A college or university catalog serves many purposes. Most begin with a brief history of the institution and conclude with rosters of the faculty, administration and governing board. The sections in between provide information about curricular and student life options and current information regarding graduation requirements, tuition and fees, and the academic calendar. Keep your copy of the Aurora University catalog within easy reach, for the answers to many of your questions will be found within its pages.

The catalog is an important resource, but you ultimately will come to know AU through your interactions with members of the faculty, staff and student body. The University’s mission statement describes the institution as “an inclusive community dedicated to the transformative power of learning.” In these few words, we make a bold promise, for we believe that your education literally will change your life.

And, as a member of this learning community, you will have an opportunity to affect the lives of others. We adhere to the core values of integrity, citizenship, continuous learning and excellence and invite you to do the same. So, welcome to Aurora University. As an AU graduate student, you stand in a distinguished line of men and women who found learning an invaluable tool for transformation.

Rebecca L. Sherrick, Ph.D.
President
# TABLE OF CONTENTS

President’s Welcome ..............................................................inside front cover

General Information About Aurora University:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>5</td>
</tr>
<tr>
<td>Academic Structure</td>
<td>6</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>6</td>
</tr>
<tr>
<td>Statement of Core Values</td>
<td>6</td>
</tr>
<tr>
<td>Vision Statement</td>
<td>7</td>
</tr>
<tr>
<td>Governance</td>
<td>7</td>
</tr>
<tr>
<td>Accreditation</td>
<td>8</td>
</tr>
<tr>
<td>Approved Certification Programs</td>
<td>9</td>
</tr>
<tr>
<td>Nondiscrimination Policy</td>
<td>9</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>9</td>
</tr>
<tr>
<td>Campus Facilities and Sites</td>
<td>10</td>
</tr>
<tr>
<td>Catalog Statements and Terms of Issue</td>
<td>11</td>
</tr>
<tr>
<td>Waivers and Exceptions to Academic Regulations</td>
<td>11</td>
</tr>
<tr>
<td>Graduate Degree Programs</td>
<td>11</td>
</tr>
<tr>
<td>Center for Adult and Graduate Studies</td>
<td>13</td>
</tr>
</tbody>
</table>

Academic Regulations and Procedures  

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Admission</td>
<td>14</td>
</tr>
<tr>
<td>General Graduate Admission Procedures</td>
<td>14</td>
</tr>
<tr>
<td>Admission to Graduate Programs</td>
<td>15</td>
</tr>
<tr>
<td>Term of Entry</td>
<td>15</td>
</tr>
<tr>
<td>International Students</td>
<td>15</td>
</tr>
<tr>
<td>Special Admission Status</td>
<td>16</td>
</tr>
<tr>
<td>Earning Multiple Degrees</td>
<td>16</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>17</td>
</tr>
<tr>
<td>Veterans</td>
<td>17</td>
</tr>
<tr>
<td>Registration</td>
<td>17</td>
</tr>
<tr>
<td>Late Registration</td>
<td>18</td>
</tr>
<tr>
<td>Billing/Registration Policy</td>
<td>18</td>
</tr>
<tr>
<td>Adding and Dropping Courses</td>
<td>19</td>
</tr>
<tr>
<td>Full- and Part-Time Enrollment</td>
<td>19</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>20</td>
</tr>
<tr>
<td>Application of Academic Regulations</td>
<td>21</td>
</tr>
<tr>
<td>Leave of Absence Regulations</td>
<td>22</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>23</td>
</tr>
<tr>
<td>Tuition, Fees and Other Expenses</td>
<td>23</td>
</tr>
<tr>
<td>Academic Standards</td>
<td>24</td>
</tr>
<tr>
<td>Graduate Grading System</td>
<td>25</td>
</tr>
<tr>
<td>Grade Point Calculation</td>
<td>26</td>
</tr>
<tr>
<td>Change of Permanent Grades</td>
<td>26</td>
</tr>
<tr>
<td>Code of Academic Integrity</td>
<td>28</td>
</tr>
<tr>
<td>Classroom Conduct Policy</td>
<td>32</td>
</tr>
<tr>
<td>Course Enrollment and Classroom Environment Policy</td>
<td>32</td>
</tr>
<tr>
<td>Time Limit for Completion of Master’s Degrees</td>
<td>32</td>
</tr>
<tr>
<td>Requirements for Graduation</td>
<td>33</td>
</tr>
<tr>
<td>Graduation Policies and Procedures</td>
<td>33</td>
</tr>
</tbody>
</table>
Transcript Regulations ................................................................................. 35
Course Code System ......................................................................................36
Special Educational Experiences and Credit ................................................. 37

Student Life ................................................................................................ 39
Student Life Services ................................................................................... 39
Disability Policy ............................................................................................ 40
Financial Aid Rights and Responsibilities ................................................... 42
Family Educational Rights and Privacy Act .................................................. 45

Graduate Academic Programs .................................................................. 49
College of Arts and Sciences ....................................................................... 49
Master of Arts in Communication Management ........................................ 50
Master of Science in Mathematics ............................................................... 54
Master of Arts in Mathematics Education ................................................... 58
Master of Arts in Life Science Education .................................................... 62
Master of Arts in Mathematics and Science Education ............................ 67

College of Education .................................................................................. 73
Master of Arts in Teaching with Certification ................................................ 75
Master’s-Level Elementary Education Certification ..................................... 75
Post-Baccalaureate Teaching Certification ................................................... 81
Master of Arts in Curriculum and Instruction .......................................... 86
Master of Arts in Curriculum and Instruction/Secondary Certification Program ......................................................... 89
Master of Arts in Curriculum and Instruction with Bilingual/ESL Endorsement ........................................................ 90
Bilingual/ESL Endorsement ....................................................................... 93
Master of Arts with Early Childhood and Special Education Endorsement ........................................................................... 97
Master of Arts in Educational Leadership ................................................. 108
Master of Arts in Educational Technology ................................................. 111
Master of Arts in Reading Instruction ..........................................................115
Reading Teacher Endorsement ...................................................................119
Master of Arts in School and Professional Counseling ................................ 121
Master of Arts in Special Education ............................................................ 130
Director of Special Education Endorsement ................................................. 139
Off-Campus Graduate Courses and Programs ........................................... 141
Doctor of Education ................................................................................. 144
College of Education Master’s and Doctoral Faculty ................................. 152

College of Professional Studies ................................................................ 155
Dunham School of Business ..................................................................... 156
Master of Science in Accountancy ............................................................... 156
Master of Business Administration ............................................................. 161
Master of Business Administration – Human Resources Management ........................................................................ 163
Master of Business Administration – Leadership ..................................... 163
Master of Business Administration – Technology and Operations Management .......................................................... 163

Certificate Programs ............................................................................... 168
Graduate Certification in Accounting ......................................................... 169
Graduate Certificate in Human Resources Management ............................ 169
Graduate Certificate in Leadership ....................................................169
Graduate Certificate in Technology and Operations Management.170
M.B.A. Faculty ...........................................................................................170
Master of Science in Applied Behavioral Analysis/Autistic
Spectrum Disorders ...................................................................................170
Master of Science in Criminal Justice ......................................................172
School of Nursing......................................................................................179
Master of Science in Nursing .................................................................181
M.S.N. Bridge Option...................................................................................186
Post-Graduate Nursing Administration Certificate ..................................187
Post-Graduate Nursing Education Certificate ........................................187
M.S.N. Faculty............................................................................................188
School of Social Work .........................................................................................189
Master of Social Work .............................................................................192
Post-Master Type 73 Program...................................................................195
Specialization in Addictions .....................................................................197
Specialization in Child Welfare ...............................................................198
Specialization in Gerontology .................................................................198
Specialization in Leadership through the School of Business M.B.A. Program .............................................199
M.S.W. Faculty ............................................................................................209
Doctor of Social Work ..................................................................................209
D.S.W. Faculty ............................................................................................214
Wackerlin Center for Faith and Action .......................................................215
Master of Arts in Leadership for Service ................................................216
George Williams College of Aurora University .........................................221
Master of Arts in Earth and Space Science Education ............................223
Master of Arts in Teaching with Certification ............................................229
Master’s-Level Elementary Education Certification ..................................229
Master of Arts in Curriculum and Instruction .........................................231
Master of Arts in Curriculum and Instruction with Bilingual/ESL Endorsement ...................................................232
Bilingual/ESL Endorsement ......................................................................233
Master of Arts in Educational Leadership .................................................235
Master of Arts in Reading Instruction .....................................................236
Reading Teacher Endorsement ...............................................................237
Master of Arts in Special Education .......................................................238
Doctor of Education ....................................................................................241
Master of Science in Recreation Administration .......................................242
Master of Social Work ...............................................................................249
Doctor of Social Work ...............................................................................251
George Williams College Faculty .............................................................252
Directories ..................................................................................................253
Board of Trustees, Administration, Faculty ..............................................254
Index ..........................................................................................................258
Directions to Campuses ...........................................................................290
A Brief History of Aurora University

Aurora University is a private, independent, comprehensive institution with an enrollment of 4,400 students. Approximately 700 students reside on campus, 2,100 are undergraduate commuters, 1,600 are graduate students, and more than 1,600 students attend at off-campus sites. The majority of AU students come from the upper-Midwest region. Twenty states and more than a dozen foreign countries are represented as well. Besides the main campus in Aurora, classes are offered at our campus in Williams Bay, Wisconsin, and in various locations in northern Illinois, including the Woodstock Center in Woodstock, Illinois.

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

A Brief History of George Williams College

George Williams College of Aurora University is located on the shores of Geneva Lake in Williams Bay, Wisconsin. This beautiful campus was founded in 1884 as a summer training program for YMCA leaders. Since that time, the campus has been a source of inspiration, education and renewal for thousands of visitors 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 comprised of two campuses: a campus of 32 acres in Aurora, Illinois; and the more than 133-acre George Williams College on Geneva Lake in Williams Bay, Wisconsin. 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. The institution enrolls approximately 4,400 degree-seeking students a year on its Illinois and Wisconsin campuses.

On the Aurora campus, AU offers academic programs through the College of Arts and Sciences, the College of Education and the College of Professional Studies. Undergraduate and graduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 40 musical, literary, religious, social and service organizations and play active roles in campus governance. The University also fields 20 NCAA Division III intercollegiate athletic teams. The Spartans boast a winning tradition with 51 conference titles and numerous appearances in national tournaments in recent years.
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 partnership with West Aurora School District 129 is recognized nationally as a model for educational reform. In January 2006, we opened the $14 million Institute for Collaboration facility that houses this growing collaboration and the students and faculty it nurtures.

George Williams College offers undergraduate, graduate and doctoral academic programs in the fields of education, nursing, recreation administration and social work. The campus also boasts a unique learning environment and is home to the University’s popular Music by the Lake summer festival.

Important collaborative efforts are also evident on the George Williams College campus. In the summer of 2004, the One Step Lodge and the Winston Paul Educational Center, a residential, conference and academic facility developed in partnership with Children’s Oncology Services, Inc., opened. The building serves as home to the One Step At A Time Camp program for children with cancer and the University’s rapidly growing academic programs.

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.

**Academic Structure**

The University is currently comprised of four colleges:

- **COLLEGE OF ARTS AND SCIENCES** (Bachelor’s and Master’s Degrees)
- **COLLEGE OF EDUCATION** (Bachelor’s, Master’s and Doctoral Degrees)
  - School of Health and Physical Education
- **COLLEGE OF PROFESSIONAL STUDIES**
  - Dunham School of Business (Bachelor’s and Master’s Degrees)
  - School of Nursing (Bachelor’s and Master’s Degrees)
  - School of Social Work (Bachelor’s, Master’s and Doctoral Degrees)
  - Criminal Justice Program (Bachelor’s and Master’s Degrees)
- **GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY** (Bachelor’s, Master’s and Doctoral Degrees)
- **WACKERLIN CENTER FOR FAITH AND ACTION** (Master’s degree)

**Mission Statement**

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

**Statement of Core Values**

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

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

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

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

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

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

Vision Statement

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

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

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

Governance

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

Accreditation

The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Aurora University at the bachelor’s, master’s and doctoral levels.

The following individual programs are accredited by the specific agencies listed below: Bachelor of Science in Nursing (Commission on Collegiate Nursing Education and approved by the Illinois Department of Professional Regulation); Bachelor of Social Work and Master of Social Work (Council on Social Work Education); and the Bachelor of Science in Athletic Training (Commission on Accreditation of Athletic Training Education Programs). In addition AU’s education programs are accredited by the National Council for Accreditation of Teacher Education (NCATE).

B.S.N. program accredited by the
Commission on Collegiate Nursing Education
One DuPont Circle, NW, Suite 530
Washington, D.C. 20036-1120
202-887-6791

B.S.W. and M.S.W. programs accredited by the
Council on Social Work Education
1725 Duke Street, Suite 500
Alexandria, VA 22314
703-683-8080

B.S. in Athletic Training program accredited by the
Commission on Accreditation of Athletic Training Education Programs (CAATE)
2201 Double Creek Drive
Suite 5006
Round Rock, TX 78664

The Professional Unit comprising 16 Academic Programs
within the College of Arts and Sciences, College of Education,
College of Professional Studies, and George Williams College accredited by the
National Council for Accreditation of Teacher Education (NCATE)
2010 Massachusetts Avenue, NW
Suite 500
Washington, D.C. 20036
202-466-7496
Approved Certification Programs

Aurora University has graduate-level initial teacher certification programs approved by the Illinois State Board of Education and the Wisconsin Department of Public Instruction in Biology, Elementary Education, English, Mathematics, Physical Education, Social Studies and Special Education offered through the College of Education.

“Type 73” Illinois certification in School Social Work is offered through the School of Social Work.

“Type 75” Illinois certification and “Code 10/51” Wisconsin certification in Educational Leadership are offered.

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

Additional certifications offered at the graduate level include the Elementary Education “Type 3” and the Early Childhood/Special Education “Type 4”.

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

The professional unit of Aurora University, under the governance of the Council on Certification 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, 630-844-5493.

