Illinois State University; MAT, 2007, Aurora University

HEYBACH, JESSICA, Associate Professor of Education; Chair, EdD, 2008 -- BA, 1997,

DePaul University; MEd, 2001, Northern Illinois University; MEd, 2008, Northern Illinois University; EdD, 2012, Northern Illinois University

HIPP, DANIEL, Professor of English, 1999 -- BA, 1990, University of Illinois at Urbana-Champaign; MA, 1993, Villanova University; MA, 1995, Vanderbilt University; PhD, 1998, Vanderbilt University

HIPP, JULIE, Associate Professor of English, 2011 -- BA, 1994, University of Notre Dame; MA, 1996, University of Notre Dame; MA, 1998, Vanderbilt University; PhD, 2001, Vanderbilt University

HOBBS, DENISE, Visiting Assistant Professor of Education, 2015 -- BS, 1977, Northern Illinois University; MEd, 1984, National Louis University; EdD, 1999, Loyola University Chicago

HOWERTON, EDWARD, Associate Professor of Education, 2015 -- BA, 1988, University of Illinois at Chicago; MS, 1995, Northern Illinois University; EdD, 2004, Aurora University

HUTCHES, MARY BETH, Assistant Professor of Nursing; Chair Undergraduate Nursing (Pre-Licensure), 2016 -- BSN, 1987, Northern Illinois University; MSN, 1993, Saint Xavier University; DNP, 2012, Rush University

JOHANSON, AMI, Assistant Professor of Chemistry, 2018 -- BS, 2003, University of North Carolina at Chapel Hill; PhD, 2009, Northwestern University

JOHNSON, KRISTEN, Assistant Professor of Therapeutic Recreation, 2017 -- BS, 1986, University of Iowa; MS, 1996, Aurora University

JOHNSON, SARA, Assistant Professor of Psychology-George Williams College; Assistant Chair Psychology, 2013 -- BS, 2003, University of Wisconsin-Stevens Point; MA, 2008, Northern Illinois University; PhD, 2011, Northern Illinois University

JOYCE, STACY PARKER, Associate Professor of Theatre, 2014 -- BS, Illinois State University; MFA, 2005, Columbia University

KAO, JAMES, Assistant Professor of Art, 2013 -- BA, 1997, University of Chicago; BFA, 2004, School of the Art Institute of Chicago; MFA, 2006, School of the Art Institute of Chicago

KENNEDY, JENNIFER, Assistant Professor of Nursing-George Williams College, 2017 -- BSN, 2005, Northern Illinois University; MSN, 2011, Northern Illinois University

KIESO, DOUGLAS, Professor of Criminal Justice, 2001 -- BS, 1984, Northern Illinois University; MS, 1986, Northern Illinois University; JD, 1991, University of Illinois at Urbana-Champaign; PhD, 2003, University of California-Irvine

KNELLER, MATTHEW, Associate Professor of Communication; Director General Education; 2003 -- BA, 2000, Aurora University; MA, 2003, Northern Illinois University; EdD, 2009, Northern Illinois University

KOBER, RALPH, Assistant Professor of Education; Director of MA Programs:

MAELPEP, MARI, MACI MAET, 2016 -- BA, 1982, University of Illinois at Chicago; MS, 1983, University of Illinois at Chicago; MS, 1992, Northern Illinois University; EdD, 2000, Northern Illinois University

KOHNKE, JENNIFER L, Associate Professor of Education, 2008 -- BA, 1994, Roosevelt University; MA, 1997, Roosevelt University; EdD, 2006, Roosevelt University

KOOI, BRANDON, Associate Professor of Criminal Justice, 2006 -- BS, 1995, Illinois State University; MS, 1997, Illinois State University; PhD, 2004, Michigan State University

KOSMACH, JAMES, Assistant Professor of Computer Science, 2018 – BS, 1988, Louisiana Tech University; MS, 1990, Georgia Institute of Technology; PhD, 1998, Georgia Institute of Technology

LASH, DAVID, Assistant Professor of Computer Science, 2017 -- BS, 1981, Southern Illinois University; MS, 1983, University of Waterloo, Ontario, Canada; PhD, 1992, Illinois Institute of Technology

LEWIS, CALEB, Assistant Professor of Economics, 2018 – BA, 2006, Northern Illinois University; MA, 2009, Northern Illinois University; PhD, 2013, Northern Illinois University

LIVORSI, DAWN, Assistant Professor of Social Work, 2016 – BA, 2000, University of Illinois at Chicago; MSW, 2004, Aurora University; DSW, 2016, Aurora University

LLOYD, JOHNNY K., Professor of Biology, 1999 -- BS, 1975, Kentucky State University; MS, 1980, Wright State University; PhD, 1997, Northern Illinois University

MAISCH, GEORGINE, Assistant Professor of Nursing; Simulation Lab Coordinator, 2015 -- BSN, 1987, Widener University; MSN, 2012, Kaplan University

MARTIN, WILLIAM, Assistant Professor of Biology; Chair Biology, 2016 -- BA, 1997, St. Norbert College; MS, 2000, University of Wisconsin-Madison; PhD, 2002, University of Wisconsin-Madison

MC CORMACK, JOHN, Assistant Professor of Religion, 2016 -- BA, 2004, Yale University; MA, 2006, Yale University; MA, 2009, University of Notre Dame; PhD, 2016, University of Notre Dame

MC ELHONEY, KYLE, Assistant Professor of Chemistry, 2014 -- BS, 2008, Siena College; PhD, 2013, Tufts University

MEAD, SARAH, Assistant Professor of Applied Behavior Analysis, 2018 – BA, 2005, Dartmouth College; MA, 2009, Harvard University; MA, 2010, Northeastern University; PhD, 2017, University of Florida

METZ, JENNIFER, Assistant Professor of Sport Management; Chair Sport Management, 2018 – BA, 1996, Loyola University Chicago; MA, 1998, Northern Illinois University; PhD, 2005, University of Illinois at Urbana-Champaign

MILNE-ZELMAN, CARRIE, Associate Professor of Biology, 2006 -- BS, 1996, Alma College; PhD, 2002, Iowa State University

MORAN, TIMOTHY, Professor of Accounting, 2003 -- BA, 1980, Loyola University Chicago; MBA, 1999, University of St. Francis; EdD, 2013, Northern Illinois University

MYERS, JOHN, Assistant Professor of Biology, George Williams College, 2017 -- BA, 1987, Morehead State University; BS, 1991, National College of Chiropractic; DC, 1994, National College of Chiropractic

NIESEN, JESSICA SKY, Assistant Professor of Social Work – MSW Program, 2018 – BSW, 2001, University of Illinois at Chicago; MSW, 2007, Aurora University

NOVAK, SUZANNE, Associate Professor of Nursing, 2004 -- BSN, 2001, Lewis University; MSN, 2003, Lewis University

OIJ, GREGORY A., Assistant Professor of Computer Science, 2012 -- BS, 1980, DeVry University; MS, 1982, DePaul University

PASTORELLO, CRISTIAN, Associate 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; Faculty Liaison to

John C. Dunham STEM Partnership School, 1996 -- BS/BA, 1986, University of Illinois at Chicago; PhD, 1991, University of Illinois at Chicago

PERKINS, DAVID, Assistant Professor of Accounting, 2016 -- BS, 2004, University of Illinois at Urbana-Champaign; MS, 2005, University of Illinois at Urbana-Champaign; Licensed, CPA, State of Illinois

PERTL, MELISSA, Assistant Professor of Nursing, 2015 -- ADN, 1986, Elgin Community College; BSN, 2003, Lewis University; MSN, 2009, Lewis University

PETKUS, JAMES, Visiting Assistant Professor of Mathematics, 2016 – BS , 2012, Aurora University; MS, 2014, Northern Illinois University

PETERSEN, MARK, Assistant Professor of Public Policy and Administration, 2017 -- BA, 2005, Fresno Pacific University; MA, 2008, Purdue University; PhD, 2012 Purdue University

PHELPS, DONALD W., Professor of Social Work, 2001 -- BS, 1985, Northern Illinois University; MSW, 1990, Aurora University; PhD, 1997, University of Illinois at Chicago

PICKUP, AUSTIN, Assistant Professor of Education, 2014 -- BA, 2008, Western Kentucky University; MA, 2010, The University of Alabama; PhD, 2014, The University of Alabama

PITSIKOULIS, CHRIS, Assistant Professor of Exercise Science, 2016 -- BA, 1999, Queens College, CUNY; MEd, 2002, Queens College, CUNY; EdD, 2007, Columbia University; MBA, 2009, University of Illinois at Urbana-Champaign; MS, 2015, Kennesaw State University

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, Professor of Athletic Training; Chair Athletic Training, 2001 -- BS, 1998, University of Wisconsin-Stevens Point; MS, 2001, Northern Illinois University; EdD, 2008, Northern Illinois University

RAHN, REGINA, Associate Professor of Mathematics; Director of the Borealis Center; 2011 -- BS, 1988, University of Illinois at Urbana-Champaign; MS, 1991, University of Illinois at Urbana-Champaign; PhD, 1995, University of Illinois at Urbana-Champaign

RESSL, WILLIAM, Assistant Professor of Social Work, 2014 -- BA, 1985, Lewis University; MDiv, 2003, Chicago Theological Seminary; MSW, 2004, Dominican University; PhD, 2013, Chicago Theological Seminary

ROACH, TODD, Visiting Assistant Professor of Biology, 2017 -- BS, 1999, Purdue University; BS, 2002, National University of Health Sciences; DC, 2004, National University of Health Sciences

ROACHE', DAVID, Assistant Professor of Communication, 2018 – BA, 2009, Aurora University; MA, 2013, University of Illinois at Urbana-Champaign; PhD, 2018 University of Illinois at Urbana-Champaign

RODRIGUEZ ESTRADA, ALMA, Associate Professor of Biology, 2013 -- BS, 2002, University of Veracruz; MS, 2005, Pennsylvania State University; PhD, 2008, Pennsylvania State University

ROWE-JOHNSON, MEAGHAN, Assistant Professor of Psychology, 2018 – BS, 2009, University of Wisconsin-La Crosse; MA, 2012, Loyola University Chicago; PhD, 2018, University of Iowa

RUDEK, DAVID, Professor of Psychology; Chair Psychology, 2007 -- BA, 1998, Saint Louis University; MA, 2001, Loyola University Chicago; PhD, 2004, Loyola University Chicago

SCHROTH, TERRI, Associate Professor of Foreign Languages; Director International Programs, 2011 -- BA, 1999, St. Norbert College; MA, 2002, Arizona State University; EdS, 2007, Louisiana State University; PhD, 2010, Louisiana State University

SCURTE, JESSICA, Assistant Professor of Graphic Design, 2018 – BFA, 2007, Iowa State University; MA, 2011, University of Phoenix

SEARLE-GULLI, STACY, Associate Professor of Theatre, 2014 -- BA, 2003, Northern Kentucky University; MFA, 2006, The University of Alabama

SEERUP, WENDY, Visiting Assistant Professor of Social Work, George Williams College, 2017 -- BS, 1987, University of Illinois at Urbana-Champaign; MSW, 2000, University of Illinois at Urbana-Champaign

SHAPIRO, TERRY, Associate Professor of Psychology, 2009 -- BS, 1970, University of Illinois at Urbana-Champaign; PhD, 1977, University of Iowa

SILLITTI, SHARON, Assistant Professor of Nursing, 2017 -- BSN, 2008, Aurora University; MSN, 2013, Aurora University

SODERSTROM, MARK, Assistant Professor of History; Chair History, 2011 -- BA, 2004 Central Michigan University; MA, 2005, Central Michigan University; PhD, 2011, Ohio State University

SOUTHALL, AUBREY B., Assistant Professor of Education; Chair Secondary Education, 2016 -- BS/BA, 2009, University of Georgia; MEd, 2010, University of Georgia; EdS, 2012, Georgia State University; PhD, 2016, Georgia State University

STEVENS, DEBORAH, Professor of Education; Chair Initial Licensure, Early Childhood, and UG ESL/Bilingual programs, 2001 -- BA, 1980, Marquette University; MA, 1981, Governors State University; PhD, 1992, Loyola University Chicago

STRASSBERG, BARBARA, University Professor of Sociology; Chair, Sociology, 1991 -- MA, 1970, Jagiellonian University, Krakow, Poland; PhD, 1975, Jagiellonian University, Krakow, Poland

STRONG, DAYSI, Assistant Professor of Social Work, 2018 – BA, 2002, National-Louis University; MA, 2005, Northeastern Illinois University; MSW, 2014, University of Chicago

TAYLOR, DAVID B., Visiting Assistant Professor of Education-Principal Endorsement, 2016 -- BS, 1981, Illinois State University; MEL, 2003, Aurora University

TEDROW, TODD, Assistant Professor of Social Work-George Williams College; Assistant Chair of Social Work, George Williams College and Woodstock, 2016 -- BA, 1991, University of Iowa; MA, 1997, University of Chicago; DSW, 2016, Aurora University