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 Avenue, Aurora, IL 60506-4892.
Campus, Facilities and Sites

Located in an attractive residential neighborhood on the southwest side of Aurora, the 32-acre main campus contains 25 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. Dunham Hall offers state-of-the-art computer facilities as well as the Schingoethe Center for Native American Cultures and a pleasant atrium that is a popular campus gathering place. The Institute for Collaboration houses faculty offices and classrooms as well as Crimi Auditorium, the College of Education and the Partnership School. Vago Field, the newly constructed football, soccer and lacrosse stadium, a gymnasium, and a sports complex (including racquetball courts, fitness center and weight room) are close at hand. The newest academic building, opening in early 2011, is the health and human services addition to Alumni Hall which houses the Schools of Nursing and Social Work.

The Charles B. Phillips Library has almost 92,000 volumes and over 8,000 multimedia items. It belongs to a consortia of 76 academic and research libraries in the state of Illinois and has access to the materials of those libraries as well as through a resource-sharing program. The library subscribes to more than 70 databases that provide full-text electronic access to over 37,000 journals and other periodicals. Over 50 online subject research guides are available through the library website. 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 Stephens Hall are the newly refurbished Perry Theatre in the Aurora Foundation Center for Community Enrichment, science labs, classrooms and the Spartan Spot. Music practice rooms, piano labs, and a spacious choral room are available in the Roger and Marilyn Parolini Music Center. Both modern and traditional-style residence halls surround the open central “quad.” A new residence hall opened in time for the spring semester 2012.

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. The nursing program provides opportunities for students to earn a B.S.N. degree in a rigorous but flexible program that includes clinical and internship experience at major metropolitan hospitals. The M.S.N. is offered as well to prepare nurses for leadership positions or educators of professional nurses. The M.S.N. is offered in Aurora and at the Woodstock Center in Woodstock, Illinois. Like the M.S.N., the M.B.A. is offered both in Aurora and at the Woodstock Center.

The Master of Arts in Curriculum and Instruction (M.A.C.I.), Master of Arts in Teaching with Certification (M.A.T.C.), Master of Arts in Curriculum and Instruction with Bi-lingual/ESL Endorsement, Master of Arts in Educational Leadership (M.A.E.L.), Master of Arts in Reading Instruction (M.A.R.I.), Master of Arts in Special Education (M.A.S.E.), Master of Social Work (M.S.W.), Master of Science in Recreation Administration, Doctor of Education (Ed.D.), and Doctor of Social Work (D.S.W.) programs are offered at the more than 133-acre George Williams College of Aurora University in Williams Bay, Wisconsin.
Catalog Statements and Terms of Issue

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

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

Waivers and Exceptions to Academic Regulations

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

Graduate Degree Programs

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

Graduate Programs of Study

- Master of Business Administration
  - Concentration in Human Resource Management
  - Concentration in Leadership
  - Concentration in Operations Management
- Master of Arts in Curriculum and Instruction
- Master of Arts in Curriculum and Instruction with Bilingual/English as a Second Language Education
- Bilingual/ESL Endorsement
- Master of Arts with Early Childhood and Special Education Endorsements
- Master of Arts in Earth and Space Science Education
- Master of Arts in Educational Leadership
- Master of Arts in Educational Technology
- Master of Arts in Leadership for Service
- Master of Arts in Life Science Education
Master of Arts in Mathematics Education
Master of Arts in Mathematics and Science Education
Master of Arts in Reading Instruction
Reading Teacher Endorsement
Master of Arts in School and Professional Counseling
Master of Arts in Special Education
Director of Special Education Endorsement
Master of Arts in Teaching with Certification
Master’s-Level Elementary Education Certification
Post-Baccalaureate Teaching Certification (Secondary Education)
Master of Science in Accountancy
Master of Science in Applied Behavioral Analysis/Autistic Spectrum Disorders
Master of Science in Communication Management
Master of Science in Criminal Justice
Master of Science in Mathematics
Master of Science in Nursing
Post-Graduate Nursing Education Certificate
Post-Graduate Nursing Administration Certificate
Master of Science in Recreation Administration
  Administration of Leisure Services
  Outdoor Pursuits Recreation Administration
Master of Social Work
Post-M.S.W. Addictions Certification
Post-M.S.W. Type 73 - School Social Work Certification-Illinois
Doctor of Education (Ed.D.)
  Leadership in Educational Administration
  Leadership in Curriculum and Instruction/K-12 Emphasis
  Leadership in Curriculum and Instruction/Adult Education emphasis
Doctor of Social Work (D.S.W.)

Graduate-Level Education Certification

Elementary Education “Type 3”
School Social Work “Type 73” – Illinois
Administration “Type 75” – Illinois
Educational Leadership “Code 10/51“ – Wisconsin
Reading Specialist K-12 “Type 10” (Illinois)
Reading Teacher 316 and Reading Specialist 017 (Wisconsin)
Early Childhood/Special Education “Type 4” (Wisconsin)

Graduate Endorsements approved by ISBE and NCATE

Illinois
  • Bilingual/ESL
  • Reading Teacher
  • Special Education
  • Technology Specialist
Wisconsin
  • Reading Teacher
  • Bilingual/ESL
  • Early Childhood/Special Education
  • Pre-K and Kindergarten
    (elementary certificate required)
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 understands the adult and graduate market. Staff 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 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 in Eckhart 105 and can be reached at 630-844-5294 or at AUadmission@aurora.edu.
ACADEMIC REGULATIONS
AND PROCEDURES

General Academic Regulations

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

Graduate Admission

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

All correspondence about admission and campus visits should be addressed to the Center for Adult and Graduate Studies, Aurora University, 347 S. Gladstone Avenue, Aurora, Illinois 60506-4892. For further information about admission to the University, call 630-844-5294, or visit our website at www.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 www.aurora.edu.)
2. Official sealed transcripts of all prior undergraduate and graduate work sent directly to the Center for Adult and Graduate Studies. Aurora University accepts official transcripts at AU-E Transcripts@aurora.edu.
3. Letters of recommendation from persons able to attest to the student’s academic and/or professional potential (form available online at www.aurora.edu/aurecommendation). See the specific requirements of the program you wish to enter; some programs require letters of recommendation from specific individuals or letters addressing specific areas of preparation or competence.
Upon submission of satisfactory credentials for admission to graduate study at the University, the student’s file is referred to the graduate program for consideration of the student’s application for admission to that program.

**General Graduate Academic Admission Requirements**

1. A bachelor’s degree from a regionally accredited institution in a field providing appropriate background for master’s study in the student's chosen program. Students whose undergraduate backgrounds are in fields other than those in which they are seeking to enter graduate study may be required to complete deficiency or prerequisite coursework before beginning master’s or doctoral courses.

2. An academic record indicative of a high probability of success in graduate study. An applicant with an undergraduate GPA of less than 2.75 on a 4.0 scale must be reviewed by a committee of master’s program faculty. Individual programs may have higher admission standards.

**Admission to Graduate Programs**

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

**Term of Entry**

1. The official terms of entry shall be Summer, Fall and Spring. Consult your graduate program since graduate programs may limit term of entry.

2. A degree-seeking student whose first enrollment at Aurora University is in Summer session is governed by the catalog and regulations in effect for the Fall semester immediately following the Summer term in which the student was first enrolled.

3. Students-at-large are not considered matriculated until the first term (excluding Summer) in which they are enrolled as a fully, conditionally or provisionally accepted student.

4. Provisionally or conditionally accepted students are considered to have entered in the first term of enrollment, regardless of provisional or conditional status.

**Admission of International Students**

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

- Average or better post-secondary school record, including completion of coursework at least to the level of the baccalaureate degree in the U.S.

- In the case of students from non-English speaking countries, a score of at least 550 (213 on the computerized TOEFL; 79 on Internet-based TOEFL) on the paper-based TOEFL or level 109 on the ELS

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

Special Admission Status

Graduate Student-at-Large Status: A student who wishes to enroll in a graduate-level course, but is not seeking a degree, certificate, or credential may do so as a student-at-large. A maximum of eight (8) semester hours may be applied to master’s degree programs at Aurora University. Enrollment in specific courses by students-at-large may be restricted by prerequisites or other requirements of individual graduate programs. Financial aid is not available to students-at-large.

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

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

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

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

Earning Multiple Graduate Degrees or Credentials
Credit earned in one post-baccalaureate program at Aurora University may be applied toward the requirements of a second program at the option of that program. In those cases where application of this policy results in a student 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 required for the program.

**Transfer of Credit**

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

1. Graduate credit graded “B” or better may be transferred and applied to graduate programs at Aurora University with the approval of the graduate program director. Coursework graded “Pass” or “Credit” may be transferred at the option of the graduate program director. The individual graduate program shall establish the minimum grades required for acceptance of undergraduate prerequisite courses.

2. Graduate credit is transferred for application only to a specific graduate program; in the event that a student is subsequently admitted to a different graduate program, any graduate work completed at other institutions will be re-evaluated by the director of the new graduate program and the transferred credit modified if necessary.

3. Transfer of credit once enrolled: Once the applicant has been accepted for enrollment in a graduate program at Aurora University, it is expected that he/she will complete all coursework for the degree or certificate at Aurora University. No coursework may be transferred to Aurora University after enrollment except upon prior, written approval of the graduate program director or dean.

**Veterans**

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

**Registration**

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

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

**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 $25 fee for replacement of lost or damaged I.D. cards.

**Late Registration**

The normal registration period ends with the closing of the Office of the Registrar 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 Office of the Registrar. It is the responsibility of a late-registering student to make up missed class work, and students are permitted to late register only with the understanding that their grades may be affected by work that cannot be made up.

**Accelerated Load (Overload)**

Graduate students desiring to register for an accelerated load of more than seventeen (17) semester hours in any term must have the approval of their graduate program director. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns.

**Billing/Registration Policy**

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

No student on “hold status” will be allowed to register for any class until the “hold status” is removed by the appropriate University authority. Students who have resolved their “hold status” will be registered and admitted to classes only during the time period permitted under the University regulations concerning late registration.

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 transcripted until the student’s “hold status” is removed by the appropriate University authority.

**Payment of Tuition and Fee** – Tuition and fees are assessed in accordance with approved policies. Please refer to the Payment Agreement Form accepted/signed at the time of registration for specific payment information. Students who have been approved to participate in a University-approved installment or deferred payment plan must adhere to the terms of these plans in order to remain eligible for participation. Details of these plans are available in the Student Accounts Office. Grades and transcripts are issued to students in good financial standing.
Refunds – During the regular semester, a 100% refund of tuition is provided through the first week of the semester, 90% during the second week, and 50% during the third week; no refund is provided thereafter. Refunds for Summer Session classes and for classes that do not meet in accordance with the regular semester calendar are provided in accordance with refund schedules provided by the Controller. Specific information is provided on the Payment Agreement form accepted/signed at the time of registration. Refunds are, in all cases, governed by the actual date of a written drop notice.

Adding and Dropping Courses

Changing Courses – Once a student has registered for courses, he/she can change the grading system from letter grade to Credit/No Credit or vice-versa in writing with the Office of the Registrar prior to the second week of the term. Courses may be added only during the official late registration period. No course may be dropped after the end of the 11th week of classes in a 16-week semester or the sixth week of classes in an 8-week term (prorated for Summer terms). For courses scheduled outside the regular semesters, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

Grades for Dropped Courses – Courses dropped with 100% refund do not appear on the student’s permanent record. A grade of “W” (withdrawal) will be recorded on the student’s permanent academic record between the 2nd and 11th weeks of a 16-week semester. A grade of “W” (withdrawal) will be recorded on the student’s permanent academic record for courses dropped between the 2nd and 6th weeks of an 8-week module. No withdrawals will be processed after the 11th week of the 16-week semester or after the 6th week of the 8-week module. For courses scheduled outside of the regular semester, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

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

Full-Time and Part-Time Enrollment

Students may enroll either full- or part-time at Aurora University; in some graduate programs, a student must declare his/her intention in order to be placed in the correct sequence of courses to complete the program on a full- or part-time basis. Full-time graduate enrollment is defined as a minimum of nine (9) semester hours per term (18 semester hours per academic year). Half-time enrollment is defined as a minimum of four (4) semester hours per term or eight (8) semester hours per academic year.
Attendance Policy

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

Authorized Absences from Class Policy

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

Regulations:

Definitions

1. “A student representing the University”: The student must be duly recognized by the manager or advisor of the event. A list of student participants should be forwarded to the Office of the Provost.

2. “University-sponsored events”: The manager or advisor of the event or activity shall submit to the Provost a list of events and have them approved as eligible for inclusion under this policy. This definition normally includes intercollegiate-athletic, student government, student development, and fine arts events, as well as events required for the completion of another academic course.

3. “Event” means the actual event at which the student represents the University together with necessary travel time to and from the event site, where applicable. It does not apply to rehearsals, practices, or meetings preparatory to the event.

Academic and Procedural Considerations

1. Students are required to make up all work missed due to an authorized absence and, except when conditions are prohibitive, are responsible for making arrangements with faculty at least 48 hours in advance of the anticipated absence.

2. Faculty will make reasonable accommodations for completion of work by students who are granted authorized absences through established University procedures. It is expected that students would be able to complete make-up exams and assignments within 72 hours of the return to campus.
Procedures:

Requesting and Granting Authorized Absences from Class

A. Registering University-Sponsored Events and Participants: At least one week prior to the start of each academic term, the managers or advisors of all University-sponsored events provide to the Office of the Provost a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of the Provost 48 hours before the scheduled event. The Office of the Provost will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.

B. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the cases of events occurring in the first two days of the term, students will need to contact instructors in advance of the term to make arrangements for an authorized absence.

C. Procedure for Faculty: When a student requests an authorized absence, the faculty member provides the student with any necessary information concerning assignments to be completed. If the authorized absence will cause the student to miss in-class assignments or learning experiences that are part of the grading of the course, the faculty member may require alternative assignments of the student, as required by the outcomes of the course. Faculty members may establish in the class syllabus reasonable rules and procedures for the manner in which they wish to have students make requests for authorized absences (e.g., during office hours, by phone, by written request, before or after class, etc.).