THOMAS, JERALD, Professor of Education, 2003 -- BA, 1987, Aurora University; MEd, 1998, Northern Illinois University; EdD, 2004, Northern Illinois University

VANDER SCHEE, BRIAN, 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 Applied Behavioral Analysis, 2013 -- BS, 2005, University of North Texas; MS, 2009, University of North Texas; PhD, 2013, University of Florida

WALSH, MARK, Associate Professor of Physical Education, 1986 -- BA, 1976, Aurora College; MAT, 1986, Aurora University

WALTER, MARK, Associate Professor of Philosophy; Chair Religion and Philosophy, 2006 -- BA, 1990, University of Pittsburgh; MA, 2000, DePaul University; PhD, 2003, DePaul University

WELLS, CHRISTOPHER, Associate Professor of Parks and Recreation; Chair Parks and Recreation Leadership, 2008 -- BA, 2005, Judson College; MS, 2007, Aurora University

WHEELER, DARIUS, Assistant Professor of Mathematics, 2017 -- BS, 2008, Delaware State University; MS, 2010, Delaware State University; MS, 2011, Northwestern University; PhD, 2017, Northwestern University

WHITE, LYNN, Professor of Accounting, 2018 -- BS, 1980, University of Illinois at Urbana-Champaign; MAS, 1984, University of Illinois at Urbana-Champaign; PhD, 1996, University of Illinois, Chicago

WHITUS, STEPHANIE, Professor of Criminal Justice, 2007 -- BS, 1993, University of Texas, Tyler; MPA, 1996, University of Texas, Tyler; PhD, 2006, Sam Houston State University

WICKS, PAMELA, Associate Professor of Communication; Chair Communication, Marketing and Graphic Design, 2011 -- BA, 1997, Aurora University; MA, 2005, Northern Illinois University; EdD, 2010, Northern Illinois University

WYMAN, SEBASTIAN, Assistant Professor of Mathematics, 2013 -- BS, 2007, Case Western Reserve University; MS, 2010, University of Florida; PhD, 2013, University of Florida

ZINZER, SCOTT, Assistant Professor of Mathematics, 2017 -- BS, 2009, Aurora University; MA, 2011, Arizona State University; PhD, 2015, Arizona State University

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, 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, Northern Illinois University; 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, University of Iowa; MA, 1969, University of Iowa; 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

BOER, HENRY, Professor of Education, 2001-2016; Professor Emeritus of Education, 2016 -- BS, 1966, Illinois State University; MS, 1968, Northern Illinois University; PhD, 1978, Southern Illinois University

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, University of Illinois at Chicago; PhD, 1981, University of Illinois at Chicago

BROTCKE, DEBORAH, Professor of Education, 1992-2016; Professor Emeritus of Education, 2016 -- BA, 1971; MEd, 1985, Northern Illinois University; EdD, 1991, Northern Illinois University

CHRISTIANSEN, 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, University of Illinois at Urbana-Champaign; MA, 1968, University of Illinois at Urbana-Champaign; 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

EDWARDS, MARVIN, Professor of Education, 2002-2017; Professor Emeritus of Education, 2017 -- BS, 1967, Eastern Illinois University; MS, 1969, Chicago State University; CAS, 1973, Northern Illinois University; EdD, 1974, Northern Illinois University

FEE, JOAN, Professor of Education; Chair EdD Program, 2003-2016; Professor Emeritus of Education, 2016 -- BA, 1969, College of William and Mary; MA, 1974, University of Chicago; PhD, 1979, University of Chicago

FROST, DAVID, Associate Professor of Business, 2006-2016; Professor Emeritus of Business, 2016-BA, 1972, Pomona College; MBA, 1976, Harvard 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, University of Illinois at Chicago; 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, Illinois Institute of Technology; 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, Illinois State University; MS, 1965, Illinois State University

KRAUSE, CHRISTINA, Associate Professor of Psychology, 1996-2016; Associate Professor Emeritus of Psychology, 2016 -- BA, 1989, Aurora University; MA, 1992, Northern Illinois University; PhD, 1996, Northern Illinois University

LAY, STEVEN R., Professor of Mathematics, 1971-1990; Professor Emeritus of Mathematics, 1990 -- BA, 1966, Aurora College; MA, 1968, University of California-Los Angeles; 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, Northern Illinois University; 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, Rush University; DNS, 1994, Rush University

LOCKWOOD, BARBARA, Associate Professor of Nursing, 2003-2016; Associate Professor Emeritus of Nursing, 2016 -- BSN, 1970, University of Colorado; MSN, 1973, University of Colorado; PhD, 2009, University of Illinois at Chicago

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

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, University of Illinois at Chicago; 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, University of Chicago; 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, Northern Illinois University; PhD, 1987, Northern Illinois University

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, City University of New York; 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

SAWDEY, MICHAEL, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011 -- BA, 1966, University of Michigan; MA, 1968, University of Illinois at Urbana-Champaign; 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

SOMMERS, DEANNA, Associate Professor of Nursing, 2006-2016; Associate Professor Emeritus of Nursing, 2016 -- AS, 1989, University of New York State-Albany; BSN, 1994, Wayne State University; MSN, 1998, Wayne State University

TAYLOR, HANNI U., Professor of English, 1978-2006; Professor Emeritus of English, 2006 -- 5 eme, 1967, Alliance Francaise, Paris; MA, 1967, Phillipps Universitat, Germany; PhD, 1986, Northern Illinois University

VANKO, JOHN G., Associate Professor of Education, 1996-2008; Associate Professor

Emeritus of Education, 2008 -- BS, 1959, Western Illinois University; 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
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, University of Michigan; MS, 1964, University of Michigan; PhD, 1969, University of Michigan

PART-TIME FACULTY

(Listing includes those part-time faculty who taught for the University as of the 2017–2018 academic year)

ABBOTT, MARY, Social Work, 2016 - BSW, 1993, Aurora University; MSW, 1997, Aurora University
ABDEL KIREEM, AMR, Psychology, 2016 - BA, 2010, Columbia College; MA, 2013 Adler School of Professional Psychology; PhD, 2017, California Southern University
ACEVEDO, ISABEL, Psychology, 2017 - BA, 2011, University of North Texas; MA, 2015, Roosevelt University
AGUILAR, JOHN, Business, 2004 - BA, 1990, Columbia College; MBA, 2000, Aurora University
AHLBERG, RONALD, Social Work, 2007 - BSW, 1996, Aurora University; MSW, 2001, Aurora University
AKHOBADZE, KETEVAN, Mathematics, 2008 - BS/MS, 1987, Ivane Javakhishvili State University
ALTMAN, JOHN, Business, 2012 - BBA, 1971, University of Wisconsin-Eau Claire; MBA, 2002, Webster University
ANDERSON, BRENT, Education, 2016 - BA, 1996, Winona State University; MEd, 2003, DePaul University; EdS, 2012, Northern Illinois University; EdD, 2015, Northern Illinois University
ANDERSON, CHRISTINE, Mathematics, 2017 - BS, 2000, Carroll University; MA, 2004, St. Mary's College; EdD, 2016, Nova Southeastern University
ANDERSON, DENISE, Social Work, 2017 - BSW, 1988, Shippensburg University; MSW, 1989, Temple University; MA, 2013, Northwest Nazarene University; PhD, 1995, University of Maryland
ANDERSON, JENNIFER, Social Work, 2016 - BA, 1994, St. Joseph's College; MSW, 1997, Southern Illinois University; PhD, 2015, Indiana University
ANDERSON, LINDA, Education, 2018 - BA, 1987, National College of Education; MEd, 2000, National Louis University; EdD, 2012, Northern Illinois University
ANJUR, SOWMYA, Science, 2007 - BS, 1982, Bharathiar University; MS, 1984, Bharathiar University; PhD, 1992, Iowa State University
AREYZAGA, MICHELLE, Music, 2010 - BA, 1999, Chicago Musical College of Roosevelt University

ARONSON, PATRICIA, Nursing, 2018 – BSN, 2009, Lewis University; MSN, 2016, Olivet Nazarene University
ASHRAF, ASA, Computer Sciences, 2018 - BS, 2006, South Dakota State University; MS, 2011, South Dakota State University
AVERION-PUTTRICH, ROXANNE, Nursing, 2015 - BSN, 1987, Trinity Christian College; MSN, 1993, Rush University
BAELE, LOREN, Education, 2015 - BS, 1996, Illinois State University; MAT, 2000, Webster University
BAIMA, RAMONA, Mathematics, 2013 - BS, 1997, West University of Timisoara; MS, 2010, Northern Illinois University
BALL, ALEXIS E., Education, 2015 - BFA, 1992, Northern Illinois University; MEd, 2007, Northern Illinois University; EdD, 2014, Northern Illinois University; MVA, 1999, Universidad Nacional Autónoma de México
BARNES, CHRISTINE, Social Work, 2017 - BS, 1994, Cornell University; MS, 2007, Case Western Reserve University
BARNES, LAURIE, Business, 2017 - BS, 1991, Virginia Polytechnic Institute and State University; MS, 1995, Old Dominican; MBA, 2003, Saint Leo University; PhD, 2011, Capella University
BARRERO-FARFAN, IVAN, Biology, 2016 - BS, 2007, Universidad Industrial de Santander; MS, 2010, Purdue University; PhD, 2013 Texas A&M
BASU, ANINDA, Biology, 2016 - BS, 1996, University of Calcutta; MS, 1998, University of Calcutta; PhD, 2005, University of Calcutta
BATEH, JUSTIN, Business, 2018 – BBA, 2006, University of North Florida; MBA, 2008, Nova Southeastern University; MS, 2015, University of Arkansas; DBA, 2013, Walden University
BAUTISTA, WILLIAM, Social Work, 2015 - BA, 2001, Judson College; MSW, 2006, Aurora University
BAXA, KATHLEEN, Social Work, 2016 - BS, 1993, National-Louis University; MS, 2010, National-Louis University
BAXTER, JENNIFER, Nursing, 2017 - BSN, 1996, Aurora University; MSN, 2004 Frontier Nursing University
BEASLEY, CHERYL, Education, 2017 - BS, 2003, Illinois State University; MA, 2007, St. Xavier University
BEATTY, ANNE, Education, 2005 - BA, 1972, Illinois State University; MAT, 1997, Aurora University
BECK, ANDREW, Social Work, 2007 - BA, 1988, Aurora University; MSW, 1993, Aurora University
BELLOMO, MARY, Social Work, 2016 - BA, 2011, American Military University; MSW, 2013, Aurora University
BENDER, ROBERT, Social Work, 2011 - BA, 1991, Illinois Benedictine College; MSW, 1998, Aurora University
BENFORD, ALYSSIA, Accounting, 2015 - BS, 1992, Florida A&M University; MS, 2014, Rutgers University
BENNETT, MARIE MICOL, Music, 2014 - BM, 1995, Northwestern University; MM, 2002, DePaul University
BERGART, ANN, Social Work, 2018 - BA, 1967, University of Rochester; MA, 1969;

PhD, 1997, University of Chicago
BERGQUIST, VICKI, Nursing, 2009 - BS, 1979, Eastern Illinois University; BSN, 2003, Lewis University; MSN, 2009, Lewis University
BERMAN, NORMA, Biology, 2012 - BS, 1976, University of New Hampshire; BS, 1988, National College of Chiropractic; DC, 1991, National College of Chiropractic
BLASINSKI, DOUGLAS, Social Work, 2016 - BA, 2012, Columbia College; MSW, 2015, George Williams College
BLIXT, JANICE, Theater, 2018 - BS, 1993; Bradley University; MFA, 1996, Wayne State University
BLOCH, JAMES, Physical Education, 2012 - BS, 1974, Northern Illinois University; MA, 1981, Roosevelt University
BOGNER, FRANK, Education, 2011 - BS, 1980, Illinois State University; MS, 1993, Western Illinois University; EdD, 2006, University of Illinois at Urbana-Champaign
BOWMAN, PATRICA, Nursing, 2018 - BSN, 1978, Olivet Nazarene University; MSN, 2009, Northern Illinois University
BOWMAN, RODRIC, Criminal Justice, 2017 - BS, 1999, Western Connecticut State University; MS, 2010, Fairleigh Dickinson University; DS, 2017, New Jersey City University
BRECKENFELDER, JOHN, Mathematics, 2011 - BS, 1978, Iowa State University; MS, 1981, University of Wisconsin-Madison; MS, 2011, Aurora University
BREDRUP, DONNA, Social Work, 2016 - BS, 1979, University of Toledo; MS, 2001, Benedictine University
BRICKMAN, JAY, Education, 2016 - BA, 1983, University of Illinois; JD, 1987, IIT/Chicago-Kent College of Law; MEd, 2000, DePaul University
BRODY, KRISTA, Nursing, 2017 - BS, 2002, Loyola University, Chicago, IL; MSN, 2010, Rush University College of Nursing
BROSKOW, TAMI, Social Work, 2011 - BSW/BA, 1991, University of Wisconsin-Madison; MSW, 1997, University of Illinois at Chicago
BROUMAN, DEBORAH, Education, 2012 - BA, 1975, Marquette University; MEd, 1976, Duke University
BROWN, JULIE, Mathematics, 2017 - BS, 1995, Xavier University of Louisiana; MA, 1997, Auburn University
BROWN, VICTORIA, Social Work, 2018 - BSW, 1991, Aurora University; MSW, 1992, Aurora University; PhD, 2016, Institute for Clinical Social Work
BRUNK, JACLYN, Social Work, 2016 - BSW, 1989, Illinois State University; MSW, 1995, California State University
BUCK, BRYAN, Education, 2016 - BS, 1993, Valparaiso University; MS, 1999, Lewis University; EdS, 2014, Northern Illinois University
BUCKBERG, PATRICIA, Nursing, 2010 - BA, 1992, National Louis University; DNP, 1999, Rush University
BUDZYNSKI, CHRIS, Education, 2014 - BS, 2003, University of Illinois at Urbana-Champaign; MBA, 2005, Aurora University; EdD, 2014, Argosy University
BUGGS, CYNTHIA, Social Work, 2014 - BA, Columbia College; MA, 1996, Roosevelt University
BULT, PAMELA, Social Work, 2016 - BSW, 1991, Calvin College; MSW, 2011, Aurora University

BURKEY, JOHN, Education, 2012 - BA, 1990, University of Illinois at Urbana-Champaign; MS, 1994, University of Illinois at Urbana-Champaign; EdD, 2004, University of Illinois at Urbana-Champaign

BURNS, CHARLOTTE, Social Work, 2013 - BA, 1993, Lenior-Rhyne College; MSW, 2010, Dominican University

BURTON, BRETT, Education, 2014 - BA, 1994, Aurora University; MATC, 1996, Aurora University; MEd, 2001, Northern Illinois University; EdS, 2009, Northern Illinois University; EdD, 2014, Northern Illinois University

BURTON, SHANNON, Science, 2017 – BBA, 1999, Berkley College; MEd, 2008, Drury University; MEd, 2002, Lehman College; MBA, 2017, Columbia Southern University; MEd, 2010, Drury University; MBA, 2007, Capella University; PhD, 2006, Capella University

BUSS-YINGLING, SAMANTHA, Social Work, 2017 – BS, 2006, Kaplan University; MSW, 2011, Aurora University; MEd, 2018, Western Illinois University; 2009 - BA, 1990, LaSalle University; MAT, 2008, National Louis University

BYRD, ROBYN, Philosophy, 2013 - BA, 2010, Aurora University; MA, 2013, Northern Illinois University

BYRNE, MELISSA, Education, 2015 - BA, 2006, Aurora University; MA, 2010, Aurora University; EdD, 2015, Aurora University

BYRNE, WENDY, Social Work, 2009 - BS, 1989, National Louis University; MSW, 1992, University of Illinois at Chicago

CALHOUN, LATONIA, Mathematics, 2018 – BS, 2003, Kennesaw State University; MEd, 2011, Georgia State University

CAMIC, DAVID, Criminal Justice, 2014 - BA, 1980, Aurora College; JD, 1987, The John Marshall Law School

CAMPBELL, LAURA, Social Work, 2016 - BS, 1991, University of Guelph; MSW, 2002, Loyola University; MA, 2012, Concordia University

CAMPBELL, TARA, Criminal Justice, 2014 - BS, 1996, DePaul University; MS, 2002, Lewis University

CARLSON, ARIANA, Social Work, 2015 - BSW, 2013, Aurora University; MSW, 2014, Aurora University

CARLSON, JILL, Education, 2017 – BSEd, 1972, Illinois State University; MEd, 1980, University of Wisconsin; MAEd, 2000, Olivet Nazarene University

CARLSON, MARTHA, Social Work, 2014 - BA, 2003, Loras College; MSW, 2006, Aurora University

CARLSON, RICHARD, Education, 2009 - BS, 1968, Miami University-Ohio; MEd, 1969, Northern Illinois University; EdD, 1973, Northern Illinois University

CARMICHAEL, WILLIAM, Economics, 2010 - AB, 1963, Muhlenberg College; AM, 1965, Washington University in St. Louis

CARR, DEBORAH, Social Work, 2006 - BA, 1974, Eureka College; MSW, 1977, University of Illinois at Urbana-Champaign

CATUARA, KATHRYN, Nursing, 2018 – BSN, 2009, Chamberlain College of Nursing; MSN, 2015, Chamberlain College of Nursing; MBA, 2017, Capella University

CEH BECVAR, COLLEEN, Social Work, 2014 - BS, 1992, Quincy University; MS, 2009, University of Indianapolis

CESHKER, AMY, Social Work, 2014 - BSW, 1993, Indiana State University; MSW, 2011, Aurora University

CHRISTIANSEN, JEFFREY, Criminal Justice, 2004 - BA, 1995, Lewis University; MS, 1998, Lewis University

CIESLA, REBECCA, Social Work, 2016 - BSW, 2003, Saginaw Valley State University; MSW, 2006, Eastern Washington University

CISZEWSKI, ISABELL, Social Work, 2016 - BSW, 2013, Northeastern Illinois University; MSW, 2014, Aurora University

CLOSEN, JOHN, Education, 2014 - BS, 1975; MS, 1979; PhD, 1989, Illinois State University

COATES, CANDACE, Social Work, 2016 - BA, 2003, Marquette University; MSW, 2008, Loyola University; MS Ed, 2015, University of Wisconsin

COJANU, KEVIN, Business, 2017 – BS, 2001, National Louis University; MS, 2002, National Louis University; PhD, 2007, Capella University

COLEMAN, E. ANNETTE, Education, 2015 - BS, 1992, Bradley University; MA, 1998, Bradley University; EdS, 2016, Western Illinois University

COLLETTE, TERRY, Special Education, 2009 - BS, 1999, Northern Illinois University; MAEL, 2002, Aurora University; EdD, 2014, Aurora University

COLLINS, BERNADETTE, Psychology, 2010 - BS, 1994, Northern Illinois University; MS, 2001, Northern Illinois University

COLLINS-DYKE, ERIC, Social Work, 2018 – BA, 2011, University of Wisconsin – Milwaukee; MSW, 2014, Loyola University Chicago at Carthage

CONNELL, SHANNON, Business, 2014 - BA, 1992, University of Cincinnati; MBA, 2009, North Central College; PhD, 2013, Benedictine University

CONNERS, CHERYL, Social Work, 2006 - BS, 1993, Illinois State University; MSW, 2000, Aurora University

CONSIDINE, DONETTE, Social Work, 2018 – BA, 1993, Western Illinois University; MSW, 1997, George Williams College; PhD, 2006, Capella University

CORDOBA, MARIA, Education, 2011 - BS, 1980, Universidad Santiago de Cali; MEd, 1993, National Louis University; EdD, 2006, Loyola University Chicago

CORREA, ALEXANDRA, Education, 2018 – BA, 2004, Northern Illinois University; MEd, 2007, Northern Illinois University; EdS, 2015, National Louis University

CORRIGAN-HALPERN, PAULA, Social Work, 2017 – BS, 1988, Northwestern University; MA, 1995, University of Chicago

CORUJO-COLLADO, FRACHESKA MARÍ, Business, 2012 - BA, 2002, Facultad de Derecho Eugenio Maria de Hostos; JD, 2007, Facultad de Derecho Eugenio Maria de Hostos; PhD, 2012, Interamerican University of Puerto Rico

COUTTS, TRUDI, Natural Sciences, 2011 - BA, 1974, Bradley University; MA, 1985, Northeastern Illinois University; EdD, 2013, Aurora University

COX, LAURIE, Social Work, 2018 – BS, 1992, Illinois State University; MS, 1998, Illinois State University; MS, 2000, Illinois State University; PhD, 2016, Walden University

COYLE, GAIL, Nursing, 2016 - BSN, 2014, Western Governor's University; MSN, 2016, Western Governor's University

CRAIG, ANNIE, Physical Education, 2011 - BS, 1982, East Carolina University

CRAINFIELD, ADANA, Social Work, 2017 – BS, 2003, University of Illinois; MSW, 2009, Aurora University

CRISMAN, JEFFREY, Art, 2012 - BA, 1979, Columbia College; MFA, 1982, University of Illinois at Chicago

CROSS, MARK, Education, 2011 – BSEd, 1992, Illinois State University; MSEd, 1996, Illinois State University

CRUZ, PATRICIA, Nursing, 2017 – BSN, 2013, Benedictine University; MSN, 2016, Grand Canyon University

CUNNALLY, TIFFANY, Social Work, 2018 – BSW, 2014, Aurora University; MSW, 2015, Aurora University

CURRY, TAMARA, Social Work, 2016 - BA, 2007, Aurora University; MSW, 2012, Aurora University

CWIDAK, GARY, Recreation Administration, 2012 - BA, 1976, Indiana University at South Bend; MS, 2007, University of Wisconsin-Whitewater

CWIK, LAWRENCE, Biology, 2011 - BA, 1972, Northeastern Illinois University; MA, 1978, Northeastern Illinois University

DAGENAIS, RAYMOND, Education, 2008 - BS, 1969, University of Illinois at Chicago; MS, 1974, Purdue University; EdD, 1990, Northern Illinois University

DALING, JAMIE, Social Work, 2015 - BS, 2000, Wesleyan University; MSW, 2012, Aurora University

D'AMORE, ROSSANA, Social Work, 2016 - BA, 2004, Northern Illinois University; MSW, 2008, Aurora University

DANGERFIELD, HOWARD, Business, 2017 - BS, 1987, DeVry Institute of Technology; MS, 2000, Keller School of Management; DBA, 2011, University of Phoenix

DANIEL, AMY, Nursing, 2014 - BSN, 2004, University of Iowa; MSN, 2010, Loyola University at Chicago

DE VALK, SCOTT, Social Work, 2006 - BA, 1977, Saint Xavier University; MSW, 1981, George Williams College; PsyD, 2005, Adler School of Professional Psychology

DEACON, SHANNON, Nursing, 2013 - BSN, 1996, Concordia University; MSN, 2005, University of Phoenix

DECARLO, BARBARA, Nursing, 2017 – BSN, 1992, Northern Illinois University; MSN, 2009, Northern Illinois University

DELLICARPINI, MICHAEL, Education, 2017 - MEd, 2009, Loyola University Chicago

DENT, AALIYAH, Social Work, 2018 – BA, 2000, Bloomfield College; MSW, 2008, Monmouth University; DSW, 2015, Capella University

DENTON, TAMARA, Social Work, 2013 - BS, 2000, Eastern Illinois University; MS, 2002, Eastern Illinois University; EdD, 2012, Argosy University

DERSHEM, MELINDA, Physical Education, 2017 – BS, 1994, The Pennsylvania State University; MS, 1998, Wake Forest University

DETHMERS, DAVID, Social Work, 2013 - BA, 2010, Hope College; MA, 2012, University of Chicago

DIBITETTO, STACEY, Education, 2016 - BS, 1996, Eastern Illinois University; MS, 1999, Lesley University; EdD, 2015, Aurora University

DIGIOVANNI, NICHOLAS, Biology, 2017 – BS, 1982, University of Illinois Urbana-Champaign; MS, 1985, Northeastern Illinois University