D. Advisement Procedures: Whenever possible, managers or advisors of University-sponsored events will provide to participating students a tentative schedule of events for the following term prior to the beginning of the advisement period for that term. Participating students will submit, in writing, their planned participation to their academic advisors in order to anticipate, minimize and plan for any potential conflicts with classes.

Application of Academic Regulations

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

Only those persons specified in an academic regulation may authorize excep-
tions 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. Indi-
vidual advisors or faculty members are not authorized to grant waivers or excep-
tions. All waivers and exceptions granted by authorized University officials must be
made in writing, with copies provided to the student, and to all University offices
and units having an interest or responsibility related to the regulation in question.

Leave of Absence Regulations

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

If a student has been absent from Aurora University for more than one semes-
ter without filing a Leave of Absence form, or a Leave of Absence has expired, the
student should contact the Office of Admission and Financial Aid for information
on applying for re-admission. Official transcripts from any colleges or universi-
ties attended since the last enrollment at Aurora University must be complete
before admittance. Contact the Office of the Registrar for the complete policy.

Auditor Status

1. Aurora University has an auditor (AU) status for those individuals who do
not wish to earn college credit for either an undergraduate or graduate
course.

2. Auditing privileges may include full participation in class sessions, with the
exception that instructors are not required to evaluate and grade an audi-
tor’s performance in a course. Instructors may determine the character of
participation and requirements of auditors.

3. The tuition fee for auditing has been established at 25% of the regular
tuition rate. Any additional class fees will be at the expense of the auditor.

4. Auditors must register for classes on a standby basis, with the understand-
ing that students registering for credit have priority in the class. A decision
as to whether auditors may enter classes will be made prior to the beginning
of the first class session.

5. Audited courses will be posted on a student’s permanent academic record
as an audit (AU). No academic credit will be granted for audited classes
now or in the future.

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

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

Financial Aid

Aurora University students may be eligible for financial aid from a variety of sources, including federal, state, institutional, and private organizations in the forms of grants, loans and work. In 2011-2012, more than $13.5 million in aid was awarded to graduate students at Aurora University. Aid is available for both full-time and part-time graduate students and is awarded on a first-come, first-served basis. To apply for financial aid, students must complete the FAFSA. Students should be cognizant of FAFSA filing recommended priority dates and financial aid file completion dates.

**Students must re-apply for financial aid every year.** The Fall semester priority date for filing the FAFSA is April 15. Students completing their financial aid file after June 1 may incur late fees and/or penalties. The priority date for Spring semester is November 1. Students filing after these dates may experience some delays.

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

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

Tuition, Fees, and Other Expenses

**Tuition:**

2012-2013 Academic Year

Graduate student tuition per semester hour:

**Aurora Campus**

- M.B.A., M.S.N., M.S.C.J., M.A.C.M. $640
- M.S.W. $575
- M.A.T.C., M.A.C.I., M.A.E.L., Bilingual/ESL $565
- M.A.E.T. $470

**Woodstock Center**

- M.B.A. $640
- Graduate Addictions Certification $575

2012-2013 Graduate Catalog 23
George Williams College Campus

M.S. in Recreation $575
M.S.W. $550
Ed. D. $580
D.S.W. $720

Off-campus School District Cohort Programs
M.A.C.I., M.A.T.C. Type 29, M.A.E.L., Bilingual/ ESL $460
M.A.R.I., M.A.S.E., M.A.E.T. $470
M.S. Earth/Space Science Education, $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) $120
Deferred Payment Fee (per semester hour) $ 10
Graduation Fee (master’s/doctoral) $120/$135
Parking Permit $ 25
Replacement I.D. Card Fee $ 25
Returned Check Fee $ 30
Transcript, Normal Service (mailed-to-you) Free
Transcript, While-You-Wait Service $ 20
Tuition Deposit (applicable to select programs) $100 - $250
Live and Vocational Assessment Fee (per course) $360

Fees Specific to Program:

Recreation Administration Practicum Fee (revised annually) $475

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

Academic Standards

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

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

A  (4 quality points per semester hour) Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.

B  (3 quality points per semester hour) Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.

C  (2 quality points per semester hour) The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.

F  (0 quality points per semester hour) Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

Cr (Quality points are not calculated in grade point average) Pass. Denotes pass with credit at least at the level of “C” work, in graduate courses that are graded Cr/NCr.

NCr (0 quality points per semester hour) No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of “C” work.

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

Incomplete Grades (I)

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

Deferred Grades (X)

A deferred grade (X) is for use in certain courses in which it is anticipated that the student’s learning experience will continue beyond a regular academic term. The deferred grade is available for use in the cases of field experiences, practica, internships, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience. An approved list of courses for which the deferred grade may be used is available from the Office of the Registrar and is listed below.
LISTING OF COURSES FOR DEFERRED GRADE OPTION

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

Grade Point Calculation

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

1. Term GPA A=4, B=3, C=2, F=0, NGr=0, Cr=Not Calculated into GPA. Based only on courses taken in a given term at Aurora University, the unit of credit is multiplied by the quality points assigned to the grade earned. The sums are then added and the total quality points divided by the calculable credit units producing the Term GPA. (If a course is repeated only the higher grade is calculated into the GPA and, only academic credit from one can be counted toward graduation.)

2. Cumulative GPA of courses at Aurora University. Calculated in the same way as the term GPA but is based upon all work taken at Aurora University over all terms of attendance. Graduate credit accepted in transfer is not calculated in the cumulative GPA.

Change of Permanent Grades

a. Permanent grades (A, B, C, F) may be changed by the instructor who originally issued the grade to correct computational or clerical errors.

b. Changes of permanent grades must be approved by the academic dean before they are forwarded to the Registrar, and must include an explanation for the change.

c. Changes in permanent grades arising from clerical or computational errors must be received by the Registrar no later than 30 days following the date when the original permanent grade was filed with the Registrar.

d. In cases where it is necessary to correct a grading error on the part of an instructor who has left the University or who cannot otherwise be contacted in a timely fashion, or in cases where an instructor fails to correct an evident error in a timely fashion, the academic dean may assign another faculty member to review the relevant materials and correct the error.

e. Changes may be made in grades to reflect coursework completed after the deadline for grade submission only in instances in which the student received a grade of “I” or “X” for the course.

f. All changes in permanent grades other than those arising from clerical or computational errors are addressed under the University regulations for appeal of alleged capricious grading.
Procedures for Use in Appealing Allegedly Capricious Term Grades of Students

1. Introduction
   a. The following procedures are available only for review of alleged capricious grading, and not for review of the judgment of an instructor in assessing the quality of a student’s work. Capricious grading, as that term is used herein, is limited to one or more of the following:
      1) the assignment of a grade to a particular student on some basis other than performance in the course;
      2) the assignment of a grade to a particular student by more exacting or demanding standards than were applied to other students in that course;
      3) the assignment of a grade by a substantial departure from the instructor’s standards announced during the first fourth of the term.
   b. The assessment of the quality of a student’s academic performance is one of the major professional responsibilities of University faculty members and is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this University that the professional judgments of faculty members not be subject to pressures or other interference from any source.
   c. It is necessary, however, that any term grade be based on evidence of the student’s performance in a course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced guidelines. These guidelines should be announced in and put in writing for each class at the beginning of each term.

2. Appeal Procedures
   a. A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:
      1) The student shall confer with the instructor, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.
      2) If, after consultation with the instructor, the student believes that a grade is capricious, the student shall confer with the program chair, who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
      3) If Steps One or Two do not resolve the problem, the student may submit a petition in writing to the dean. This petition must be submitted to the dean of the school or college not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the summer term.
b. The petitioner shall request a meeting with the dean and shall present evidence that the grade is capricious as defined above, and shall present the student’s arguments which substantiate his/her conclusions. The dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor’s position on the matter.

c. On the basis of a consideration of the student’s petition and the instructor’s response, the dean shall conduct an inquiry which shall include a meeting with the student and the instructor separately or together and ascertain and consider relevant facts. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the dean must be informed prior to the meeting.)

3. Decision. The dean shall make one of these decisions:

a. That the grade was not assigned capriciously and shall stand as assigned.

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

CODE OF ACADEMIC INTEGRITY*

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

Fabrication. Fabrication is falsification or invention of data; falsification of information, citations, or bibliographic references in any academic work (for example, falsifying references in a paper); or altering, forging, or falsifying any academic record or other University document.
Plagiarism. Plagiarism is representing someone else’s work (including words and ideas) as one’s own or providing materials for such a representation. Examples include submitting a paper or other work that is in whole or part the work of another; failing to cite references; presenting paraphrased material that is not acknowledged and cited; or failing to use quotation marks where material is used verbatim.

Obtaining an Unfair Advantage. This is (a) stealing, reproducing, circulating or otherwise gaining access to examination materials before the time authorized by the instructor; (b) retaining, possessing, or using previously given examination materials where those materials clearly indicate that they were intended to be returned to the instructor at the conclusion of the examination; (c) stealing, destroying, defacing, or concealing library materials with the purpose of depriving others of their use; (d) intentionally obstructing or interfering with another student’s academic work; or (e) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students’ academic work.

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

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

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

Policy Statement F2: Procedures to be Followed When a Violation of Academic Integrity is Identified

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

First violation: A faculty member who identifies a violation of the Academic Integrity Code shall follow these procedural steps. In most cases, internal proceedings regarding a first violation will conclude with the procedural steps that follow:
1. The faculty member will make a reasonable effort to contact the student to discuss the violation.

2. Before rendering a finding or assessing sanctions, the faculty member will report the violation to the Registrar via the official electronic reporting system; the Registrar will immediately forward a copy of the violation report to the Provost’s office. This report will include a written summary of the violation; the proposed consequences and sanctions resulting from the violation; any relevant policies stated within the course syllabus; and any interactions with the student regarding the violation. The faculty member will also provide to the Registrar any material evidence of the violation, if such evidence exists. This material is placed in an academic violation file identified to the particular student and maintained with confidentiality by the Registrar. Within five business days of receipt of the report, the Provost or designate shall make a determination whether a finding should be rendered, and sanctions assessed, by the faculty member without use of the hearing process set forth below. If so, the faculty member shall be so notified and may proceed to resolve the violation and assess sanctions. If the Provost finds that the nature of the alleged violation or the circumstances are appropriate for more extended consideration, the procedure used shall be the hearing procedure set forth below in the section entitled “Second or Referred Violation,” and the faculty member and student shall be so notified. A faculty member may also opt to have a violation determined using the hearing procedure set forth below.

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

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

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

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

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

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

Policy Statement F3: Appeals Process for Academic Integrity Code Violations

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

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

The Academic Standards Committee shall make one of two decisions:

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

The decision of the Academic Standards Committee shall be final.
Appeal procedure for committee decisions resulting in dismissal from University

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

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

Re-admission to the University:

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

*Approved by Faculty Senate 21 May 2004
*Approved by Board of Trustees 5 June 2004

Classroom Conduct Policy

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

Course Enrollment and Classroom Environment Policy

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

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

Time Limit for Completion of Master’s Degrees

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

Requirements for Graduation

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

Graduation Policies and Procedures

A. Application for Graduation Status

1. Each candidate must file an Application for Graduation Status with the Office of the Registrar. This application is sent to students who have a total of 12 semester hours at the graduate level toward a degree at the end of the Fall Semester. Receipt of this application does not in any way mean that we expect or guarantee your graduation that year. It is simply a notification to “possible” graduates in the broadest sense of the word.
2. Applications are issued on or about November 1 and must be returned by the deadline indicated on the application together with the filing fee attached. Applications not received or postmarked on or before the established deadline must be accompanied by a late-filing fee. Filing fees and late fees are specified on the application.
3. No applications will be accepted after February 15 for spring and summer graduation.

B. Summer Graduates

1. Those students who return the Application for Graduation Status indicating that they will complete all degree requirements by August 31 will be mailed the Supplemental Summer Graduation Petition by early April. This petition must be completed and returned to the Office of the Registrar no later than April 20.
2. No summer program encompassing more than 9 semester hours of credit will be approved. No Summer registration at Aurora University, elsewhere or in concurrent registration, that totals more than 6 semester hours will be approved without overload clearance from the Registrar.

C. Fall Candidates for Graduation

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

D. Transcripts, Incompletes, Deferred Grades

All candidates for graduation must have all transcripts from other institutions, life and vocational experience 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 he/she plans to graduate. The exception will be for Summer candidates for graduation. Official transcripts must be received by Aurora University on or before the last day of the term in which he/she plans to graduate. Failure to receive these transcripts by that date will mean that graduation status will be cancelled, even though he/she may have already participated in the ceremony.

E. Completion of Degree Requirements

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

F. Participation in Commencement Ceremonies

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

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

G. Graduating in Absentia

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

H. Receiving Diplomas

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

Transcript Regulations

1. Official transcripts bearing the signature of the Registrar and seal of the University for purposes of transfer of credit, certification or employment reference are issued only by direct mail to educational institutions, certification agents and employers. Students may supply application forms or other supportive documents to be enclosed with official transcripts.

2. All official transcripts which are placed into a student’s hands, are stamped “Issued to student.”

3. A student’s academic record is considered confidential. Therefore, transcripts will be issued only at the written and signed request of an individual student, or appropriate institutions or officials.

4. Each transcript is issued as a complete and accurate copy of the student’s academic record as of the date of issue. It contains a record of all work attempted at Aurora University, together with a notation as to final grades earned, or withdraw status achieved, in each course. It shows total number of credits accepted in transfer from other colleges or universities. High school credits and test scores are not transmitted. Grade point averages are computed and reported with appropriate explanation as to the means of calculation.

5. Aurora University has no authority to copy or release transcripts furnished to it from other institutions for admission or evaluation of credit. Transcripts from other institutions or testing agencies must always be obtained from the issuing institution or agency.

6. Transcripts will be withheld until the student’s financial record with the University is cleared. Until such time as this occurs, transcripts will only be issued to potential employers.