DI SANTO, ANTHONY, English, 2006 - BA, 1990, Aurora University; MA, 2006,

Northern Illinois University; PhD, 2013, Northern Illinois University
DOBRA, CHARLES, Criminal Justice, 2017 – BA, 1967, DePaul University; MS, 1969, Iowa State University
DOHERTY, RAYMOND, Business, 2012 - BS, 1990, Bentley University; MBA, 2005, Regis University
DONALD, MICHELLE, Nursing, 2018 – BFA, 2007, The Illinois Institute of Art; MSN, 2017, Chamberlain College of Nursing
DOWD, RYAN, Social Work, 2010 - BA, 2000, North Central College; MPA/JD, 2003, Northern Illinois University
DREWRY, DONALD, Criminal Justice, 2018 – BBA, 1979, University of Memphis; MBA, 1988, University of Memphis; MPA, 2009, Park University
DRUMGOOLE, MARGARITA, Social Work, 2017 – BA, 2008, University of Minnesota-Twin Cities; MSW, 2016, George Williams College
DUDEK, SHANNON, Education, 2015 - BS, 2000, Western Illinois University; MS, 2007, Eastern Illinois University; EdS, 2013, Eastern Illinois University
DURUOHA, ADDANAH, Mathematics, 2018 – BS, 2013, Bemidji State University; MS, 2017, Northern Illinois University
DYE, AMY, Communication Sciences and Disorders, 2014 - BS, 2003, Northern Illinois University; MA, 2007, Concordia University Chicago
DYSARD, MEGAN, Social Work, 2017 - BS, 1995, Indiana University; MSW, 2001, Tulane University
EDMONDSON, MERRY, Education, 2008 - BA, 1972, Elmhurst College; MEL, 1999, Aurora University; EdD, 2007, Aurora University
EDWARDS, GEOFFREY, Music, 1994 - BA, 1986, Northwestern University; PhD, 1991, Northwestern University
EKONG, ANIEMA, Nursing, 2014 - BSN, 2009, Benedictine University; MSN, 2013, Saint Xavier University
ELY, PAMELA, Criminal Justice, 2012 - BS, 1988, Northern Illinois University; MS, 1996, National Louis University
ERICKSON, JAMES, Biology, 2015 - MS, 1959, Loyola University Maryland; MD, 1965, University of Colorado; MPH, 1975, University of Minnesota
ERICKSON, JESSICA, Education, 2007 - BA, 1997, National Louis University; MA, 2006, National Louis University
ERNST, CHRISTY, Education, 2016 - BS, 1978, University of Illinois; MA, 2007, Aurora University
ESTES, TREVOR SCOTT, Education, 2012 – BS, 1991, Bradley University; MEd, 2000, Illinois State University; EdS, 2012, Eastern Illinois University; EdD, 2016, Aurora University
EVANS, MICHELLE, Social Work, 2010 - BA, 2001, North Central College; MSW, 2004, Aurora University; DSW, 2016, Aurora University
EVANS, SUSAN, Art, 2012 - BFA, 1996, Drake University; MEd, 1998, National Louis University
FAGEL, MICHAEL, Criminal Justice, 2014 - BS, 1975, University of Nebraska at Omaha; MS, 1995, Columbia Southern University; PhD, 1996, Columbia Southern University
FATINA, BARBARA, Accounting, 2015 - BS, Illinois State University; MBA, 2012,

DePaul University

FEVOLD, ELIZABETH ROSSI, Nursing, 2016 - BSN, 2005, Elmhurst College; MSN, 2009, Rush University College of Nursing

FILLIMAN, TIMOTHY, Music, 2015 - BA, 1986, Illinois State University; MA, 1987, Northwestern University

FISCHER, DONNA, Social Work, 2016 - BS, 1996, Rockford College; MSW, 2001, Loyola University Chicago

FLYNN, JEANNE, Social Work, 2007 - BSW, 1975, University of Illinois at Urbana-Champaign; MSW, 1982, University of Illinois at Chicago

FOGLE, KYLE, Physical Education, 2018 – BS, 2011, Eastern Illinois University; MS, 2014, Eastern Illinois University

FOOR, CAROLYN, Communication, 2014 - BA, 1988, University of Illinois at Urbana-Champaign; MA, 2014, Northern Illinois University

FORD, LESLIE, Social Work, 2018 – BSW, 1992, Clark Atlanta University; MSW, 1993, University of Georgia; PhD, 2007, University of Illinois at Chicago

FOSTER, JAYNE, Social Work, 2015 - BA, 1986, University of Wisconsin-Platteville; MSW, 1988, University of Wisconsin-Madison

FOTOVAT, ROXANNA, Chemistry, 2014 - BS, 1989, Ferdowsi University; PhD, 2013, Northern Illinois University

FOX, DAN, Education, 2006 - BA, 1969, Southern Illinois University; MA, 1979, Northeastern Illinois University

FOX, KATHRYN, Education, 2017 – BS, 1989, Northern Illinois University; MS, 2008, Capella University

FRANK, REBECCA, Social Work, 2014 - BSW, 2009, University of Wisconsin-Whitewater; MSW, 2013, Loyola University Chicago

FRANKLIN, ASHLEY, Education, 2016 - BA, 2006, Albright College; MA, 2008, University of Delaware

FRYDRYCH, EMILY, Sociology, 2017 – BA, 2000, University of Michigan; MA, 2001, University of Chicago

FUCHS, JULIE-ANN, Education, 2017 – BS, 1988, Illinois State University; MS, 1992, Northern Illinois University; MS, 1996, Northern Illinois University; EdD, 2004, Northern Illinois University

FULLER, CONNIE, Business, 2016 - BA, National Louis University; MBA, 1987, Fontbonne College; PhD, 2009, Benedictine University

GALVAN, MARIE, Marketing, 2018 – BA, 2010, North Central College; MBA, 2011, North Central College, MLS, 2012, North Central College

GARRITY, KATHLEEN, Special Education, 2009 - BS, 1973, Eastern Illinois University; MS, 1978, Governors State University; MA, 2004, Aurora University

GEISTKEMPER, KRISTIN, Psychology, 2015 - BA, 1989, University of Iowa; MS, 1994, University of Indianapolis

GILL, MICHELE, Business, 2012 - BA, 2010, Columbia College of Missouri; MBA, 2012, Aurora University

GLEASON, CHRISTOPHER, Social Work, 2010 - BA, 2005, Judson University; MA, 2009, Argosy University

GLEICH, LISA, Social Work, 2012 - BA, 1998, Northern Illinois University; MA, 2002, Roosevelt University

GLOSSON, FRANCES, Business, 2012 - BS, 1982, University of St. Francis; MA, 1995, Webster University; EdD, 2002, Cardinal Stritch University

GLOVER, PAUL, Accounting, 2005 - BA, 1971, DePaul University; JD, 1975, DePaul University; MLL, 1985, Illinois Institute of Technology - Chicago Kent University

GOIER, RENEE, Education, 2015 - BS, 1969, University of Illinois at Urbana-Champaign; MEd, 1971, Northern Illinois University; EdD, 1996, Northern Illinois University

GOY, BARBARA, Social Work, 2009 - BSW, 1995 Aurora University; MSW, 1999, Aurora University

GRAHAM, KELLY, Social Work, 2016 - BS, 1998, University of Illinois at Urbana-Champaign; MSW, 2001, University of South Carolina

GREEN, ROKESHA, Marketing, 2017 – BBA, 2003, Savannah State University; MBA, 2005, Walden University; DBA, 2012, Argosy University

GREGAIT, LISA, Social Work, 2016 – BA, 2003, Columbia College Chicago; MA, 2009, DePaul University

GREGAIT, LUCINDA, Education, 2007 - BS, 1975, Southern Illinois University; MA, 1997, Saint Xavier University; MA, 2000, Aurora University

GUERRA-BAUMAN, FRANCIS, Nursing, 2015 - MD, 2001, University of Panama;

GULLICKSON, BRENDA, Social Work, 2011 - BS, 1984, Western Illinois University; MSW, 1990, Aurora University

GUPTA, JESSICA, Social Work, 2018 – BA, 2005, Cleveland State University; MS, 2007, Case Western Reserve University

GURBAL, SHERIDAN, Education, 2016 - BA, 2002, Loras College; MA, 2015, Concordia University

HACKL, MEGAN, Nursing, 2015 - BA, 2005, Northern Illinois University; BSN, 2008, Loyola University Chicago, IL; MSN, 2014, Northern Illinois University

HAHN, SEAN, Physical Education, 2017 – BA, 1995, Augustana College; MPT, 1998, Drexel University

HALEY, JAYNE, Nursing, 2014 - RN, 1983, St. Vincent's School of Nursing; BSN, 1990, College of Staten Island; MSN, 1993, Wagner College

HAMILTON, MELISSA, Social Work, 2017 – BS, 2008, University of Illinois; MSW, 2012, Loyola University Chicago

HAMMACK, SUSAN, Education, 2010 – BA, 1981, Concordia University; MEd, 1986, University of Toledo; EdD, 2009, Aurora University

HAMMOND, KAREN, Social Work, 2015 - BFA, University of Houston; MSW, 2014, Aurora University

HANSON, SUSAN, Social Work, 2013 - BA, 1994, North Central College; MS, 1999, Benedictine University

HARIJITH, UMA, Mathematics, 2011 - BSc, 1992, University of Kerala; MSc, 1994, University of Kerala; MA, 2011, The City College of New York

HARRIS, ANN, Science, 2018 – BS, 2007, Eastern Kentucky University; MS, 2009, Eastern Kentucky University

HARRIS, GALE, Social Work, 2017 – BS, 1962, Oklahoma State University; MA, 1975, Columbia College; MSW, 1988, Jane Addams College of Social Work

HART, SHANNON, Social Work, 2015 – BA, 1990, National Louis University; MEd, 1993, University of Illinois at Chicago; PhD, 2004, University of Illinois at Chicago

HART-FLYNN, WILMA, Nursing, 2011 - BSN, 2006, University of Phoenix; MSN, 2008, University of Phoenix

HARTLEY, JACQUELINE, Sociology, 2018 – BA, 1999, Juniata College; MA, University of Chicago; MS, 2012, University of Wisconsin-Madison

HEARON, ELBERT, Mathematics, 2015 - BA, 1982, Indiana University; MBA, 1991, University of Chicago; MS, 2010, DePaul University

HEIM, ANGELA, Nursing, 2017 – BSN, 2000, University of Wisconsin-Milwaukee; MSN, 2016, Alverno College

HENDRICKS, HEIDI, Music, 2009 - BM, 1999, Wheaton College; MM, 2002, DePaul University

HENNING, CHRISTINA, Social Work, 2016 - BSW, 2007, Wichita State University; MSW, 2008, Wichita State University

HENRY, MOLLY, Social Work, 2018 – BA, 1990, DePaul University; MSW, 1994, University of Pennsylvania

HENSLEY, MICHAEL, Business, 2006 - BA, DePaul University; MBA, 2006, Aurora University

HERNANDEZ, ROBERT, Education, 2014 - BS, 1984, Northern Illinois University; EdD, 2005, Northern Illinois University; MS, 1993, Northern Arizona University

HERSTAND, MARC, Social Work, 2008 - BA, 1974, Tufts University; MSW, 1980, University of California-Berkeley

HICKMAN, SAMANTHA, Psychology, 2010 - BA, 2003, Roosevelt University; PsyD, 2005, Argosy University

HILGERS, MARC, Education, 2016 - MD, 2001, Heinrich-Heine University

HILL, SHANNON, Social Work, 2015 - BSW, 1997, University of Illinois at Chicago; MSW, 1999, Aurora University

HILT, MELISSA, Nursing, 2015 - BSN, 2013, Aurora University; MSN, 2015, Olivet Nazarene University

HILTROP, JEFFREY, Nursing, 2018 – BSN, 2011, St. Xavier University; MSN, 2017, Olivet Nazarene University

HIRSCH, JANE, Psychology, 2012 - BES, 2003, Lewis University; MA, 2010, Lewis University

HISCOCK, CHARLES, Education – 2017 – BFA, 1992, University of Illinois at Chicago; MA, 1996, Governor's State University; MA, 1999, Governor's State University; EdS, 2008, Northern Illinois University; EdD, 2013, Northern Illinois University

HOBBS, ELIZABETH L., Education, 2016 - BA, 2002, University of Iowa; MA, 2006; EdD, 2015, Aurora University

HOFFMAN, WREN, Education, 2015 - BBA, 1995, University of Iowa; MEd, 2001, DePaul University; MA, 2011, Concordia University; MEL, 2013, Aurora University

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

HOPKIN, PAUL, Art, 2015 - BFA, Brigham Young University; MFA, 1997, School of the Art Institute of Chicago

HORAN, JILL, Social Work, 2017 – BA, 2009, Northern Illinois University; MSW, 2011, Aurora University

HORNER, JAMIE, Social Work, 2017 – BS, 2011, University of Illinois Urbana-Champaign; MSW, 2013, Loyola University

HOSS, KATHERINE, Interdisciplinary Studies , 2017 – BA, 2011, Bridgewater State University; MA, 2013, Northern Illinois University; PhD, 2017, Northern Illinois University

HOUSTON, TIM, Communication, 2012 - BGS, 1984, University of Michigan; MA, 1992, Northwestern University

HOWARD, BERNADINE, Social Work, 2015 - BSW, 1996, Illinois State University; MSW, 2000, University of Illinois at Chicago

HOWARD, JENNIFER, Business, 2015 - BA, 2010, Northern Illinois University; MS, 2014, Northern Illinois University

HOY, COLZETTE, Business, 2017 – BBA, 1995, Robert Morris University; MBA, 2001, North Park University; EdD, 2014, Argosy University

HUBER, DAVID, Mathematics, 2010 - BS, 1981, Northern Illinois University; MEd, 1989, Northern Illinois University

HUDETZ, ERIN, Business, 2018 – BS, 2006, Purdue University; MA, 2013, Washington University-St. Louis

HUFF, KASEY, Social Work, 2017 – BA, 2007, University of Evansville; MSW, 2016, Aurora University

HUGHES, SANDRA, Nursing, 2015 - BSN, 1980, Lewis University; MSN, 1987, Saint Xavier University; PhD, 2007, Capella University

HUGHES-ISLEY, SUSAN, Marketing, 2018 – BS, 1985, Indiana State University; MA, 2001, Syracuse University; MA, 2006, University of Nebraska; PhD, 2015, Colorado State University

IAQUINTO, KEVIN, Business, 2015 - BA, 2002, Augustana College; MBA, 2006, DePaul University

IBE, MARK, Nursing, 2016 - BSN, 2002, Lewis University College of Nursing; MSN, 2011, Lewis University College of Nursing

IGNOFFO, BRANDI, Social Work, 2014 - BA, 2001, Lake Forest College; MS, 2006, The Erikson Institute; MSW, 2007, Loyola University Chicago

IHNENFELD, MARY, Social Work, 2012 - BSW, 1995, Aurora University; MSW, 1996, Aurora University

IMAM, TANYA, Social Work, 2016 – BSW, 2012, Aurora University; MSW, 2014, Aurora University

INGLESE, ANTON, Education, 2015 - BS, 2002, Michigan Technological University; MEd, 2010, Northern Illinois University

ISLAM, MOHAMMAD SHAHIDUL, Chemistry, 2018 – BS, 1998, University of Chittagong; MS, 2001, University of Chittagong; PhD, 2008, Memorial University of Newfoundland

JABRA, KHADER, Computer Sciences, 2017 – BS, 1990, Winthrop University; MS, 2001, Capitol College; MBA, 2006, Keller Graduate School of Management

JACKS, STEVEN, Computer Science, 2013 - BS, 1979, DeVry Institute of Technology; MS, 1984, DePaul University

JACKSON, WILLIE, Social Work, 2016 - BA, 2002, Aurora University, MSW, 2007, Aurora University

JACOBSEN, CAROLYN, Nursing, 2012 – BSN, 2006, Lewis University; MSN, 2009, Lewis University

JAMES, DENISE, Mathematics, 2018 – BS, 1984, University of Illinois-Chicago; MS, 1994, Wayne State University

JANCZAK, ELIZABETH, Social Work, 2017 – BA, 2002, University of Northern Iowa; MSW, 2006, University of Northern Iowa; MA, 2007, University of Northern Iowa

JARBOE, STACEY, Education, 2017 – BS, 2001, Illinois State University; MA, 2005, Concordia University

JOHNS, KATHRYN, Social Work, 2013 - BS, 2006, Illinois State University; MSW, 2009, Aurora University

JOHNSEN, KAREN, Early Childhood Special Education, 2018 – BS, 1974, Illinois State University; MEL, 2003, Aurora University

JOHNSON, SUSAN, Social Work, 2013 - BA, Illinois State University; MSW, 1992, Loyola University Chicago

JOHNSTON, JANIE, Science, 2011 – BS, 1980, University of Miami; MS, 1986, University of Georgia; EdS, 1991, University of Georgia

JOHNSTON, ROGER, Physics/Mathematics, 2017 – BA, 1997, Carleton College; MS, 1983, University of Colorado; PhD, 1983, University of Colorado

JOHNSTONE, CARIE, Social Work, 2017 - BA, 1998, Lewis University; MSW, 2001, University of Illinois

JONATHAN, BRIANNE, Education, 2018 – BA, 2011, Aurora University; MA, 2015, Aurora University

JULKOWSKI, MEGAN, Education, 2018 – BA, 2003, Trinity Christian College; MEd, 2007, Judson University

KACZOROWSKI, DAVID, Business, 2017 – BBA, 1988, University of Notre Dame; MBA, 2003, DePaul University

KARNICK, KELLEY, Education, 2017 – BS, 1995, University of South Florida; MEL, 2009, Aurora University; EdD, 2013, Aurora University

KASTEN, MARTHA, Music, 2015 - BA, 1985, University of Illinois at Urbana-Champaign; MA, 1988, University of Illinois at Urbana-Champaign

KATULA, DEBORAH, Business, 2017 - BA, 1989, Augustana College; MA, 1988, Harvard University; MBA, 1994, University of Chicago Graduate School of Business

KICMAL, EILEEN, Communication, 2012 - BA, 1992, Eastern Illinois University; MEd, 1998, Northern Illinois University

KING, JEFFREY, Education, 2017 - BA, 1985, Eastern Illinois University; MBA, 1986, Eastern Illinois University; EdD, 2016, Aurora University

KING, MARY, Accounting, 2017 – BS, (year unknown), Northern Illinois University; MBA, 1991, Dominican University; MS, 1995, Dominican University

KLAISNER, MARK, Education, 2013 - BA, 1983, Purdue University; MS, 1988, Northern Illinois University; EdD, 2011, National Louis University

KLASSY, RYAN, Communication, 2013 - BS, 1997, University of Wisconsin-Madison; MBA, 2004, Lynn University

KLOVENS, DEAN, Interdisciplinary Studies, 2017 – BA, 1980, University of Illinois-Chicago; MS, 1985, DePaul University

KNAPP, DANIEL, Social Work, 2014 - BS, 2006, Loyola University Chicago; MSW, 2010, Aurora University; PhD, 2016, Capella University

KNIGGE, SARA, Education, 2007 - BS, 1994, Northern Illinois University; MA, 2000, Concordia University

KOEPPEN, CHRISTOPHER, Mathematics, 2018 – BS, 2005, University of Illinois Urbana-Champaign; MA, 2008, DePaul University

KOMM, ADAM, Business, 2017 – BS, 1998, Washburn University; MA, 2000, Webster University

KONICEK, ANGELA, Nursing, 2018 – BSN, 2010, Aurora University; MSN, 2015, Aurora University

KOOISTRA, SCOTT, Nursing, 2017 - BS, 2008, Saint Xavier University; MS, 2014, DePaul University

KOPLEWITZ, LAURA, Philosophy, 2018 – BA, 1979, Hampshire College; MA, 1987, New York University; PhD, 2015, Union Institute and University

KORBLY SHEPARD, MARYANN, Social Work, 2015 - AB, 1972, Indiana University-Purdue; MSW, 1981, Indiana University

KOSAN, BRIAN, Education, 2014 - BS, 2008, Ball State University; MS, 2016, Colorado State University

KOSSLER, HELEN, Special Education, 2013 - BA, 1972, Temple University; MS, 1979; MEd, 1979, University of Illinois at Urbana-Champaign; MA, 2008, Concordia University

KOUDELKA, CINDI, Education, 2012 – BS, 1987, Northern Illinois University; MEd, 1999, Illinois State University; MA, 2010, Aurora University

KOWALSKI, KEITH, Physical Education, 2017 – BS, 2008, Western Illinois University; MS, 2015, University of Illinois-Chicago

KOZAK, SHANNON, Education, 2007 - BA, 1997, Illinois State University; MEd, 2002, National Louis University

KRALINA, LISA, Business, 2017 - BS, 1996, Truman State University; MBA, 1999, Purdue University

KUNASH, EMILY, Psychology, 2015 - BS, 2006, Carroll College; MA, 2010, Florida Gulf Coast University

KUNKEL, RICHARD, Business, 2011 - BA, 1989, Eastern Illinois University; MBA, 2005, Benedictine University

LAMONICA, MICHAEL, Business, 2016 - BA, 2002, Aurora University; MPA, 2006, Northern Illinois University

LANTON, ALICE, Business, 2017 – BS, 1997, National Louis University; MBA, 2000, National Louis University

LARSEN, ASTRID, Business, 2014 - BS, 1994, Eastern Illinois University; MS, 2006, Benedictine University; MBA, 2012, Aurora University

LARSEN, RICHARD, Music, 2009 - BA, 2005, Minnesota State University; MA, 2008, Elmhurst College

LARSON, KERRY, Social Work, 2014 - BSW, 2012, Aurora University; MSW, 2013, Aurora University

LARSON, KRISTA, Criminal Justice, 2010 - BA, 2005, Lewis University; MA, 2007, The Chicago School of Professional Psychology

LAS, MARK, Business, 2012 - BS, 2003, DeVry University; MS, 2006, Loyola University Chicago; MS, 2008, Lewis University

LE BLANC, DEBRA, Education, 2012 - BS, 1978, Quincy College; MS, 1981, Northern Illinois University; EdD, 1999, Northern Illinois University

LEE, EUNBAE, Music, 2014 - BM, 2001, Ewha Women's University; MM, 2003, University of Michigan

LEMBERG, JASON, Interdisciplinary Studies, 2017 – BA, 2005, Aurora University; MEd, 2011, Loyola University-Chicago

LEONAS, JOSEPH, Criminal Justice, 2005 - BA, 1995, DePaul University; 2004, Northwestern University School of Police Staff & Command; MA, 2000, Western Illinois University

LESURE, LARRY, Social Work, 2016 - BS, 2004, Eastern Illinois University; MSW, 2015, Aurora University

LETZTER, DONNA, English, 2008 - BS, 1973, Southern Illinois University Carbondale; MA, 1976, Northern Illinois University

LEYBA, ERIN, Social Work, 2018 – BA, 1997, Washington University-St. Louis; MSW, 1998, Washington University-St. Louis; PhD, 2008, University of Illinois at Chicago

LI, JASMINE, Business, 2017 – BA, 1998, Beijing Second Foreign Language Institute; MBA, 2003, University of Utah

LITTLE, REED, Criminal Justice, 2017 – BS, 1994, University of Central Oklahoma; MA, 2016, US Naval Postgraduate School

LITTLEJOHN, COURTNEY, Business, 2018 – BS, 1998, California State University-San Bernardino; MBA, 2001, North Park University

LLOYD, DONALD, Finance, 2003 - BBA, 1980, The University of Mississippi; MBA, 1987, The University of North Carolina

LOCHNER, RICK, Business, 2011 - BS, 1979, United States Military Academy at West Point; MS, 1986, The University of Southern Mississippi; MBA, 2003, DeVry University Keller Graduate School of Management

LOCKLIN, MARYANNE, Nursing, 1996 - BSN, 1979, Elmhurst College; MS, 1983, Rush University College of Nursing - Chicago; PhD, 1994, Rush University College of Nursing- Chicago

LOGSDON, CATHLEEN, Nursing, 2010 - BSN, 1985, Ball State University; MSN, 2009, Lewis University

LONGRENN, SUZANNE, Nursing, 2017 – BSN, 2010, Lewis University; MSN, 2014, Lewis University

LOWDER, DANIEL, Physical Education, 2018 – BS, 2014, Aurora University

LUCKEY, KIMBERLY, Nursing, 2017 - BSN, 2010, University of Wisconsin- Green Bay; MS, 2016, Northern Illinois University

LUND, ALISON, Nursing, 2015 - BSN, 2009, Aurora University; MSN, 2015, Aurora University

LUNDGREN, DENNIS, Education, 2010 - BM, 1975, Western Michigan University; MM, 1979, Andrews University; PhD, 2013, Andrews University

LUSTER, KATHERINE, Social Work, 2014 - BA, 1995, University of Notre Dame; MA, 1997, University of Chicago

MACAIONE, LISA, English, 2005 - BA, 2002, Aurora University; MA, 2004, Leiden University

MACLENNAN, JACK, Business, 2015 - BA, 2009, St. Thomas University; MA, 2011, University of Windsor

MADDEN-KLICKER, ELIZABETH, Social Work, 2017 – BA, 1992, Purdue University; MA, 1995, The University of Chicago; MS, 2017, The University of Kansas (adjunct has requested official transcripts, on the way)

MADDOX, MARVIN, Business, 2017 – BS, 1980, Purdue University; MIM, 1984, Thunderbird School of Global Management

MADRIGAL CESAR, Social Work, 2017 - MSW, 1988, Aurora University; MBA, 2003, California Southern University; DBA, 2004, California Southern University; MPA, 2009, Andrew Jackson

MAKOVEC, BARBARA, Biology, 2016 - BS, 1974, Dominican College of Racine; MS, 2005, Viterbo University

MALNAR, JENNIFER, Social Work, 2010 - BSW, 2004, Aurora University; MSW, 2005, Aurora University

MALONE, KEVIN, Social Work, 2018 – BA, 2007, Northern Illinois University; MA, 2013, University of Denver

MALONEY, JENNIFER, Psychology, 2017 – BA, 1988, University of Urbana-Champaign; MA, 1997, Loyola University of Chicago; MS, 2001, Northern Illinois University

MANDOLI, GREGORY, Criminal Justice, 2018 – BA, 1991, University of California-Santa Barbara; JD, 1994, Golden State University; MA, 2006, Naval Postgraduate School

MANDRELLE, RAJNISH, Biology, 1993 - MBBS, 1985, University of Madras; MPH, 1994, Northern Illinois University; MBA, 2003, Benedictine University

MARSHALL, BYRON, Finance, 2018 – BBA, 1997, The University of Georgia; MBA, 2002, Rice University

MARTIN, BRITTANY, Communications Sciences & Disorders, 2017 – BS, 2007, Illinois State University; MA, 2009, Hampton University

MARTIN, HEATHER, Education, 2017 – BA, 2005, University of Illinois at Urbana-Champaign; MA, 2010, Concordia University – Chicago