7. Academic dismissal is reported on all transcripts.

8. Disciplinary dismissal is documented in the Office of the Registrar for five years, but is NOT reported on transcripts.
Course Code System

1. Department/program is to be represented by three letters (e.g., EDU = Education, SWK = Social Work). Letter codes are assigned by the Registrar in consultation with the appropriate jurisdictional dean.

2. Course number is to be composed of three digits, with course number ranges to indicate level:
   - 0010-0990 = pre-college or remedial level (additive credit)
   - 1000-1990 = “freshman” course, generally without prerequisites, although may be part of a freshman sequence
   - 2000-2990 = “sophomore” course, may have prerequisites, would not usually be recommended for a beginning freshman except in the case of honors students
   - 3000-3990 = upper-division, usually would have prerequisites, normally part of a major or minor sequence, or, if a general education course, would be for a student with more than a perfunctory interest in the field
   - 4000-4990 = advanced undergraduate, “senior” course, normally part of a major
   - 5000-5990 = graduate course that may be open to advanced undergraduates as well
   - 6000 = graduate course, open only to graduate students
   - 7000-8000 = doctoral course, open only to doctoral students

   Numerical suffixes are used for section numbers.

   EXAMPLES: EDU5200-01 History and Philosophy of Education – 3 semester hours
              SWK6040-01 Social Work and Spirituality – 2 semester hours

Student Classification and Definition

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

- **G1** First-year graduate student (less than 18 semester hours)
- **G2** Second-year graduate student (18 or more semester hours)
- **G3** First-year doctoral student
- **G4** Second-year doctoral student
- **PU** Post Undergraduate With bachelor’s degree seeking second degree or certificate
- **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 6 semester hours)
- **AU** Auditor Not admitted and taking courses without credit
- **PR** Provisional Attending classes but admission procedures incomplete
Cross-Listed Undergraduate/Graduate Courses

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

Special Educational Experiences and Credit

A. Independent Study, Honors Reading and Honors Research

1. The purpose of an independent study, honors reading or honors research is to allow the competent and prepared student to pursue study of a topic of special interest or need in depth and to develop the student’s ability to work on his/her own by pursuing a reading/research project to successful completion.

2. Prior to registration, students must file the independent study/honors reading/honors research petition. This petition requires the signature/approval of the instructor, graduate program chair and academic dean. Regular tuition is charged.

3. In most cases independent study, honors reading or honors research should be within the field of the student’s graduate program and should be something which cannot be pursued through established courses. These are pursued on-campus under the direct supervision of an Aurora University faculty member.

4. While most independent studies last one full semester, occasionally they will run over several semesters or less than one semester. Independent studies should be registered for along with other classes. After the first week of classes, the Registrar must approve registration for independent studies on a case-by-case basis in consultation with the instructor and the academic dean.

B. Course by Special Arrangement

This is a course that is part of the approved curriculum program but is being offered to a student during a semester when it is not scheduled. It should be employed only in cases of extreme scheduling conflict when no substitution is appropriate. Prior to registration, students must file the course by special arrangement petition. This petition requires the signature/approval of the instructor, graduate program chair and academic dean. An additional $115 per semester hour fee is assessed in addition to regular tuition.

C. Directed Study

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

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

a. Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.

b. Site requirements are the responsibility of the graduate program. Students must meet all eligibility requirements imposed by the site at which the student seeks placement, including but not limited to prior completion of specific coursework, background/security checks, citizenship/residency requirements, health and fitness, insurance coverage, prior work experience, and demonstrated competence in specific skills.

c. Registration: Students register for practica as part of the normal registration process for other coursework. Controlling programs are responsible for handling pre-practicum application procedures, if any. The signature of a program advisor or designee on the student’s registration form or change of course petition is required for registration.

d. Monitoring and reporting requirements: Programs incorporating practica in their offerings are responsible for establishing faculty committees or other mechanisms that may be required to meet internal or external monitoring, screening, certification, or reporting requirements.

e. Students pay normal tuition for internships and placements. Students are responsible for other expenses associated with placements (e.g., travel, texts or reference materials, special clothing, insurance required by the site, etc.).

Course Descriptions

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

Student Life Services

Aurora University provides many services, facilities, and programs for its graduate students. For detailed information, consult the “A-Book,” an online manual provided for students by the Office of Student Life.

Food Service on Campus: Graduate students are welcome to eat in the Student Dining Hall in Alumni Hall either by paying a flat per-meal rate at the door, or purchasing a commuter meal plan through Sodexo Food Services. The University Commons, commonly referred to as The Spot, is located in the lower level of Stephens Hall and serves hot and cold fast food. The Spot is also available as a social gathering place and study area. “Grab-and-go” food and beverage service is also available at LaCarte in Dunham Hall.

Campus Safety: The safety and security needs of the Aurora University campus are addressed by the Office of Campus Public Safety. Through established relationships with local police and fire departments, the resources of these organizations are available to our campus community for safety preparedness as well as in response to emergency situations. Led by experienced professionals who are University employees, the office provides a variety of services from parking management and enforcement, to distribution of safety information, safety training and 24/7 visibility on campus.

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 AU through planning, coordination, and support of emergency management preparation.

In July of 2008 President Bush signed the Higher Education Act. In August of 2008, Illinois Governor Blagojevich signed the Campus Safety Enhancement Act, which mandates colleges and universities to enhance the safety and security of students, faculty, and staff by implementing a Campus Emergency Operation Plan. Through the Office of Emergency Preparedness, Aurora University continues to update its plan to make the changes necessary to protect the safety of our campus.

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

Campus Ministries: Campus ministries at Aurora University are coordinated through the Wackerlin Center for Faith and Action and are intended to complement its programming. Student organizations that are reflective of campus ministry concerns include the Fellowship of Christian Athletes (FCA). Various University personnel and the University chaplain as well as area pastors are involved in offering spiritual guidance and opportunities for meaningful activities such as worship, Bible studies, and discussions.
Counseling Center: The Counseling Center helps students work through the common social and personal problems associated with orientation to college life. Contact the Counseling Center for information on services available free of charge to students, including referral information to services in the community.

Career Services Office: The center offers a variety of workshops, seminars and individual services to assist students in identifying their career goals and working toward them in an organized and effective way. Assistance in organizing a job search, writing resumes and sharpening interviewing skills is also available. The services of the center are available free of charge to all Aurora University undergraduate and graduate students and alumni.

Center for Teaching & Learning: The Center for Teaching & Learning provides professional tutoring across the curriculum, especially in mathematics, writing and study skills. Peer tutors and peer-led review sessions are also available for specific courses. The staff offers workshops on writing in support of writing intensive courses and offers review sessions for the Illinois Basic Skills Test for teachers and social workers. The Center for Teaching & Learning is the office for students with disabilities. It also proctors examinations. Services are free to all Aurora University students—undergraduate or graduate. The Center is open six days a week and has evening hours.

Student Clubs and Organizations: More than 40 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 center is located in Jenks Hall, where a licensed registered nurse is available on campus weekdays for assessment and treatment, consultation and referral, and immunization compliance guidelines. The director of the center provides wellness programming on campus as well.

Statement of Americans with Disabilities Act (ADA): 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.

Disability Policy

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

Disability Statement for Inclusion in Aurora University Syllabi*

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

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


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

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

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

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

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

Confidentiality

Any documentation provided by a student to the Disability Resource Office (DRO) is confidential. The faculty and staff will not have access to these materials unless a student specifically requests, in writing, that an individual be allowed to view these documents or share in this information. In the event that a student were to challenge a determination made by the DRO staff, it would, of course, be necessary for the appropriate University officials to access these materials in order to review the staff’s determination.

Student Responsibility

The student is responsible for requesting adaptations from the Disability Resource Office. It is understood that it may be necessary 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 adaptation decisions made in his or her case should follow the procedures outlined below:

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

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

Financial Aid Rights and Responsibilities

Graduate

• Students have the right to know the criteria used to determine their financial need and the aid they have been awarded. Students also have the right to decline any or all of the awarded aid.
• No federal or state aid will be awarded to a student who owes a refund or repayment on a Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG) or who is in DEFAULT on a Federal Stafford Student Loan or Perkins Loan.
• All financial aid received in excess of the need and/or cost of attendance MUST BE REPAID.
If a student has been selected for verification, he/she must submit requested documents to the Office of Financial Aid. Verification must be completed before any financial aid, including loans, is credited to his/her account. Please note: The verification process takes longer if FAFSA corrections are required.

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

Definitions of Enrollment

Graduate/Doctoral

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

If a student is borrowing a Federal Direct Stafford Student Loan for the first time, he/she must complete an ENTRANCE counseling session. He/she must also complete an EXIT counseling session, as a Federal Direct Stafford student loan borrower, prior to graduation or upon leaving the University. At that time, a student may contact the U.S. Department of Education to inquire about repayment and/or deferment of his/her federal loans.

A student is responsible for reporting changes in any of the following to a financial aid counselor: enrollment, living arrangements, receipt of tuition reimbursement, and/or receipt of an outside scholarship. Any change in these items may result in an adjustment to the student’s financial aid.

The Student Accounts office will pay allowable charges such as tuition, fees, room and board as well as authorized miscellaneous charges per the Payment Agreement Form with federal financial aid. Excess funds, if applicable, will be refunded to the student within 14 business days from when they become available. A refund of excess funds will not be available until all financial aid and allowable charges have been applied to a student’s account. If a student receives a refund of credit and then has a reduction in financial aid or incurs additional charges, he/she is responsible for paying the outstanding balance.

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

RETURN OF FEDERAL FUNDS POLICY:

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

**AU Tuition Refund Policy**

First week of classes – 100% refund
Second week of classes – 90% refund
Third week of classes – 50% refund

Refer to the Withdrawal and Refund Policies Section of the Billing Information Form. Withdrawing from courses may reduce or eliminate financial aid based on your final enrollment.

Summer financial aid requires a separate institutional application. Applications will be available beginning in March from the Office of Financial Aid or at aurora.edu/financial aid forms. Completed forms may be submitted directly to the Office of Financial Aid. If eligible, your Summer term financial aid will be added to your award letter. You will also be notified if you are not eligible for aid during the Summer term.

May Term is an individual term, and the only financial aid that may be available is alternative loans.

**SPECIAL CIRCUMSTANCE REQUESTS:** There are times when a student may encounter a situation that is not reflected in the information requested on the FAFSA. If a student has extenuating circumstances, he/she may complete and submit a Special Circumstance Request. The committee reviews completed requests weekly. These forms are available from the Office of Financial Aid or at aurora.edu/financialaidforms.

Falsification of information will result in cancellation of aid and referral to the appropriate judicial body.

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

**Satisfactory Academic Progress Procedures for Financial Aid Recipients**

A student is required to maintain Satisfactory Academic Progress (SAP) in the course of study that he/she is pursuing, according to the standards and practices outlined by the federal government for the institution.

Schools are required to monitor the SAP of students at least once each academic year. The following guidelines are now in effect. Aurora University reserves the right to review and revise this policy annually.

1. Qualitative and Quantitative Regulations (Graduate)

   Graduate students must achieve a minimum total cumulative GPA of 3.0 by the end of the academic year to maintain qualitative eligibility for financial aid the following year.

   To earn a master’s degree at Aurora University, a student must complete a minimum of 36 semester hours. Students may receive financial aid for up to 150% of the hours required to complete their program. A student must complete at least two-thirds (66.67%) of all courses attempted in an academic year to maintain quantitative eligibility for financial aid.
2. Policy on Course Incompletes, Audits, Withdrawals, Repetitions

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

- “NCR” - No Credit Courses
- “W” - Withdrawal
- “I” - Incomplete Courses
- “AU” - Audit
- “F” - Failure
- “X” - Deferred Grade

Students who receive an Incomplete or Deferred Grade for a course while on SAP probation will be reviewed on an individual basis. Students are eligible to repeat courses but only the higher grade will be calculated in the GPA and credit toward graduation. Non-credit remedial courses are counted toward the minimum amount of courses required for financial aid eligibility.

3. Early Warning

The financial aid staff will monitor the student’s academic progress throughout the academic year. The student will receive a letter from the Dean of Student Financial Services notifying the student that he/she is on a financial aid warning status and is in jeopardy of losing his/her financial aid eligibility for the following reasons:

- The student’s cumulative GPA falls below a 3.0 for graduate students
- The student does not complete at least two-thirds (66.67%) of the courses attempted

During this warning status, financial aid eligibility may be continued. However, a student who does not resolve his/her warning status by the end of the academic year will lose his/her financial aid, including grants and loans, unless the student successfully appeals this determination.

4. Appeal Process

If a student does not meet the qualitative and/or quantitative requirements and loses financial aid eligibility, he/she may appeal in writing by completing and submitting the necessary paperwork to the Appeals Committee within the required deadline. The appeal process takes into consideration special circumstances.

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

Family Educational Rights and Privacy Act of 1974 as Amended

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

1. Under the first heading, student access to records, the law requires all educational institutions to allow attending students and former students access to their personal records.
a. At Aurora University, the records of attending graduate students include the general file in the academic departments, the permanent academic record in the Office of the Registrar, financial records in the Office of Student Accounts, the financial aid files in the Office of Admission and Financial Aid, and where appropriate, the files in the College of Education and Career Services.

b. The files of former students are found in the Office of Alumni Relations, Office of the Registrar, and, where appropriate, in the College of Education and Career Services.

c. Specifically exempt from viewing by the student are the financial records of students’ parents and the confidential recommendations and statements written for and placed in the file prior to January 1, 1975. A student may or may not sign a waiver of his/her right to access to recommendations and statements written for and about him/her after January 1, 1975.

d. Copies of student records will be furnished upon written request of the student. Official transcripts of a student’s college academic record are available. Student credentials maintained by the College of Education are also available. The first set of five credential mailings are free of charge; subsequent mailings are $2.00 per request. Other student records for which copies are requested will be issued at a charge of $.25 per page with a minimum charge of $2.00.

2. The law requires educational institutions to provide hearings for students to challenge any record that they consider inaccurate or misleading. Aurora University, in complying with this law, has established the following procedures for implementing it.

a. A student must present a written request to see the contents of his/her files to the appropriate office. An appointment will then be made for him/her to read his/her file in the presence of a member of the University staff. Identification will be required at the time of the appointment. A student may read the contents of these files, but may not remove or destroy any of the contents.

b. A University judicial board hearing may be requested by a student for the purpose of challenging any record he/she considers inaccurate or misleading, under the terms of General Campus Regulation Number 16. The decision of University judicial board will be appropriately implemented in all such cases. If the decision is not to amend the record, the student will be allowed to place a written comment or explanation in his/her file. If the contested portion of the file is disclosed to anybody, the student’s statement will also be disclosed.

3. Under the second heading, the release of student records, the law requires prior written consent of the student before releasing personally identifiable data about him/her from the records to other than a specified list of exceptions that includes school officials, officials of other schools in which a student seeks to enroll, parents of “income tax dependent” students, appropriate government officials, accrediting organizations, in response to a legal subpoena and to certain others if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
a. Excepted from this requirement is “directory information,” including the student’s name, address, telephone number, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, current registration, degrees, honors, and awards received, photographs, 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. A chart showing which school personnel have access to various records may be found and inspected in any office containing student records.
THE COLLEGE OF ARTS AND SCIENCES
Master of Arts in Communication Management (M.A.C.M.)

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

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

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

Required Core Courses
(8 semester hours of the Master’s degree must include the following required core courses)

COMM5100  Managing Communication (4)
COMM5150  Research Design & Evaluation (4)

Elective Courses
(a minimum of 16 semester hours of the Master’s degree must be completed from this list of elective graduate courses in Communication)*

COMM5200  Strategic Professional Communication (4)
COMM5300  Public Relations (4)
COMM5320  Branding and Advertising (4)
COMM5340  Professional Persuasive Practices (4)
COMM5500  Leadership & Change Management (4)
COMM5520  Group Dynamics (4)
COMM5540  Conflict & Crisis Communication (4)
COMM5560  Intercultural Communication (4)
COMM5700  Managing Media Convergence (4)
COMM5720  Global Communication (4)
COMM5800  Health Communication (4)
COMM5810  Special Topics in Communication (4)
COMM5820  Social Services Communication (4)
COMM6100  Professional Project in Communication (4)
COMM6500  Master’s Thesis (4-12)
Approved Cognate Courses Elective Courses*

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

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

*NOTE: This degree requires students complete a minimum of 32 semester hours in the program, of which 24 semester hours must be in communication. In addition, 8 semester hours of communication and/or approved cognate coursework are required to complete the full degree requirements.

Course Descriptions

**COMM5100 Managing Communication** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5150 Research Design & Evaluation** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5200 Strategic Professional Communication** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5300 Public Relations** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5320 Branding and Advertising** 4 semester hours
Branding and advertising are major components of any business or non-profit organization. Showcasing products and services in creative ways increases visibility and improves sales. This course teaches students how to develop brands, create concepts, and develop advertising campaigns. Students also learn practical tips including how to organize a creative department, how to write a creative brief, how to create budgets and time-lines, how to research and purchase visual imagery, and how to determine appropriate media for particular branding and advertising campaigns.

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5340 Professional Persuasive Practices** 4 semester hours
This course explores theory and research that connects communication with attitude formation and behavioral practices. The course focuses on the study and practice of persuasive discourse using both the rhetorical and behavioral science traditions. Issues examined include: strategic planning and organization, audience analysis, motives and values, effective use of language, the role of context and purpose, propaganda and the abuse of persuasion, campaign planning, effective presentation techniques, and the application of theory and research on persuasion.

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5500 Leadership & Change Management** 4 semester hours
Students explore the role of communication with stakeholders including subordinates, superiors, internal and external customers, suppliers, and the community. Students examine effective communication in hiring and promoting, in conflict, in community interaction and in the internal communication of an organization. Students conduct an assessment from the perspective of senior leadership in an organization, so it involves the design and successful implementation of vision, mission, and strategic plans.

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5520 Group Dynamics** 4 semester hours
This course addresses advanced-level theory and practice of small group interaction. The course examines current research, focusing on learning applications of theories to relevant settings.

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5540 Conflict & Crisis Communication** 4 semester hours
This course provides students with a fundamental understanding of conflict and crisis management, risk communication, media relations, and public-opinion research techniques in multiple contexts. It introduces students to crisis management principles, strategies, tactics, and communication methods. Course participants work as a team to develop a crisis management plan for analysis and discussion. Successful students are able transfer to the workplace the knowledge
and skills developed in this course. Students learn to predict, manage, and control real-world controversies that they may confront as they pursue their careers. Moreover, students are able to manage effectively, participate in, and control volatile situations involving the news media.

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5560 Intercultural Communication** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5700 Managing Media Convergence** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5720 Global Communication** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.

**COMM5800 Health Communication** 4 semester hours

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

**Prerequisite:** Graduate Standing or Instructor Approval.
COMM5810 Special Topics in Communication 4 semester hours
Intensive study of specific topics; content varies. May be repeated for credit when topic is different.
Prerequisite: Graduate Standing or Instructor Approval.

COMM5820 Social Services Communication 4 semester hours
Effective communication is a vital part of social services. This course reviews current professional and scholarly developments in the field of social services with special emphasis on providing advice and guidance about communicating and interacting in a range of social service settings. The course reviews a variety of communication techniques, including symbolic, non-verbal, verbal, written and electronic forms of communication needed for effective social service planning and delivery.
Prerequisite: Graduate Standing or Instructor Approval.

COMM6100 Professional Project in Communication 4 semester hours
This course is designed to guide students through the development of a final professional communication project. Students select a project in collaboration with a member of the communication faculty. Graduation is subject to approval of the final project by the project committee and completion of a successful project defense. Students are encouraged to enter the class with a clear idea of what they would like to accomplish as a final product.
Prerequisite: Graduate Standing and Instructor Approval.

COMM6500 Master’s Thesis 4-12 semester hours
This course is designed to guide students through the thesis process. Students select a topic for original research and conduct and write up their research in the course of the class. Students are encouraged to select a topic that will be useful in the workplace and that can be part of their professional portfolio. Graduation is subject to approval of the thesis by the thesis committee and completion of a successful defense. Students are encouraged to enter the class with a clear idea of what they would like to research. This course may be repeated for ongoing credit.
Prerequisite: Graduate Standing and Instructor Approval.

Master of Science in Mathematics (M.S.M.)

The Master of Science in Mathematics with an emphasis in mathematics education program provides mathematics teachers with advanced study in mathematics and mathematics education. The program offers teachers additional experience in higher-level mathematics to enhance their teaching with additional depth and breadth of content. At the same time, it strengthens their background in school mathematics curriculum, instructional practices, assessment and technology and research in mathematics education.
Admission Requirements

The general admission requirements are found in the section “Graduate Admission Requirements.” In addition to the requirements listed, students must hold a bachelor’s degree in mathematics or a bachelor’s degree in some other field with extensive coursework in mathematics.

Residency Requirements

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive this degree. A maximum of 6 semester hours of graduate credit may be transferred from a regionally accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the mathematics program faculty and the chair of the division.

All graduate transfer credit from other institutions must be submitted at the time of acceptance into the program. Once the applicant has been accepted for enrollment in the program, it is expected that he/she will complete all coursework for the degree at Aurora University. No coursework may be transferred to Aurora University after enrollment. See the section “Transfer of Credit” for other conditions governing the transfer of credit.

Academic Standards and Evaluation

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in this program and they must be balanced by two grades of “A.” See the section “Academic Standards” for other conditions governing academic standards and the graduate grading system.

Degree Requirements

Twenty-four (24) semester hours in mathematics plus 12 semester hours in professional education.

Section A: Required courses in mathematics: 24 semester hours

- MTH5100 Foundations of Higher Mathematics (3)
- MTH5200 Modern Geometries (3)
- MTH5300 Number Theory (3)
- MTH5400 Probability and Statistics (3)
- MTH6100 Abstract Algebra I (3)
- MTH6200 Abstract Algebra II (3)
- MTH6300 Advanced Calculus I (3)
- MTH6400 Advanced Calculus II (3)

Section B: Required courses in education: 12 semester hours

- MTH5500 Technology in the Mathematics Classroom (3)
- MTH5600 Assessment and Curriculum Development in Mathematics (3)
- MTH5700 Mathematics Education Research I (3)
- MTH6700 Mathematics Education Research II (3)
Course Descriptions

MTH5100  Foundations of Higher Mathematics  3 semester hours
The fundamentals of advanced mathematics and an introduction to mathematical proofs. Topics include logic, quantifier notation, set operations, functions, relations, the integers, and study of rational, real, and complex numbers as fields. Various types of proof techniques will be studied and applied to problems from number theory, geometry, analytic geometry, discrete mathematics, logic, and calculus.
Prerequisite: Open to graduate students only.

MTH5200  Modern Geometries  3 semester hours
A study of absolute, finite, and non-Euclidean geometries from an axiomatic viewpoint.
Prerequisite: Open to graduate students only.

MTH5300  Number Theory  3 semester hours
Topics include the theory of mathematical induction, divisibility theory in the integers, prime numbers and their distribution, the theory of congruences and modular arithmetic, Fermat’s theorem, quadratic reciprocity, Diophantine equations, and number theoretic functions and their applications.
Prerequisite: Open to graduate students only.

MTH5400  Probability and Statistics  3 semester hours
This course includes probability for discrete sample spaces, probability distributions, Chebyshev’s theorem, moment generating functions, continuous random variables, sampling distributions, point and interval estimation, theory of hypothesis testing, regression and correlation, and introductory analysis of variance.
Prerequisite: Open to graduate students only.

MTH5500  Technology in the Mathematics Classroom  3 semester hours
Hands-on experiences working with current technology (scientific calculators, graphic calculators, computers, and computer software) for elementary, middle school, and secondary school mathematics. Presentation and evaluation of methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations.
Prerequisite: Open to graduate students only.

MTH5600  Assessment and Curriculum Development in Mathematics  3 semester hours
A balanced study of theoretical research-based foundations and classroom-reform-based perspectives on assessment and evaluation in school mathematics. Consideration of alternate forms of assessment and evaluation of mathematics teaching and of students’ mathematical learning. Topics include assessment standards, scoring rubrics, performance assessment, and portfolios. Curriculum goals and issues are also addressed; recent developments in curriculum; learning research; alternate modes of presentation.
Prerequisite: Open to graduate students only.
MTH5700  Mathematics Education Research I  3 semester hours
Investigates recent developments and relevant research in mathematics education. An introduction to methods of critical reading of research reports and to the structure and scope of mathematics education research. Reading and evaluation of original research; issues of validity and reliability in research; assembling components for the writing of research.
Prerequisite: Open to graduate students only.

MTH6100  Abstract Algebra I  3 semester hours
Introduction to group theory. Topics include equivalence relations, groups, subgroups, cyclic groups, permutation groups, isomorphisms, cosets, external direct products, normal subgroups, factor groups, group homeomorphisms, rings, and integral domains.
Prerequisite: Open to graduate students in mathematics only.

MTH6200  Abstract Algebra II  3 semester hours
Continuation of MTH6100. Introduction to commutative rings, with emphasis on polynomial rings; fields vector spaces, and algebraic extensions.
Prerequisite: MTH6100.

MTH6300  Advanced Calculus I  3 semester hours
Reexamination of the calculus of functions of one variable: convergence, continuity, differentiation, the mean-value theorem, and the Riemann integral.
Prerequisite: Open to graduate students in mathematics only.

MTH6400  Advanced Calculus II  3 semester hours
Further study of sequences and series of functions, functions of several variables, and an introduction to complex analysis.
Prerequisite: MTH6300.

MTH6700  Mathematics Education Research II  3 semester hours
Students will determine a problem and investigate the problem as a research project. The project must deal with a problem in mathematics education and may be local or national in scope.
Prerequisite: MTH5700.

Faculty in Master of Science in Mathematics Program
Geoffrey Apel, Ph.D.
Kristen Campbell, Ph.D.
Saib Othman, Ph.D.
Ariel Ramirez, Ph.D.
Master of Arts in Mathematics Education (M.A.M.E.)

FOR MIDDLE AND HIGH SCHOOL TEACHERS

This is a unique program designed for mathematics teachers in middle and high school or who wish to teach mathematics at that level. The program has two parts. The first part is mathematics content focused on deepening the participants’ understanding of mathematical concepts and the connections among the various mathematics branches so they are understood as a coherent whole at levels K-16. The content courses are designed to increase the participants’ comfort with higher-level mathematics to enhance their teaching with additional depth and breadth of content. The second part emphasizes teacher leadership in which teachers are trained to become leaders and advocates for mathematics and science education in their own school and district. The courses in the program present the content and pedagogy in a parallel manner and connect the two throughout the program.