MARZANO, WILLIAM, Business, 2016 – BA, 1969, Morton College; BA, 1971, Northern Illinois University; MA, 1973, University of Illinois at Urbana-Champaign; EdD, 1984, Illinois State University

MATSON, CATHERINE, Interdisciplinary Studies, 2017 – BA, 2005, Trinity Christian College; MS, 2007, National Louis University

MATSON, SUSANNA, Business, 2017 – BA, 2000, Lakeland College; MBA, 2011, Lakeland College

MAULE, MARY MARGARET, Business, 2017 – BA, 1991, Old Dominion University; MBA, 2002, The College of William & Mary

MAXSON, ROBERT A., Social Work, 2015 - BA, 1977, Elmhurst College; MSW, 1986, University of Illinois at Chicago

MCCAFFERTY, BRITTANY, Nursing, 2018 – BSN, 2010, Northern Illinois University; MSN, 2017, Aurora University

MC CARTHY, DENISE, Education, 2016 - BA, 1976, Governor's State University; MA, 2004, Aurora University

MC CARTHY, LEAELLYN, Nursing, 2016 - BSN, 1989, Samford University; MS, 2001, Southern Illinois University; DNP, 2013, Concordia University - Wisconsin

MC CLOUD, ALAN, Education, 2011 - BA, 1974, North Central College; MS, 1980; EdD, 2012, Northern Illinois University

MC CORMACK, RUSSELL, Psychology, 2014 - BA, 1987; University of San Diego; PsyD, 1995; Illinois School of Professional Psychology

MC DAID, MICHAELA, Education, 2016 - BA, 1987, The Queen's University of Belfast; MA, 2010, Northern Illinois University

MC DONALD, KIMBERLY, Special Education, 2014 - BS, 1991, Western Illinois University; MEd, 1997, National Louis University; MA, 2000, Roosevelt University

MC GOWAN, MARCUS, Physical Education, 2005 - BS/BA, 2001, Aurora University; MSW, 2005, Aurora University

MC NAMARA, KATHLEEN, Social Work, 2016 - BA, 1992, Barnard College of Columbia University-New York; MSW, 1997, University of Illinois at Chicago; MPA, 2014, Northern Illinois University

MC PHERSON, BRETT, Education, 2011 - BA, 1997, Cornell College; MA, 2004, Aurora University

MEBOE, MELISSA, Social Work, 2016 - BA, 2002, University of Wisconsin-Madison; MSW, 2005, University of Wisconsin-Madison

MECAGNI ALLEN, ANGELA, Social Work, 2015 - BA, 2006, University of Illinois at Urbana-Champaign; MSW, 2011, Aurora University

MEDBOURN, MATTHEW, Special Education, 2017 – BFA, 1992, Columbia College Chicago; MEd, 2005, University of Illinois at Chicago

MEDINA-GONZALEZ, 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

MELHART, LORI, Social Work, 2011 - BS, 1995, Elmhurst College; MSW, 1998, Aurora University

MELLEN, HEIDI, Nursing, 2016 - BSN, 1981, Loyola University; MSN, 2013, Walden University

MELTON, KATHLEEN, Education, 2016 - BA, 1998, University of St. Francis; MS, 2003, Northern Illinois University; EdS, 2012, Northern Illinois University; EdD, 2015, Northern Illinois University

MERGEN, JILLIAN, Biology, 2015 - BS, 2010, University of Wisconsin-Madison; DC, 2014, National University of Health Sciences

MEYERS, JODIE, Social Work, 2017 - BSW, 2013, Valparaiso University; MSW, 2014, University of Illinois at Urbana-Champaign

MICHLING, PETER, Business, 2013 - BS, 1976, South Dakota State University; MA, 1979, Western State College of Colorado; JD, 1982, John Marshall Law School

MILLER, MARY, Nursing, 2014 - BSN, 2010, Chamberlain College of Nursing; MSN, 2012, Chamberlain College of Nursing

MILLER, SHANNON, Education, 2009 - BA, 1999, North Central College; MEd, 2006, Benedictine University

MILLS, JENNIFER, Music, 2011 – BA, 2003, Eastern Illinois University; MM, 2015, Kent State University

MISRA, SABRINA, Social Work, 2017 – BA, 2003, Northern Illinois University; MSW, 2009, Barry University

MISRARAJ, RACHANA, Psychology, 2017 – BS, 1985, Devi Ahilya University; MA, 1987, Devi Ahilya University; PhD, 1993, Indian Institute of Technology

MOCK, DENICE, Social Work, 2012 - BS, 2001, Northern Illinois University; MSW, 2006, Aurora University

MOHAN, SINDHU, Nursing, 2016 – MSN, Grand Canyon University
MOLLA, ANILA, Business, 2018 – BA, 2005, University of Tirana; MBA, 2011, Aurora University
MONGAN, ESTHER, Education, 2014 - BS, 1997, Rockford College; MA, 2001, Saint Xavier University; MA, 2003, Aurora University
MONN, KRISTOPHER P., Education, 2014 - BM, 1999, Elmhurst College; MEd, 2003; Northern Illinois University; EdS, 2010, Northern Illinois University; EdD, 2012, Northern Illinois University
MOORE, ALEXA, Nursing, 2016 - BS, 2010, DePaul University; MSN, 2012, DePaul University College of Science and Health School of Nursing
MOORE, JOEL, Music, 2010 - BS, 1996, Western Illinois University; MM, 2000, The Boston Conservatory
MOORE, LISA, Education, 2017 – BA, 1989, Eastern Illinois University; MEd, 1996, National-Louis University; MARI, 2009, Aurora University
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
MOURS, SUSAN, Nursing, 2016 - BSN, 1993, Marian College; MSN, 1997, Marquette University; DNP, 2012, University of Wisconsin-Madison
MOYER, DAVID, Education, 2005 - BS, 1988, University of Wisconsin-Madison; MS, 1991, Eastern Kentucky University; MS, 2000, Northern Illinois University; EdD, 2004, Northern Illinois University
MUMM, SARAH, Education, 2013 - BS, 1996, Illinois State University; MS, 2000, Western Illinois University; EdD, 2006, Northern Illinois University
MUNDY-HEMMERICH, ELIZABETH, Social Work, 2015 - BA, 2005, Rockford College; MSW, 2007, University of Illinois at Chicago
MURAUSKI, JACQUELINE, Nursing, 2016 - BSN, 1980, DePaul University; MSN, 1987, Northern Illinois University
MUTERSBAUGH, MICHAEL, Mathematics, 2017 – BS, 2011, Benedictine University; MS, 2014, Northern Illinois University
MYERS, MARK, Social Work, 2015 - BA, 1983, Northeastern Illinois University; MSW, 1987, Loyola University Chicago
MYLES, EILEEN, Social Work, 2011 - BA, 1992, Loras College; MSW, 2004, Aurora University
NEAL, CRYSTAL, Psychology, 2017 – BA, 1995, Grambling State University; MA, 1998, Argosy University; MS, 2016, Capella University; PhD, 2003, Walden University
NEELY, R. KRESWELL, Mathematics, 2018 – BS, 2001, Haverford College; MS, 2007, University of Florida; PhD, 2017, University of Kentucky
NEELY, ROBERT, Business, 2018 – BS, 1996, Southern Illinois University; MBA, 2006, Saint Leo University
NELSON, TIFFANY, Social Work, 2016 - BSW, 2005, Western Illinois University; MSW, 2011, University of Central Florida
NEWKIRK, BRAD, Education, 2014 - BA, 1995, Marquette University; MA, 2003, Northern Illinois University; MA, 2007, Concordia University Chicago; EdD, 2013, Aurora University

NOLL, SARAH, Social Work, 2016 - BSW, 1995, Illinois State University; MSW, 2000, Aurora University

NOONE, JANIS, Nursing, 2018 – BA, 1980, University of Illinois – Springfield; MSN, 1983, Northern Illinois University

NOVAK, CHRISTOPHER, Social Work, 2016 - BA, 1996, Illinois Wesleyan University; MSW, 2014, Aurora University

OBORDO, CATHERINE, Social Work, 2015 - BS, 1993, Northern Illinois University; MBA, 2000, DeVry University; MSW, 2014, Aurora University

O'BRIEN, F. JEAN, Education, 2006 - BS, 1966, Illinois State University; MS, 1990, Northern Illinois University

O'KEEFE, COLLEEN, Education, 2017 – BBA, 2000, University of Notre Dame; JD, 2003, Loyola University of Chicago School of Law

OCKRASSA, FREDERICK, Art, 2016 - BFA, 2012, Texas State University; MFA, 2015, University of Houston

O'DONNELL, ELIZABETH, Spanish, 2005 - BA, 1979, Saint Mary's College; MS, 1986, Northern Illinois University

OLAKOWSKI, LINDA, Nursing, 2015 - BSN, 1982, Andrews University; MSN, 2013, Western Governors University

OLATUNJI, FRANCIS, Business, 2017 - BS, 1975, University of Nigeria; MS, 1982, Pittsburg State University; PhD, 1988, University of Minnesota-Saint Paul

ORAZIO, PATTIANN, Mathematics, 2017 – MS, 1985, Iona College; EdD, 1999, St. John's University

OROS, KERRI, Social Work, 2010 - BSW, 2005, Aurora University; MSW, 2006, Aurora University

OROZCO, JACQUELINE, Social Work, 2012 - BSW, 2006, Aurora University; MSW, 2007, Aurora University

OWEN, DENNIS, Education, 2013 - BS, 1980, Northern Illinois University; MAT, 1992, Aurora University

OWENS, JORDAN, Communications Sciences & Disorders, 2017 – BS, 2007, Northwestern University; MA, 2009, Northwestern University

PAGONE, JENNIFER, Psychology, 2015 - BS, 2005, Roosevelt University; MA, 2009, Roosevelt University

PALAZZOLO, CHRISTINE, Mathematics, 2014 - BA, 1993, University of Illinois at Chicago; MS, 1998, Illinois Institute of Technology

PALESE, LISA, Education, 2016 - BA, Illinois State University; MA, 1998, Benedictine University

PANDYA, KATIN, Mathematics, 2018 – BS, 2002, Illinois Institute of Technology; MS, 2008, DePaul University

PARKER, JACQUELYN, Mathematics, 2018 – BA, 1984, Paine College; MA, 2007, Nova Southeastern University

PARSAI, MONICA, Social Work, 2018 – BA, 2002, Arizona State University; MSW, 2004, Arizona State University; PhD, 2008, Arizona State University

PASKOWSKI, JENNIFER, Nursing, 2017 - BS, 1995, Illinois Benedictine College; BSN, 2008, Lewis University; MSN, 2013, Lewis University

PATON, MARY, Nursing, 2015 - BSN, 2005, Aurora University; MSN, 2012, Lewis University

PATTERSON, KEVIN, Education, 2007 - BS, 1974, Indiana University; MS, 1986, Illinois State University

PATTERSON-KANE, EMILY, Psychology, 2017 - BS, 1993, University of Waikato; MS, 1996, University of Waikato; PhD, 1998, Victoria University of Wellington

PAXTON, SUZAN, Nursing, 2012 - BSN, 1977, Emory University; MSN, 2010, North Georgia College and State University

PAYNE, WENDY, Social Work, 2018 – BSW, 1992, Bethel College; MSW, 1997, University of Illinois - Chicago

PELLETTIERE, VINCENT, Social Work, 2011 - BBA, 1976, Loyola University Chicago; MS, 1978, Loyola University Chicago; MBA, 1991, Lake Forest Graduate School of Management; PhD, 2005, Benedictine University

PETERS, BECKY, Nursing, 2018 – BSN, 2008, Northern Illinois University; MPH, 2011, Northern Illinois University; MSN, 2016, Robert Morris University

PETERSON, JUDITH, Social Work, 2014 - BS, 1973, Illinois State University; MS, 1982, University of Wisconsin-Madison

PFEIFFER, KAREN, Nursing, 2015 - BS, 1999, Illinois State University

PHelps, JAMES, Criminal Justice, 2017 – BA, 2003, University of Southern Colorado; MA, 2005, Sam Houston State University; PhD, 2008, Sam Houston State University

PIKET, KEVIN, Business, 2015 - BA, 1997, Eastern Illinois University; MBA, 2015, Aurora University

PINGO, JOHN, Applied Behavioral Analysis, 2015 - BS, 1997, Beloit College; MS, 2004, Southern Illinois University-Carbondale; PhD, 2010, Southern Illinois University-Carbondale

PIOTROWSKI, MICHELLE, Social Work, 2016 - BSW, 1996, Illinois State University; MSW, 2002, University of Illinois at Chicago; PhD, 2015, The Institute for Clinical Social Work

PIRAINO, DANA, Education, 2017 – BS, 1989, Centenary College of Louisiana; MA, 2002, Baker University

PITTMAN, ERIN M., Special Education, 2015 - BA, 1998, University of Wisconsin-Milwaukee; MS, 2001, National Louis University; EdS, 2003, National Louis University