General program goals are to:

- Establish teacher leaders in mathematics and mathematics education in order to be able to lead the effort to improve teaching and learning of mathematics in the teacher’s own school and district.
- Deepen teachers’ understanding of mathematics content knowledge by focusing on concepts and connections among the various mathematics branches so it is understood as a coherent whole at levels K-16.
- Become reflective teachers by using action research to assess and improve their own teaching.
- Improve mathematics teaching skills of participants so their students understand, apply and retain mathematics knowledge over time by:
  - Focusing on presenting, clarifying and writing concepts in a simple and precise language, and reiterating mathematical terms.
  - Focusing on teaching the skill of “explaining mathematics and science” by emphasizing the logical reasoning and the concepts that lead to a certain procedures used to solve a given problem.
  - Presenting a mathematics topic as a part of a coherent whole and link it to topics from previous courses and possible future courses.
  - Presenting examples that link mathematics topics to real world problems when possible, especially in the area of science.
  - Using technology, manipulatives, or diagrams appropriately and effectively.
  - Emphasizing strategies to increase teacher and, consequently, student comfort levels with problem solving.
  - Reviewing and implementing latest research in mathematics education.
Program requirements are organized into two parts:

PART A. Teacher Leader Requirements: 12 semester hours

- TLDR5100 Teacher Leader Roles and Attributes (3)
- TLDR5200 Curriculum Development and Assessment in Mathematics and Science (3)
- TLDR6000 Action Research for Teacher Leaders in Mathematics and Science (3)
- TLDR6100 Action Research Project (2)
- TLDR6200 Internship in Teacher Leadership (1-2)

PART B. Mathematics and Science Content and Pedagogy Requirements

- MTH5010 Numbers and Mathematical Thinking (3)
- MTH5020 Statistics, Probability and Educational Research (3)
- MTH5030 Understanding and Teaching Algebra (3)
- MTH5040 Understanding and Teaching Geometry (3)
- MTH6010 Calculus Concepts, Theory, and Applications (3)
- MTH6020 Mathematical Connections (3)
- MTH6030 Mathematical Applications in Sciences, Life Sciences and Engineering (3)
- MTH6040 Technology in Mathematics Classrooms (3)

PART A. Teacher Leader Requirements 12 semester hours

Each program participant is expected to complete the following courses and experiences during the time of their enrollment in the program. The internship for Teacher Leaders (TLDR6100) may be completed during any semester of the second or third year.

- TLDR5100 Teacher Leader Roles and Attributes 3 semester hours
  This is the first course in the teacher leader strand of courses. The goal of this experience is to increase participants’ understanding of teacher leader roles in schools through a study of teacher leader attributes and behaviors. Students will create a personalized learning plan that demonstrates their understanding of teacher leadership attributes and behaviors and provides evidence of their own professional growth in order to be able to act as role models for others. Such evidence might take the form of participant-created lessons, activities, assessment tasks, presentations, journal articles, and/or action research into teacher leadership issues.
  No prerequisites.

- TLDR5200 Curriculum Development and Assessment in Mathematics and Science 3 semester hours
  The course will focus on curriculum goals and implementation, a mix of theoretical research-based foundations and classroom-reform-based perspectives on assessment and evaluation in schools; recent developments in curriculum; learning research; alternate modes of presentation.
  Prerequisite: TLDR5100.
TLDR6000  Action Research for Teacher Leaders in Mathematics and Science  3 semester hours

Action research is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the teacher leader in improving and/or refining his or her actions. This course launches individual or group investigation of research questions with application to the student’s classroom through the process of action research. The course initiates a professional conversation among the candidates about the major issues in the teaching and learning of mathematics and science. The questions that emerge become the focus for independent inquiry to develop topics for further investigation in this course and in the following course action research project.

**Prerequisite:** TLDR5100.

TLDR6100  Action Research Project  2 semester hours

This is a continuation of TLDR6000 Action Research in Teaching Mathematics and Science. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

**Prerequisite:** TLDR6000.

TLDR6200  Internship in Teacher Leadership  1-2 semester hours

Each candidate is expected to take part in a flexible field experience at one of the partner’s sites (East Aurora school district, West Aurora school district, Illinois Mathematics and Science Academy, Packer Engineering, Robert Crown Health Education Center, Sci Tech Hands on Museum, or other affiliate). The goal is to give each participant an opportunity to either work with a leader on a project or play a teacher leader role during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that the connections will be developed with professionals in the field of mathematics and science.

**Prerequisite:** TLDR5100.

PART B. Mathematics and Science Content and Pedagogy Requirements  24 semester hours

MTH5010  Numbers and Mathematical Thinking  3 semester hours

This is the first mathematics course in the program. It will review various introductory topics to build the participants’ foundation in mathematics. It will focus on further developing the participants’ mathematical thinking, conceptual understanding of different number systems and link that to advanced number theory and modern algebra concepts. The course will use problem-solving as tool to accomplish these goals along with promoting and supporting mathematical understanding in middle school and in adolescent students. This course will also include strategies for adapting instruction to meet the needs of multicultural and exceptional students.

**No prerequisites.**
MTH5020  Statistics, Probability and Educational Research  3 semester hours
This course is an exploratory and practical study that will deepen student understanding of critical concepts of statistics and probability with an emphasis on research in education. The course will train students to formulate research questions, design data collection methods, gather and represent data, verify data validity, perform data analysis and draw conclusion from data.
No prerequisites.

MTH5030  Understanding and Teaching Algebra  3 semester hours
This course will be a mixture of advanced algebra topics as well as connections to methods of teaching algebra. The class will develop a list of challenging algebra topics to teach in their own classes and then after researching best practices, students will present a lesson on one of these topics; a discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group. Every student in the class will be expected to present. The majority of the class will be devoted to the teaching of modern algebra topics such as, modular arithmetic, rings, polynomials, groups and fields and how these topics connect to the algebra that is taught in the middle and high school grades.
Prerequisite: MTH5010.

MTH5040  Understanding and Teaching Geometry  3 semester hours
The course will be a mix of advanced geometry topics as well as methods of teaching geometry. The class will develop a list of geometry topics that they, or departmental colleagues, find challenging to teach. One or more teachers will be asked to prepare and teach one of these topics to the class. Following the presentation, a discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group. Every teacher in the class will be expected to present. The majority of the class will be devoted to discussion of Euclidian and modern geometry topics that will deepen students’ understanding of high school geometry concepts. Topics such as axiomatic system, Euclidean propositions, Euclidean constructions, formal geometric proofs, Non-Euclidean Geometries (Elliptic and Hyperbolic geometries) matrices and transformation geometry will be included. The course will emphasize the use of geometry software such as Geometry Sketchpad, Geogebra, Cabri, etc.
Prerequisite: MTH5010.

MTH6010  Calculus Concepts, Theory, and Applications  3 semester hours
This course is intended to present opportunities for mathematics teacher leaders to expand and deepen their knowledge and understanding of calculus concepts and theory. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will focus also on solving applications of calculus in other fields, especially science.
Prerequisites: MTH5030 and MTH5040.

MTH6020  Mathematical Connections  3 semester hours
The course will present students with topics that relate different mathematics branches to each other. Analytic geometry can be used as a platform to show how algebra, geometry, calculus, etc. are interconnected. The course will emphasize problem solving as a technique to establish these connections and use mathematics as a tool to solve problems.
Prerequisites: MTH5030 and MTH5040.
MTH6030  Mathematical Applications in Sciences, Life Sciences and Engineering  3 semester hours
The course will be project/problem based. Students will be presented with a list of word problems and projects from the physical sciences, life sciences, space science, business, engineering, etc. They will analyze, research, and find the appropriate mathematical tools to solve these problems.
Prerequisites: MTH6010 and MTH6020.

MTH 6040  Technology in Mathematics Classrooms  3 semester hours
This course will present and evaluate methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations. Hands-on experiences working with current technology (scientific calculators, graphing calculators, computers, and computer software) for elementary, middle school, and secondary school mathematics will be included.
Prerequisites: MTH5030 and MTH5040.

Master of Arts in Life Science Education (M.A.L.S.E.)
FOR MIDDLE AND HIGH SCHOOL TEACHERS

This is a unique program designed for science teachers in middle and high school or who wish to teach science at that level. The program has two parts. The first part is science content focused on deepening the participants’ understanding of physical science, life science and earth science. The content courses are designed to increase the participants’ comfort with various branches of science, thereby enhancing their teaching with additional depth and breadth of content. The second part is teacher leadership in which teachers are trained to become leaders and advocates for mathematics and science education in their own school and district. The courses in the program present the content and pedagogy in a parallel manner and connect the two throughout the program.

General program goals are to:

- Establish teacher leaders in biological science education in order to be able to lead the effort to improve teaching and learning of biology in the teacher’s own school and district.
- Deepen teachers’ understanding of biology and life science content knowledge by focusing on concepts and connections among the various branches of biological science so it is understood as a coherent whole.
- Become reflective teachers by using action research to assess and improve their own teaching.
- Improve biology and life science teaching skills of graduate student participants so their middle school and high school students understand, apply and retain biology knowledge over time.
- Understand scientific literacy, identify scientific issues, explain phenomena scientifically, and use scientific evidence.
As students of this program, teacher leaders will:

- Present, clarify and write science concepts in a simple and precise language, and integrate mathematical terms.
- Focus on teaching the skill of “explaining biology, science and mathematics” by emphasizing the logical reasoning and the concepts that lead to certain procedures used to solve a given problem.
- Present a biological science topic as a part of a coherent whole and link it to topics from previous courses and possible future courses.
- Present examples that link biological science topics to real world problems when possible, especially including the connections of mathematics to life sciences.
- Use technology, manipulatives, or diagrams appropriately and effectively.
- Emphasize strategies to increase teacher and, consequently, student comfort levels with problem solving.
- Review and implement the latest research in biology education.
- Plan and deliver effective instruction consistent with current theory, research and best practices in science education.

Program requirements are organized into two parts:

PART A. Teacher Leadership Requirements: 13 semester hours
- TLDR5100 Teacher Leader Roles and Attributes (3)
- TLDR5200 Curriculum Development and Assessment in Mathematics and Science (3)
- TLDR6000 Action Research for Teacher Leaders in Mathematics and Science (3)
- TLDR6100 Action Research Project (3)
- TLDR6200 Internship in Teacher Leadership (1)

PART B. Biological Science, Mathematics and Science Content and Pedagogy Requirements: 24 semester hours from the following list
- BIO5000 Nature of Science (3)
- BIO5400 Statistics for Research (3)
- BIO5500 Molecular and Cell Biology (4)
- BIO5600 Biochemistry (3)
- BIO6100 Organismal Biology for Science Classrooms (4)
- BIO6200 Genetics, Evolution and Ecology for Science Classrooms (4)
- BIO6300 Biotechnology for Science Classrooms (3)
- BIO6500 Selected Topics in Science (3)

PART A. Teacher Leader Requirements: 13 semester hours
Each graduate student in the program is expected to complete the following teacher leader courses and experiences during the time of their enrollment. Internship for Teacher Leaders (TLDR6200) may be completed during any semester of the second or third year.
TLDR5100  Teacher Leader Roles and Attributes  3 semester hours
This is the first course in the teacher leader strand of courses. The goal of this experience is to increase participants’ understanding of teacher leader roles in schools through a study of teacher leader attributes and behaviors. Students will create a personalized learning plan that demonstrates their understanding of teacher leadership attributes and behaviors and provides evidence of their own professional growth in order to be able to act as role models for others. Such evidence might take the form of participant created lessons, activities, assessment tasks, presentations, journal articles, and/or action research into teacher leadership issues.
No prerequisites.

TLDR5200  Curriculum Development and Assessment in Mathematics and Science  3 semester hours
The course will focus on curriculum goals and implementation, a mix of theoretical research-based foundations and classroom-reform-based perspectives on assessment and evaluation in schools, recent developments in curriculum; learning research; and alternate modes of presentation.
No prerequisites.

TLDR6000  Action Research for Teacher Leaders in Mathematics and Science  3 semester hours
Action research is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the teacher leader in improving and/or refining his or her actions. This course launches individual or group investigation of research questions with application to the student’s classroom through the process of action research. The course initiates a professional conversation among the candidates about the major issues in the teaching and learning of biology, mathematics and science. The questions that emerge become the focus for independent inquiry to develop topics for further Investigation in this course and in the following course action research project.
Prerequisite: TLDR5100

TLDR6100  Action Research Project  3 semester hours
This is a continuation of TLDR6000. Participants will complete their projects, submit a written report of their research and present their findings to other program participants and/or at local and/or national conferences.
Prerequisite: TLDR6000.

TLDR6200  Field Experience in Teacher Leadership  1 semester hour
Each student is expected to participate in a flexible field experience at a community partner’s site. The goal is to give each participant an opportunity to either work with a leader on a project or play a teacher leader role during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them and will help them develop connections with professionals in the fields of Science, Technology, Energy and Mathematics (STEM).
Prerequisite: TLDR5100 or consent of chair.
PART B. Biological Science and Math Content Requirements  24 semester hours
Each graduate student in the program is expected to complete the following content courses during the time of his/her enrollment. Science Currency courses I-V are courses with significant mathematical connections, safety and technology-inclusion. Teacher Leadership themes are included throughout.

**BIO5000 Nature of Science**  3 semester hours
This course focuses on developing an understanding of the nature of science and how to bring science and science inquiry into the classroom. Students will integrate concepts of scientific methodology and biological science. Topics include the nature of inquiry, science vs. non-science, science vs. technology, science and multiculturalism, science and gender, and a history of science.

No prerequisites.

**BIO5400 Statistics for Research**  3 semester hours
This course is designed to provide the student with the requisite background in descriptive and inferential statistics to design and analyze results. Topics include measures of central tendency, measures of variability, probability, the normal distribution, confidence intervals, hypothesis testing, correlation, linear regression, analysis of variance, and multiway factorial design. Principles and procedures of statistical analysis of biological data are introduced in addition to the use of statistical software packages.

Prerequisite: MTH1310 or consent of chair.

**BIO5500 Molecular and Cell Biology**  4 semester hours
Science Currency I. Students will study the biology of cells at the molecular level. Through lecture, discussion, and laboratory, this course integrates and applies concepts from several biological sciences and applies physical and mathematical principles related to molecular and cell biology. Topics include ultrastructure, biological classification, molecular genetics, cell reproduction and development, cell metabolism, cell signaling and communication, tissue structure, and contemporary laboratory methods and techniques. This course includes discussion of contemporary molecular and cell biology. This course emphasizes adaptation of theory and techniques to the secondary school science classroom.

Prerequisites: BIO1210 or equivalent, or consent of instructor; and BIO5000.

**BIO5600 Biochemistry**  3 semester hours
Science Currency II. This course will survey the basic concepts of modern biochemistry and will provide students with contemporary laboratory methods and techniques. Students will study the chemistry of biological molecules at the molecular and cellular level. Through lecture, discussion, and laboratory, this course emphasizes the fundamental concepts of biochemistry and their effects on life. Students will integrate the physical and mathematical principles related to biochemistry and apply them to biological science. Topics include the structure, properties, function, and metabolism of proteins, carbohydrates, lipids, and nucleic acids. Students will gain an understanding of life processes in molecular terms through a focus on enzymology, bioenergetics, and metabolic regulation. Students will make connections to real-life experiences of their middle school and high school students to describe how biochemical reactions control every-
thing that an organism does. This course emphasizes adaptation of theory and techniques to the secondary school science classroom.

**Prerequisites:** BIO1210 or equivalent, one year of college chemistry; or consent of program chair; BIO5000; and BIO5500.

**BIO6100  Organismal Biology for Science Classrooms**  
4 semester hours  
Science Currency III. Students will study the relationship between structure and function at the organismal level, with an emphasis on the diversity of organisms. Through lecture, discussion and laboratory, this course integrates and applies concepts from several biological sciences and applies physical and mathematical principles related to organismal biology. Topics include morphology, reproduction, life cycles, identification of the protists, fungi, plants, and invertebrate and vertebrate animals, including the major organ systems (including integumentary, muscular, skeletal, nervous, the senses, endocrine, digestive, respiratory, cardiovascular and urogenital), immunity and reproduction. The course will also emphasize how the scientific method is used to gain an understanding of these concepts. Laboratory will involve field trips and making detailed comparisons among selected plants and fungi as well as invertebrate and vertebrate types through behavioral observation, microscopy and dissection.  

**Prerequisites:** BIO1220 or its equivalent (ex., Biology for Majors II, Organismal Diversity); and BIO5500.

**BIO6200  Genetics, Evolution & Ecology for Science Classrooms**  
4 semester hours  
Science Currency IV. This course explores genetics, evolution, and ecology at the molecular, organismal, population, species and ecosystem levels. Through lecture, discussion and laboratory, this course integrates and applies concepts from several biological sciences and applies physical and mathematical principles related to evolutionary biology. Topics include adaptation, speciation, extinction and the history of life. Students will examine evidence for evolution and the mechanisms of evolutionary change. This course emphasizes adaptation of theory and contemporary laboratory methods and techniques to the secondary school science classroom.  

**Prerequisite:** BIO6100.

**BIO6300  Biotechnology for Science Classrooms**  
3 semester hours  
Science Currency V. Students will learn and apply biotechnology theory and techniques. Through lecture, discussion, and laboratory, this course integrates and applies concepts from several biological sciences, including biochemistry, molecular and cell biology, microbiology, and genetics and applies physical and mathematical principles related to biotechnology. Topics include control of gene expression in prokaryotes and eukaryotes, recombinant DNA techniques, and applications to microbiology, agriculture, medicine, genomics, conservation, basic research and forensics. This course includes discussion of contemporary biotechnology, issues and ethics. This course emphasizes adaptation of theory and techniques to the science classroom.  

**Prerequisite:** BIO5600.

**BIO6500  Selected Topics in Science**  
3 semester hours  
Current topics in Science and Science Education will be introduced in this course.
Master of Arts in Mathematics and Science Education (M.A.M.S.E.)

FOR ELEMENTARY SCHOOL TEACHERS

This is a unique program designed for elementary school teachers who wish to strengthen their content knowledge in mathematics and science. The program has two emphases. The first is mathematics and science content which focuses on deepening the participants’ understanding of mathematics and science concepts and the connections between them. The content courses are designed to increase the participants’ comfort with various subjects in mathematics and science, thereby enhancing their teaching with additional depth and breadth of content. The second emphasis is teacher leadership in which teachers are trained to become leaders and advocates for mathematics and science education in their own school and district. The courses in the program present the content and pedagogy in a parallel manner and connect the two throughout the program.

General program goals are to:

- Establish teacher leaders in mathematics and science in the elementary schools in order to be able to lead the effort to improve teaching and learning of mathematics and science in the teacher’s own school and district.
- Deepen teachers’ understanding of mathematics and science content knowledge by focusing on concepts and connections among the various areas of mathematics and science so that it is understood as a coherent whole at levels K-16.
- Encourage candidates to become more reflective by using action research to assess and improve their own teaching.
- Improve mathematics and science teaching skills of participants so their students understand, apply and retain science and mathematics knowledge over time by having the candidates:
  - Focus on reading, presenting, clarifying and writing concepts in a simple and precise language, and reiterating mathematics and science terms.
  - Focus on the skills of “explaining mathematics and science” by emphasizing the logical reasoning and concepts that lead to certain procedures to solve problems and answer questions.
  - Present mathematics and science topics in context and link them to each other and to other courses.
  - Present examples from real world issues, and foster connections between teachers and professionals in the disciplines of mathematics and science.
  - Use technology, manipulatives and graphs appropriately and effectively.
• Use strategies that increase teacher, and consequently, student comfort in problem solving and inquiry-based learning.
• Review and implement the latest research in mathematics and science education.
• Plan and deliver effective instruction consistent with current theory, research, and best practices in mathematics and science education

Program requirements are organized into two parts:

Part A. Teacher Leader Requirements 18 semester hours
TLDR5100 Teacher Leader Roles and Attributes (3)
TLDR5200 Curriculum Development and Assessment in Mathematics and Science (3)
TLDR5300 Instructional and Group Facilitation for Teacher Leaders (3)
TLDR5400 Mathematics and Science Classroom Dynamics (3)
TLDR6000 Action Research for Teacher Leaders in Mathematics and Science (3)
TLDR6200 Internship in Teacher Leadership (3)

Part B. Mathematics and Science Pedagogy Requirements 18 semester hours
NSM5000 The Language of Mathematics (3)
NSM5100 Physical Science Foundations (3)
NSM5200 Earth and Space Science (3)
NSM5300 Life Science I (3)
NSM6000 Algebraic Thinking for the Sciences (3)
NSM6500 Life Science II (3)

Part A. Teacher Leader Requirements 18 semester hours
Each graduate student in the program is expected to complete the following teacher leader courses and experiences during the time of their enrollment. Internships for teacher leaders (TLDR6100) may be completed during any semester of the second or third year.

TLDR5100 Teacher Leader Roles and Attributes 3 semester hours
This is the first course in the teacher leader strand of courses. The goal of this experience is to increase participants’ understanding of teacher leader roles in schools through a study of teacher leader attributes and behaviors. Students will create a personalized learning plan that demonstrates their understanding of teacher leadership attributes and behaviors and provides evidence of their own professional growth in order to be able to act as role models for others. Such evidence might take the form of participant created lessons, activities, assessment tasks, presentations, journal articles and/or action research into teacher leadership issues. 
No prerequisites.

TLDR5200 Curriculum Development and Assessment in Mathematics and Science 3 semester hours
The course focuses on curriculum goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in mathematics and science curriculum, learning research and alternate modes of presentation will be discussed. 
Prerequisite: TLDR5100.
TLDR5300 Instructional and Group Facilitation for Teacher Leaders 3 semester hours
This course is designed to develop the andragogy and group facilitation skills of the participants. Coaching, mentoring, observation and successful remediation will be explored. Formulation of groups, facilitation of meetings and management of human capital to establish, monitor and achieve goals will be addressed. An emphasis will be placed on successful professional development leadership strategies.

No prerequisites.

TLDR5400 Mathematics and Science Classroom Dynamics 3 semester hours
In this course, students, who are already in-service teachers, will explore the dynamic context and needs of the mathematics and science classrooms. This course focuses on managing the active mathematics and science classroom engaged in inquiry-based learning. Safety issues, learning engagement, special learning needs (e.g., ELL, special education, gifted, other health and cognitive impairments), and the community and family issues that impact the classroom will be addressed. Connections between classroom management, the environment, curriculum choices, and teaching methods will be examined. Teachers will investigate the processes of creating dynamic classroom learning environments where mathematics and science students are motivated, supported, engaged and responsible learners, and discover best practices through the use of motivation, organization, communication and instructional strategies.

No prerequisites.

TLDR6000 Action Research for Teacher Leaders in Mathematics and Science 3 semester hours
Action Research is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the teacher leader in improving and/or refining his or her actions. This course launches individual or group investigation of research questions with application to the student’s classroom through the process of action research. The course initiates a professional conversation among the candidates about the major issues in teaching mathematics and science. The questions that emerge become the focus for independent inquiry to develop topics for further investigation in this course and throughout the following courses in the program.

Prerequisite: TLDR5100.

TLDR6200 Internship in Teacher Leadership 3 semester hours
Each candidate is expected to take part in a flexible field experience at one of the partner’s sites (East Aurora school district, West Aurora school district, Illinois Mathematics and Science Academy, Packer Engineering, Robert Crown Health Education Center, Sci Tech Hands On Museum, or other affiliate). The goal is to give each participant an opportunity to either work with a leader on a project or play a teacher leader role during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that the connections will be developed with professionals in the field of mathematics and science.

Prerequisite: TLDR5100.
Part B. Mathematics and Science Content and Pedagogy Requirements

18 semester hours

NSM5000 The Language of Mathematics 3 semester hours
This course is designed to reintroduce the elementary teacher to the problem-solving aspect of mathematics and to assist the student in gaining confidence with mathematical thinking. The elementary teacher will gain a solid foundation in applying, analyzing, synthesizing and evaluating mathematical arguments. Special emphasis will be given to: reasoning, number contemplation, patterns, proving ideas, disproving ideas, evaluating arguments, infinity, geometry, fractals and probability. No prerequisites.

NSM5100 Physical Science Foundations 3 semester hours
This course provides the student with an understanding of the foundations of scientific theory and practice. It is based in the physical sciences of chemistry and physics and will deepen the content knowledge of elementary educators in these areas. Topics include science as a way of knowing, laws of motion, kinetic energy, statics, equilibrium and multiplying forces, states of matter, momentum, gravity, waves, harmonics, thermodynamics, magnetism, electricity, time, relativity, chemical reactions, recognition of elements, molecules, nature of matter, chemical bonds and an introduction to chemical equations. Prerequisite: TLDR6000.

NSM5200 Earth and Space Science 3 semester hours
This course is designed to develop students’ understanding of the methodologies and approaches to teaching and integrating mathematics in addition to earth and space science at the elementary level. The purpose is to explore, create and utilize a variety of earth and space science topics, making connections with mathematics that are appropriate to and motivating for the elementary school child. Labs will be included to provide concrete experiences with the topics of this course. Prerequisite: TLDR6000.

NSM5300 Life Science I 3 semester hours
This course introduces topics in the biological sciences with mathematical connections. It enables students to increase their proficiency in teaching elementary math and science by deepening their understanding of biological content. Students will study historical foundations of scientific theory and inquiry. Additional topics will include: cell theory, evolution, genetics, growth and development, the fossil record and the development of complex plant life. Field experiences will be incorporated whenever feasible. Prerequisite: TLDR6000.

NSM6000 Algebraic Thinking for the Sciences 3 semester hours
This course will focus on the investigative nature of the student’s exploring, discovering, and performing numerical and variable relationships within an algebraic framework as it applies to the sciences. The topics include fractions, percents, decimals, variables, algebraic expressions, graphing, interpreting graphs, measurement, areas, volumes, rates, geometry, probability and statistics.
The study of logical patterns found in many different forms, symbolism involving equations and variables, variables and their meanings and placement in generalized formulae, equations and inequalities used to express relationships within the algebraic sense will be the foundations of the course.

**Prerequisite:** NSM5000.

**NSM6300  Life Science II**  
3 semester hours

This course covers additional topics in the biological sciences with mathematical connections. Life Science II surveys the animal kingdom, including anatomy and physiology, nutrition, water and electrolyte balance with focus upon behavior, populations, ecology and biodiversity as well as human impact on the environment. Field experiences will be incorporated whenever feasible.

**Prerequisite:** NSM5300.
THE COLLEGE OF EDUCATION
Building on its tradition of preparing elementary and secondary teachers, Aurora University established the School of Education in 1996. Continued growth and the addition of the Doctor of Education program led to the establishment of the College of Education in 2000. The College is committed to nurturing the professional development of educators by partnering with many organizations seeking to be part of the school improvement process. These relationships yield a professional education community - the essence of quality in teaching and learning.

Graduate programs in the College of Education include:
- Master of Arts in Teaching with Certification (M.A.T.C.)
- Master’s-Level Elementary Education Certification
- Post-baccalaureate Secondary Certification
- Master of Arts in Curriculum and Instruction (M.A.C.I.)
- Master of Arts in Curriculum and Instruction (M.A.C.I.)/Secondary Certification Program
- Master of Arts in Curriculum and Instruction (M.A.C.I.) with Bilingual/ESL Endorsement
- Bilingual/ESL Endorsement
- Master of Arts with Early Childhood and Special Education Endorsements (M.A.E.C.)
- Master of Arts in Educational Leadership (M.A.E.L.)
- Master of Arts in Educational Technology (M.A.E.T.)
- Master of Arts in Reading Instruction (M.A.R.I.)
- Reading Teacher Endorsement
- Master of Arts in School and Professional Counseling (M.A.S.P.C.)
- Master of Arts in Special Education (M.A.S.E.)
- Director of Special Education Endorsement

Off-Campus Graduate Education Programs
- Doctor of Education (Ed.D.)

The M.A.T.C. program is aligned with the Association of Childhood Educators International and with the statewide school improvement initiatives in Illinois and Wisconsin. The M.A.C.I., M.A.E.L., and M.A.R.I. programs are aligned with the statewide school improvement initiatives in Illinois and Wisconsin. The overarching program goal is to develop school leaders for the classroom, school and community who will provide direction for the schools of the future.

The professional unit of Aurora University, under the governance of the Council on Certification of School Professionals, is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue, NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. 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.
Master of Arts in Teaching with Certification (M.A.T.C.) and Master’s-Level Elementary Education Certification

The Master’s-Level Elementary Education program has two options available for candidates. A Master of Arts in Teaching with Certification is available for those candidates wishing to become elementary or middle school teachers. A certification-only program also is available for those who wish to earn an initial elementary certificate without a master’s degree credential. The Master’s-Level Elementary Education program is intended for students who have already obtained a bachelor’s degree from a regionally accredited institution of higher learning. Courses generally meet in the evening, once or twice per week, during the academic semester. Students can begin the program in the Fall or Spring semester, or during Summer Session.