PLACHETKA, BETH, Social Work, 2004 - BS, 1976 Aurora University; MSW, 1997, Aurora University; MEL, 1999, Aurora University; EdD, 2014, Aurora University

POLACHECK, STEFANIE, Social Work, 2017 – BS, 2001, Wright State University; MSW, 2006, University of Cincinnati; MPP, 2016, DePaul 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

PORTILLO, NANCY, Biology, 2016 – BS, 2007, Aurora University; DC, 2011, National University of Health Science

POTTER, KORRINE, Nursing, 2018 – BSN, 2000, Mount Mercy University; MSN, 2017, Chamberlain College of Nursing

PRAHL, SHANNON, Social Work, 2008 - BA, 1998, North Central College; MSW, 2000, Loyola University Chicago

PRENDERGAST, ERIN, Social Work, 2015 - BSW, 2012, Aurora University; MSW, 2013, Aurora University

PRUESS, RACHEL, Social Work, 2018 – BA, 2003, Iowa State University; MSW, 2009, Loyola University - Chicago

PSARAS, GEORGE, Business, 2011 - BS, 1973, Roosevelt; MS, 1975, Roosevelt University; MBA, 1988, University of Chicago

PUGH, MARCIA, Nursing, 2015 - BSN, 1973, Tuskegee Institute; MSN, 2006, University of Phoenix; MBA, 2006, University of Phoenix; MBA-HCM, 2006, University of Phoenix; DNP, 2010, The University of Alabama

QUINNE, SIMONE, Interdisciplinary Studies, 2015 – BA, 2013, Aurora University; MLA, 2015, University of Chicago

RAGUSA, MARIA, Nursing, 2017 - BSN, 2007, Elmhurst College; MSN, 2013, Rush University Chicago

RAKAS, ERIKA, Communication, 2010 - BA, 2007, Eastern Illinois University; MA, 2008, Eastern Illinois University

RAKOCZY, AMBER, Social Work, 2014 - BSW, 2005, Valparaiso University; MSW, 2006, Columbia University

RAZZAQ, NOOR, Criminal Justice, 2017 – BS, 2007, Colorado Technical University; MS, 2010, University of Cincinnati; DSS, 2014, Henley-Putnam University; DMgt, 2016, Colorado Technical University

REHBERG, RAY, Education, 2012 - BA, 1973, Aurora University; MS, 1980, Northern Illinois University

REINGLASS, MOLLIE, Nursing, 2018 – BS, 2012, University of Illinois Urbana-Champaign; MSN, 2014, Rush University

RENDON, ELIZABETH, Social Work, 2017 - BS, 1999, Judson University; MSW, 2003, Aurora University

REYES, HEATHER, Mathematics, 2011 - BA, 2004, North Central College; MATL, 2011, Aurora University

RICCA, ASHLEY, Education, 2017 – BA, 2006, Illinois Wesleyan University; MA, 2012, Bradley University

RIDDELL, ERIN, Nursing, 2015 - BSN, 1997, Valparaiso University; MBA, 2004, Lewis University; MSN, 2004, Lewis University

RIDINGS, JOHN, Social Work, 2017- BA, 1998, Western Illinois University; MA, 2001, University of Chicago; PhD, 2008, University of Illinois at Chicago

RIVERA, FRANKLIN, Business, 2017 - BS, 1987, United States Military Academy at West Point; MBA, 2011, Benedictine University

RODRIGUEZ, CAMI, Psychology, 2017- BS, (year unknown), Illinois State University; MA, 2008, Elmhurst College

ROGERS, MICHELLE, Social Work, 2018 – BA, (year unknown), DePaul University; MSW, 2014, Aurora University

ROHDIN KILLIAN, ROBERTA, Social Work, 2018 – BSW, 1989, Adelphi University; MSW, 2003, Adelphi University

ROHRSEN, CHRISTINE, Nursing, 2015 - BSN, 2008, Aurora University; MSN, 2013, Elmhurst College

ROSS, DELIA, Special Education, 2007- BA, 1974, Northern Illinois University; MAEL, 2001, Aurora University; EdD, 2006, Aurora University

ROSS, SUSAN, Social Work, 1996 - BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

ROSSMAN, TERI, Education, 2014 - BS, 1997, Illinois State University; MA, 2004, University of Illinois at Springfield

ROSSOW, MICHAEL, Interdisciplinary Studies, 2010 - BS, 2004, Northern Illinois University; MA, 2006, Northern Illinois University; PhD, 2013, Northern Illinois University

ROTTMANN, MELISSA, Education, 2006 - BA, 1997, Elmhurst College; MEd, 2002, DePaul University

ROWLEY, NAOMI, Music, 2017 - BA, 1965, Valparaiso University; MA, 1966, Stanford University; DMA, 1969, Stanford University

RUCKS, LAURA, Social Work, 2017 – BA, 2001, University of Wisconsin-Oshkosh; MSW, 2015, George Williams College

RUDNICKI, MARY, Nursing, 2017 – BSN, 1977, Lewis University; MS, 1986, Northern Illinois University

RUEFFER, LORI, Social Work, 2012 - BA, 1974, University of Illinois at Urbana-Champaign; MSW, 1976, University of Illinois at Urbana-Champaign

RUSH, KAI, Education, 2014 - BA, University of North Florida; MS, 2011, Northern Illinois University

RUSNAK, ELIZABETH, Psychology, 2017 – BA, 2008, Northern Illinois University; MA, 2014, Northern Illinois University

RUSSMAN, LAURA, Museum Studies, 2017 – BA, 2014, Aurora University; MA, 2015, Eastern Illinois University

RUSSO-ZEITHAMMEL, ANGELA, Education, 2013 - BS, 2002, Northern Illinois University; MS, 2007, Dominican University

SAFIUDDIN, SHENAZ, Marketing, 2017 – BS, 1986, State University of New York-Buffalo; MBA, 1988, University of Chicago

SALERNO, GEORGIA, Education, 2017 - BS, 1984, The Ohio State University; MEd, 1990, University of Illinois

SAMODJEDNY, EVELYNN, Education, 2016 - BS, Brenau University; MS, 2006, Northern Illinois University; EdD, 2016, Aurora University

SARKAR, SUPRITI, Physical Sciences, 2004 - BS, 1986, Calcutta University; MS, 1989; MS, 1991, Indian Institute of Technology

SAYLES, ELIZABETH, Social Work, 2018 – BA, 2006, University of Minnesota; MSW, 2011, Columbia University

SCALESE, ELLEN, Interdisciplinary Studies, 2017 – BA, 1975, University of Massachusetts; MA, 1998, Bridgewater College; EdS, 2002, Nova Southeastern University; PhD, 2004, Nova Southeastern University

SCALZITTI, JOANNE, Biology, 2014 - BA, 1983, West Virginia University; PhD, 1994, West Virginia University

SCHACHTNER, LAURIE, Business, 2014 - BA, 1992, National Louis University; MBA, 1997, DeVry University- Keller Graduate School of Management; PhD, 2013, Walden University

SCHALLER, KAREN, Nursing, 2017 - BS, 2005, University of Illinois at Urbana-Champaign; MSN, 2007, DePaul University

SCHAU, NATHAN, Nursing, 2015 - BS, 2001, North Park University; PhD, 2006, Rush University-Chicago
SCHEFFEL, KIMBERLY, Nursing, 2014 - BSN, 2006; MSN, 2012, Lewis University
SCHERF, KARLA, Social Work, 2014 - BA, Aurora University; MSW, 2007, Loyola University Chicago
SCHILSKY, MEREDITH, Social Work, 2015 - BA, 2005, North Central College; MSW, 2011, Loyola University Chicago
SCHMIDT, LINDA, Social Work, 2016 - BA, 1989, Eastern Illinois University; MSW, 1995, University of Illinois at Urbana-Champaign
SCHOENECKER, AMY, Interdisciplinary Studies, 2017 – BA, 2005, University of Wisconsin-Milwaukee; MA, 2011, The University of Illinois at Chicago
SCHUTH, DANIEL, Education, 2017 – BA, 1996, Concordia University; MEL, Aurora University; EdD, 2017, Aurora 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, Pontifical Gregorian University; STL, 1969, Pontifical Gregorian University
SCHWEIGHARDT, BARBARA, Nursing, 2017 - BSN, 1997, Aurora University; MS, 2007, University of St. Francis; MSN, 2014, University of St. Francis
SCHWEITZER, JOHN, Social Work, 2016 - BS, 1985, Wheaton College; MSW, 1996, University of Illinois at Chicago-Jane Addams College of Social Work
SEARCY, BERNADETTE, Social Work, 2014 - BSW, 1999, Northeastern Illinois University; MSW, 2000, University of Illinois at Chicago
SEIPLE, WILLIAM, Physical Education, 2018 – BA, 1975, Monmouth College; MA, 1979, Northern Illinois University
SHAH, PAREENA, Mathematics, 2015 – BS, 1994, Northwestern University; MS, 1996, Northwestern University; MS, 2003, New York University
SHAMSUDDIN, HUSSEIN, Mathematics, 2018 – BS, 1986, American University of Beirut; MS, 1989, Iowa State University; MPM, 2000, Keller Graduate School of Business; MS, 2010, University of Wisconsin-Platteville
SHANE, AMY, Social Work, 2018 – BS, 2006, Northern Illinois University; MSW, 2015, Aurora University
SHILVOCK-CINEFRO, KAREN, Social Work, 2017 - BA, 1980, North Park University; MA, 1982, Roosevelt University
SHOOK, CARL, Sociology, 2017 – BA, 2004, Western Washington University; MA, 2009, University of Chicago
SHORT, KAREN, Social Work, 2016 - BSW, 1995, Illinois State University; MSW, 2000, Aurora University
SIDA, PATRICIA, Business, 2011 - BS, 2001, Northern Illinois University; MBA, 2008, DePaul University
SIMMONS, TERRIE, Business, 2012 - BS, 2003, Aurora University; MBA, 2008, Aurora University
SIMON, NOAH, Theatre, 2017 - BA, 1995, Butler University; MFA, 2013, DePaul University
SINKULE, MARIA, Social Work, 2017 - BA, 2006, University of Illinois at Urbana-Champaign; MSW, 2008, University of Illinois at Urbana-Champaign

SIPLA, GREGORY, Business, 2011 - BS, 1990, University of Wisconsin-Madison; MBA, 1993, Marquette University; MA, 1999, Washington University

SKOGSBERG, DIRK E., Education, 2011 - BS, 1996, Eastern Illinois University; MEd, 2002; EdD, 2011, Aurora University

SKOMER, KEVIN, Education, 2015 - BS, 1991, University of Illinois at Urbana-Champaign; MEd, 1995, University of Illinois at Urbana-Champaign; EdD, 2014, Aurora University

SMILEY, MONICA, Social Work, 2018 – BS, 2003, University of Illinois Urbana-Champaign; MSW, 2005, University of Illinois Urbana Champaign; MS, 2016, Aurora University

SMITH, MICHELE, Social Work, 2018 – BA, 2011, University of Missouri-Kansas City; MSW, 2014, University of Missouri-Kansas City

SMITH, TINICKA, Social Work, 2018 - BS, 2009, University of Maryland University College; MSW, 2014, University of Maryland-Baltimore

SNELL, MICHAEL, Business, 2017 - BA, 1982, Washington State University; MBA, 2005; DBA, 2009, University of Phoenix

SODERSTROM, KATHERINE, Social Work, 2016 - BSW, 2011, Aurora University; MSW, 2013, Aurora University

SONDGEROTH, ALLAN, Computer Science, 2012 - BS, 1984, Aurora University; MS, 2004, Indiana University

SORENSEN, BRIANNA, Social Work, 2014 - BSW, 2011, Ohio State University; MSW, 2012, University of Illinois at Chicago

SPERLING, MARC, Mathematics, 2004 - BA, 1973, University of Illinois at Urbana-Champaign; MS, 1976, University of Illinois at Urbana-Champaign

ST. CLAIR, AMIR, Business, 2011 - BA, 2008, St. Norbert College; MS, 2011, North Central College

ST. JULES, MARY, Education, 2015 - BS, 1980, Eastern Illinois University; MEd, 1989, National Louis University; MEd, American College of Education

STAR, JANET, Education, 2005 - BA, 1993, DePaul University; MA, 1996, Northern Illinois University; EdD, 2003, Northern Illinois University

STEFENEL, MARIA JO, Communication, 2013 - BA, 2008 Northern Illinois University; MA, 2012, Northern Illinois University

STEIN, EMMA, Biology, 2009 - BS, 2001, University of Pittsburgh; PhD, 2009, Northwestern University

STEINHEIMER, DEBORAH, Education, 1996 - BS, 1979, Eastern Illinois University; MAT, 1988, Aurora University; MA, 2011, Aurora University

STEINHEIMER, RANDAL, Education, 1995 - BA, 1979, National Louis University; MA, 1988, University of Illinois at Urbana-Champaign; MA, 2011, Aurora University

STENWALL, HEATHER, Business, 2015 - BS, 2008, Southern Illinois University-Carbondale; MBA, 2010, Kaplan University

STEPHENSON, AMANDA, Social Work, 2017 - BA, 2004, Olivet Nazarene University; MSW, 2006, University of Illinois-Chicago

STEWART, TIFFANY, Nursing, 2015 - BSN, 2011, Chicago State University; MSN, 2013, Governors State University

STIRN, TODD, Education, 2006 - BA, 1986, Concordia University; MA, 1999, Concordia University; EdD, 2005, Aurora University

STONER, GYDA ANN OTTEN, Mathematics, 2005 - BS, 1964, Purdue University; MS, 1967, Temple University; MA, 1971, University of South Florida

STOUT, BRIAN J., Mathematics, 2015 - BS, 2008, United States Merchant Marine Academy; MA, 2011, City University of New York; PhD, 2013, City University of New York

STRICKLAND, LEESA, Nursing, 2017 - BSN, 1994, Loyola University; MSN, 2016, Lewis University

STUCKEY, GARNADETTE, Social Work, 2016 - BA, 2003, National Louis University; MSW, 2006, Loyola University-Chicago

STUDEBAKER, DENISE, Nursing, 2017 - BSN, 2010, University of Phoenix; MSN, 2016, Benedictine University

TANNOR, DAVID, Mathematics, 2017 - BS, 2006, Calvin College; MA, 2010, Western Michigan University; EdD, 2017, Northeastern University

TAPAK, ALEXANDRA, Physical Education, 2018 - BS, 2013, Carnegie Mellon University; MA, 2015, Adler School of Professional Psychology

TAYLOR, PENNY, Social Work, 2015 - BS, 1983, Ferris State University; MDiv, 2003; PhD, 2015, Chicago Theological Seminary; MSW, 2004, Dominican University

TERRELL, SHAVON, Business, 2018 - BS, 2007, University of Illinois Urbana-Champaign; MA, 2008, University of Illinois Urbana-Champaign

THOMAS, JOHN, Mathematics, 2010 - BS, 1998, Illinois State University; MAT, 2002, Aurora University; MEL, 2005, Aurora University; MS, 2009, Aurora University

THOMPSON, CHERYL, Social Work, 2018 - BSW, 1987, University of Illinois Champaign-Urbana; MSW, 1989, University of Illinois Champaign-Urbana

THORNLEY, MICHAEL, Criminal Justice, 2012 - BS, 1995, Western Illinois University; MA, 2011, University of Illinois at Springfield

THREADGILL, CLEVE, Education, 2013 - BA, 1989, Northern Illinois University; MS, 2003, Illinois State University

TODD, DONNA, Marketing, 2017 - BS, 1985, King's College; MBA, 1989, Wilkes University

TONIONI, RENEE, Education, 2017 - BA, (year unknown), Illinois State University; MA, 1993, Governor's State University; EdD, 2015, Aurora University

TOSAW, KRISTEN, Nursing, 2018 - BSN, 1997, Aurora University; MSN, 2015, Olivet Nazarene University

TOUHEY, DEBRA, Accounting, 2017 - BBA, 1987, Florida International University; MS, 2010, University of Phoenix; MA, 2013, Liberty University; DBA, 2015, Northcentral University

TRAN, VINCENT, Computer Science, 2016 - BS, 2002, Florida Atlantic University; MS, 2002, Florida Atlantic University

TRAVERS-PUCCI, LEAH, Social Work, 2015 - BSW, 1997, Aurora University; MSW, 1998, Aurora University

TREMBACKI, DEBRA, Education, 2010 - BS, 1980, University of Illinois at Urbana-Champaign; MS, 1981, University of Illinois at Urbana-Champaign

TRUDO, CHAD, Physical Education, 2011 - BS, 2009, Aurora University; MEd, 2011, University of Dayton

TSIOLES, DENISE, Social Work, 2009 – BA, 1994, Ohio State University; MSW, 1997, University of Illinois-Chicago; PhD, 2007, Institute for Clinical Social Work

TUGMAN, BECKY, Physical Education, 2004 - BS, 1995, University of Wyoming; MS, 1998, University of Utah

TURRIFF, PAMELA, Education, 2015 - BS, 1974, Butler University; MEd, 1978, Butler University

VACCARO, GUY, Business, 2014 - BA, 1974, Quincy College; MA, 1976, The St. Thomas Theological Seminary; PhD, 2007, Benedictine University

VACCO-GUIDICE, REBECCA, Social Work, 2015 - BSW, 2005, Loyola University Chicago; MSW, 2007, Loyola University Chicago

VAIRAGANTHAN, NIRMALA, Computer Science, 2018 - BS, 2004, Barathiar University; MS, 2011, Anna University-Coimbatore

VARGAS, LAURA, Social Work, 2015 - BS, Illinois State University; MSW, 1996, University of Illinois at Urbana-Champaign

VEGA, ROBERT, Business, 2017 – BS, 1982, Loma Linda University; MA, 1988, University of Redlands; MBA, 1993, Chaminade University of Honolulu; DM, 2004, University of Phoenix

VEHRS, EDWARD, Accounting, 2018 – BS, 2002, University of Illinois Urbana-Champaign; MBA, 2015, Northern Illinois University

VERDECCHIA, MELISSA, Nursing, 2017 – BS, 1997, University of Illinois Urbana-Champaign; BSN, 2000, Aurora University; MSN, 2016, Northern Illinois University

VERMAATEN, MEGAN, Nursing, 2018 – BS, 1999, The Ohio State University; BSN, 2014, Lewis University; MSN, 2017, Benedictine University

VESTER, MICHAEL, Communications, 2015 – BA, 1993, Aurora University; MA, 2004, Jones International University

VEVERKA, LAURA, Physical Education, 2018 - BA, 2010, University of Northern Iowa

VLOSAK, DAVID, Philosophy/History, 2010 - BA, 1988, Andrews University; MDiv, 1993, Andrews University; MA, 1996, Andrews University; MS, 2004; Andrews University; MA, 1996, Western Michigan University

VOIGTS, JESSICA, Social Work, 2017 - BA, 2004, Eastern Illinois University; MSW, 2008, University of Illinois

WAGREICH, PETER, Communications Sciences & Disorders, 2016 - BA, 2007, University of California; MA, 2011, Northwestern University

WALBAUM, LEIGH ANN, Social Work, 2013 - BSW, 1989, Illinois State University; MSW, 1992, University of Illinois at Chicago

WALDIE, ANDREA, Nursing, 2017 - BSN, 1987, Mennonite College of Nursing; MS, 2015, Northern Illinois University

WALKER, NICOLE, Education, 2017 - BS, 1996, Louisiana State University; MBA, 2000, University of Illinois; MEd, 2012, Quincy University

WALKER, THOMAS, Mathematics, 2014 - BS, 2011, North Central College; MS, 2014, DePaul University

WALKER-KULZICK, RACHEL, Political Science, 2017 - BA, 2008, Christopher Newport University; MA, 2011, Northern Illinois University; PhD, 2017, Purdue University

WALSCHOT, MICHAEL, Accountancy, 2014 - BS, 1990, Northern Illinois University; MBA, 1999, North Central College

WARDEN, CHRISTINA MARIE, Social Work, 2013 - BS, 2003, Rockford College; MSW, 2005, University of Illinois at Urbana-Champaign

WARREN, GEORGE, Social Work, 2016 - BS, 2011, University of Wisconsin-

Whitewater, Whitewater, Wisconsin; MSW, 2014, George Williams College of Aurora University
WARREN, KERRY, Education, 2013 - BS, 1999, Saint Mary's College; MA, 2003, Rockford College
WATTS, ROBERT, Criminal Justice, 2017 - BS, 1985, U.S. Coast Guard Academy; MA, 1993, Old Dominican University; MA, 1998, American Military University; PhD, 2012, Royal Military College of Canada
WEBER, STEPHANIE, Social Work, 2007 - BS, 1969, Northern Illinois University; MS, 1983, Indiana State University
WEISNER, MARILYN, Business, 2017 - BA, 1974, Northern Illinois University; MEd, 1979, Northern Illinois University
WELLS, MARIAH, Nursing, 2018 - BS, 2003, Purdue University; MSN, 2009, DePaul University
WEST, JENNIFER, Social Work, 2016 - BSW, 1994, Brigham Young University; MSW, 1995, Boston University
WESTLUND, MARIBETH, Education, 2017 - BS, 1983, Illinois State University; MEd, 1993, DePaul University
WETTERS, BRIAN, Business, 2017 - BS, 1980, Indiana University; MBA, 1986, Valdosta State University
WHITAKER, ANDREW, Finance, 2014 - BA, 1983, Michigan State University; MS, 1985; PhD, 1988, University of Illinois at Urbana-Champaign
WHITE, TERESA, Nursing, 2015 - BSN, 2008, Chamberlain College of Nursing; MS, 2010, Walden University; DNP, 2014, Walden University
WICKS, LESLY, Social Work, 2010 - BSW, 1994, George Williams College; MSW, 1995, George Williams College
WIEGERT, CHRISTINE, Education, 2014 - BA, Eastern University; MEd, 2011, American College of Education
WILKINSON, ASHLEY, Social Work, 2017 - BA, 2004, Eastern Illinois University; MSW, 2015, Aurora University
WILLIAMS, JULIANNE, Education, 2012 - BS, 1988, Western Illinois University; MEd, 1992, National Louis University
WILLIAMS, KELLY, Psychology, 2017 - BA, 1995, Alverno College; MS, 1998, Medical College of Wisconsin; PsyD, 2002, James Madison University
WILLIAMS, KIM, Biology, 2007 - BS, 1983, Drexel University; MBA, 1990, Widener University
WILLIAMS, RHONDA, English, 2010 - BA, 1996, Grambling State University; MA, 1998, Louisiana Tech University
WILLIAMSON, SUZANNE, Nursing, 2017 - BSN, 1990, University of Wisconsin-Milwaukee; MSN, 2015, Grand Canyon University
WILROY, MARCY, Social Work, 2014 - BSW, University of Mississippi; MSW, 2011, Aurora University
WILSON, CRAIG, Education, 2005 - BS, 1992, Oklahoma State University; MS, 1994, Oklahoma State University; PhD, 1998, Oklahoma State University
WINDSOR, LORA, Social Work, 2005 - BA, 1969, Purdue University; MSW, 1994, Indiana University
WINKLER, GREGORY, Social Work, 2009 - BA, 1984, University of

Wisconsin-Madison; MSW, 1990, University of Wisconsin-Madison
WIRTH, AUDREY, Nursing, 2011 - BSN, 2007, Aurora University; MSN, 2010, Lewis University
WOLF, KRISTEN, History, 2017- BA, 2005, Denison University; JD, 2008, Chicago-Kent College of Law; PhD, 2014, University of New Hampshire
WOLFLICK, RONALD, Criminal Justice, 2015 - BS, 1979, Western Illinois University
WOOD, ROSE MARIE, Music, 1973 - BSME, 1956, University of Illinois at Urbana-Champaign; MM, 1976, Northwestern University
WRZESKI, ELLYN, Education, 2018 - MA, 1976; PhD (ABD), 1998, University of Iowa
YARGER, JANET, Education, 2004 - BS, 1965, Miami University-Ohio; MS, 1981, University of Akron; MS, 2000, National Louis University
YARUSSO, JON, Business, 2015 - BBA, 1996, University of Notre Dame
YELTON, STEPHANIE, Nursing, 2017 - BSN, 2008, Aurora University; MSN, 2017, Benedictine University
YORK, RACHELLE, Nursing, 2016 - BS, 2007, University of Illinois at Urbana-Champaign; BSN, 2009, Lakeview College of Nursing; MSN, 2013, University of Cincinnati
YOUNG, ANN-MARGARET, Social Work, 2014 - BS, 1988, Western Illinois University; MS, 1992; EdD, 2014, Northern Illinois University
YOUNGBERG-CAMPOS, MICHELLE, Nursing, 2015 - BSN, 1997, Rockford University; MSN, 2010, Walden University
YUAN, CARL, Mathematics, 2017 - BS, 1986, UCLA College of Letters and Science; 1989, MS, UCLA Fielding School of Public Health
ZALLIS, LAUREN, Physical Education, 2018 - BS, 2012, Northern Arizona University; MA, 2015, Adler University-Chicago
ZAUCHA, JESSICA, Social Work, 2017 - BS, 2002, Psychology; MSW, 2005, Loyola University
ZELEK, THOMAS, Education, 2017 - BA, (year unknown), Roosevelt University; MEd, 2000, Northern Illinois University
ZIELINSKI, MARGARET, Nursing, 2013 - BSN, Lewis University; MSN, 1999, Northern Illinois University
ZILLMER, DAVID, Accounting, 2018 - BBA, 1982 University of Wisconsin; MS, 1984, University of Wisconsin
ZIMMERMAN, DOUG, Philosophy, 2017 - BA, 2012, University of Central Florida; MA, 2016, University of Chicago