The current M.A.T.C. program is pending ISBE review and approval. As modifications to the program are made, students will be informed.

Admission Requirements for the Master’s-Level Elementary Education Certification and Master of Arts in Teaching with Certification (M.A.T.C.) Programs

Students are eligible for admission to the Master of Arts in Teaching with Certification program if they meet the general Aurora University requirements for master’s admission and have the following:

1. Attain a baccalaureate degree from a regionally accredited institution of higher learning with a grade point average of 2.75 or above. The degree must be documented by official transcripts. Most approved baccalaureate degrees are acceptable toward elementary certification.

2. Submit a completed graduate application.


4. Satisfy a sex offender and criminal background check.

Transfer of Credit

The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit must be accepted prior to enrollment in the first course. Graduate faculty reserve the right to decide on the applicability of any and all transfer credit.
Continuation in the Master of Arts in Teaching with Certification (M.A.T.C.) and Master’s-Level Elementary Education Certification Programs

Candidates must maintain an overall GPA of 3.0. If a candidate’s GPA does fall below 3.0, he/she receives a letter from the chair asking him/her to withdraw from the program. The letter also states how the candidate is placed on a semester-long academic probation.* Candidates are encouraged to make use of the resources available at the University for improving their GPA. Candidates then are informed that they will be welcomed to continue in their program of study in the College of Education if, and when, the GPA returns to an acceptable level of 3.0 or higher.

*Once placed on academic probation, the candidate must attain at least a 3.0 or higher by completion of the next academic semester of coursework, to remain in good standing; if a 3.0 or higher is not achieved in the subsequent semester of study, the candidate will be removed from the program. Further, if a candidate does not remain in good standing for two semesters (i.e., a candidate has been placed previously on academic probation) the candidate will be removed from the program.

Master’s-Level Elementary Education Certification (Certification-Only Program) 32 semester hours

EDU5170 Culturally Responsive Education: Teaching Diverse Students (3)
EDU5180 How Students Learn: Planning for Differentiated Instruction (3)
EDU5270 Assessment for Student Instruction (3)
EDU5382 Transformative Instruction: Integrating Wellness, Physical Movement, and Fine Arts into Elementary Grade Instruction (2)
EDU5380 Teaching Reading and Language Arts for Primary Grades (3)
EDU5381 Teaching Reading and Language Arts for Intermediate and Middle Grades (3)
EDU5383 Methods of Teaching Mathematics in the Elementary School (3)
EDU5384 Methods of Teaching Science in the Elementary School (3)
EDU5765Z Internship in Teaching Methods (0; 16-week course)
EDU6765 Student Teaching Internship (9; 16-week course)

Master of Arts in Teaching Elementary Education with Certification (Master’s Degree Program) minimum 40 semester hours

To earn a Master of Arts in Elementary Education with teaching certification degree, candidates complete all courses for elementary education certification, as listed above, and additional graduate-level courses, comprising a cognate of study for a Master’s degree. The Master’s degree totals a minimum of 8 additional semester hours, with prior approval from the MATC Department Chair, in one of the following cognate (speciality) areas

Cognate A: Middle School cognate (requiring EDU5440 Middle School Mission and Methods and EDU5370 Adolescent Development)

Cognate B: Bilingual/ESL cognate (requiring minimum of 8.0 semester hours in Master’s-level Bilingual/ESL endorsement courses, as also approved by the Department Chair of Bilingual/ESL)
Cognate C: Special Education cognate (requiring minimum of 8.0 semester hours in Master’s-level Special Education endorsement courses, as also approved by the Department Chair of Special Education).

Master of Arts in Teaching with Certification (M.A.T.C.) and Master’s-Level Elementary Education Certification Program

Course Descriptions

EDU5170  Culturally Responsive Education: Teaching Diverse Students  3 semester hours
This course examines schooling as both a social and cultural act, along with influences on the learning process for all learners in a multicultural society. To that end, this course investigates diversity, multiculturalism and the quest for equity and meaningful, democratic learning communities in elementary schools. Candidates begin questioning the way social and cultural activities of schooling typically are enacted, in order to develop a personal belief system. Candidates also analyze teacher and student behaviors, inherent structures and practices found in today’s schools, such as academics and behavioral interventions. Candidates also explore what comprises a safe, healthy learning environment to meet needs of the whole child. EDU5170 also will engage candidates in review of the required dispositions for teacher candidates in Aurora University’s initial certification program.
Prerequisite: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

ED5180  How Students Learn: Planning for Differentiated Instruction  3 semester hours
This course examines the complex interactions between and among standards, learning theory, student development and differentiated instruction. Candidates will investigate major theorists and theories that have provided the foundation for current research and practice. This course also explores the cultural, cognitive, physical, emotional, language and social development of children, as related to student needs on instructional planning and delivery. Special attention will be given to the development of literacy, language, and the interaction between growth and learning and diverse and exceptional learners. Candidates will also identify and explore effective collaborative classroom practices, including co-planning and co-teaching methods, currently implemented in contemporary schools.
Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170.

EDU5270  Assessment for Student Learning  3 semester hours
This course is designed to prepare the teacher candidate for teaching using intervention strategies so all students become competent lifelong learners. A variety of core assessment methods are explored and examined, with special emphasis on how to best measure learning outcomes and student growth. This course then links teacher- and student-centered instructional planning methods to assessment practices that capitalize upon teachable moments. Interpretation of teacher-con-
structured and standardized test results, as well as how to use assessment results to guide instructional decision-making, also will be analyzed as an additional means for improved student learning.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170.

EDU5370  Adolescent Development  4 semester hours
In this course, we will consider adolescence from multiple perspectives and theories. Candidates will analyze the fundamental changes in development, contexts, and psychosocial behavior that occur during adolescence. Analysis of adolescent development as it impacts the adolescent educator is a primary focus of the course. Candidates will exit EDU5370 with comprehensive knowledge, skills, and abilities to address the multidimensional needs of all adolescent learners in middle level settings. Required for the middle school endorsement in Illinois. Required of all candidates pursuing WI certification.

Prerequisites: EDU6750; completion of all certification professional course work; consent of program chair.

EDU5380  Teaching Reading and Language Arts for Primary Grades  3 semester hours
In this course, teacher candidates analyze how literacy is a multidimensional, culturally driven, social act of learning. This course focuses on the science of reading including phonemic awareness, phonics, comprehension, fluency and vocabulary encompassing early literacy skills instruction from kindergarten to 2nd grade readers. Instruction in emergent literacy, development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency, and writing are the main components of this course. Multiple methods of teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Teacher candidates also investigate classroom-based assessments to evaluate student learning in these areas, including running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics, and rubrics to assess strategy use. Teacher candidates also develop an understanding of the methods of teaching language arts, with emphasis on principles, trends, methods and materials based on current research, practice and the integration of technology. Throughout the course, reading and language arts instruction for all children including, but not limited to, ELL and special needs students will be explored. Candidates explore how to incorporate multicultural literature into lessons in order to address various cultural and experiential backgrounds of children.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170, EDU5180, EDU5280.

EDU5381  Teaching Reading and Language Arts for Intermediate and Middle Grades  3 semester hours
This course is an extension of Teaching Reading and Language Arts for Primary Grades. Teacher candidates will learn about the teaching and learning processes associated with research comprehensive literacy instruction in grades 3 – 8 around
the science of reading instruction, phonemic awareness, phonics comprehension, fluency, and vocabulary. Based on constructivist theories of literacy development, this course presents methodology and instructional materials designed to help elementary teachers develop comprehensive literacy in the content areas. Teacher candidates will review and analyze historical and current principles, trends and research that focus on reading integration methods, approaches and strategies, with special attention to Social Studies integration, directed/guided reading methods and complex/differentiated instruction. Writing for authentic purposes and audiences, along with how to build upon students' cultural competencies in the writing process, also will be addressed. Various dimensions of comprehensive literacy, including meta-cognition, learner-centered study skills, and technology literacy, will be examined.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170, EDU5180, EDU5270.

EDU5382 Transformative Instruction: Integrating Wellness, Physical Movement and Fine Arts into Elementary Grade Instruction 2 semester hours

Whereas in traditional curriculum models, schools focus primarily on linguistic and logical-mathematical intelligences; transformative curriculum models place equal attention on learners who reflect abilities using other intelligences, such as in wellness, physical movement and fine arts. To that end, this course will examine multiple intelligence theory and investigate how integration of multiple intelligences contributes to transformation in elementary education. Student engagement, attentiveness and the integration of technology will also be explored in this course. Emphasis will be placed on how to present lessons in a wide variety of ways, including the use of: drama, music, visual arts, wellness, movement and dance, as well as other transformative methods that best meet the needs of the whole child.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. EDU5170, EDU5180, EDU5270 or permission of chair.

EDU5383 Methods of Teaching Mathematics in the Elementary School 3 semester hours

This elementary methods course is founded on the premise that “knowing” math is inseparable from “doing” math. Teacher candidates will explore, create and utilize a variety of instructional mathematics strategies that are developmentally appropriate, engaging and motivating for a diverse classroom of elementary students. Candidates continually explore, analyze and question how to facilitate mathematical application and implementation of concepts and procedures to real-world situations. Special emphasis will be placed on instruction that engages all learners in problem solving, reasoning and proof, authentic connections, and conceptual representation. Ways to measure student learning progress, via formative and summative assessments, also will be emphasized throughout this course.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. EDU5170, EDU5180, EDU5270.
EDU5384  Methods of Teaching Science in the Elementary School  3 semester hours
This elementary methods course is founded on the premise that “knowing” science is inseparable from “doing” science. In this course, candidates develop an understanding of the methodologies and approaches to teaching and integrating fundamental concepts of physical, life, environmental, and earth/space sciences, surrounding inquiry-based, scientific method and problem-based learning. To that end, candidates will participate in activities integrating science into their teaching, in order to facilitate learning, application, and implementation of concepts and procedures to real-world situations. Candidates design and implement age-appropriate inquiry/problem-based lessons, to convey the nature of “real-world” science in the elementary classroom.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170, EDU5180, EDU5270.

EDU5440  Middle School Mission & Methods  4 semester hours
This course explores some of the key issues surrounding middle schools and analyzes these issues in an attempt to clarify the changing roles of the schools, teachers and students in our increasingly complex multicultural society. Using current research, case studies, and class projects, teacher candidates discuss and analyze issues that shape middle level educational institutions and current practices. Included is an examination of strategies for reading in the middle school content areas. Teacher candidates explore strategies teachers use to address related classroom issues and construct the “ideal” middle school. Required for the middle school endorsement in Illinois. Required of all candidates pursuing WI certification.

Prerequisites: EDU6750; completion of all certification professional course work; consent of program chair.

EDU5765Z  Internship in Teaching Methods  0 semester hours
This course is an elementary field experience in grades K-8 taken prior to the Student Teaching Internship. Teacher candidates schedule all required contact hours spread over an 8-week module in a pre-assigned K-8 classroom placement and are responsible for observing, planning, co-teaching and co-evaluating an assigned group of students. Teacher candidates design and deliver small-group lessons, evaluate and use teaching resources and curriculum materials, utilize classroom technology; create and use assessment instruments, reflect upon their experiences through journaling and collaborate with practicing teachers, the college professor, the University Supervisor, peers and elementary learners. Seminar attendance will be required. Candidates also will be assessed on their teaching knowledge, skills and dispositions, for a requisite transition-point review in this course, as a prerequisite for admission into the student teaching internship. A successful interview assessment with university and cooperating school personnel will be required in this internship, in order for candidates to progress into EDU6750.

Co-Requisites/Pre-requisites: Acceptance into the College of Education. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Maintaining a GPA of 3.00. EDU5170, EDU5180, EDU5270.
EDU6765  Student Teaching Internship  9 semester hours
Student Teaching is the capstone experience of elementary education initial certification. Here, the teacher candidate is assigned to a K-8 classroom for the internship, upon successful completion of EDU5765Z Methods of Teaching Internship, and is responsible for planning, directing and evaluating the learning of a group of students under the supervision of a certified teacher and University Supervisor. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The teacher candidate performs the major functions of a teacher with appropriate responsibilities and supervision. The internship also requires seminar courses that are an integral part of the student teaching internship. Co-teaching with cooperating school personnel will be expected when appropriate. Candidates also will exhibit successful teaching dispositions, as reflected in the Initial Certification Dispositions Summary, throughout the course.

Co-Requisites/Pre-requisites: Consent of Student Performance Committee; acceptance into the College of Education, including passing the Basic Skills Test and Content Test; officially reported passing grade on the Content Area Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Completion of all professional courses. Students with an earned baccalaureate degree must satisfactorily complete 15 semester hours at Aurora University prior to student teaching.

Post-Baccalaureate Certification Program (P.B.T.C.)

Aurora University has designed a certification-only program for those students seeking initial secondary certification. The four content areas of secondary certification offered by Aurora University are Biology, English, History, and Mathematics. This degree program is intended for students who have already obtained a bachelor’s degree from a regionally accredited institution of higher learning. Courses generally meet in the evening, once per week, during the academic semester.

Admission Requirements for Secondary Certification:

Prior to admission to the College of Education, students seeking certification at the secondary level in the Secondary Certification Program will have all undergraduate transcripts evaluated for content area requirements. Notification of content courses that will need to be taken prior to student teaching will be attached to the formal acceptance letter from the University.

Admission requirements are as follow:

1. Complete a baccalaureate degree from a regionally accredited institution of higher learning with a grade point average of 2.75 or above. The degree must be documented by official transcripts. Submit a completed graduate application and be accepted by Aurora University.
2. Submit a passing score of the Illinois Certification Testing System’s Basic Skills Test

See p. 89 for information on continued coursework leading to the Master of Arts in Curriculum and Instruction (M.A.C.I.) degree.

**Transfer of Credit**

The College of Education Graduate Faculty may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. These hours may include, as appropriate, graduate coursework taken through the Aurora University’s Collaborating Academic Partnership Program. Graduate faculty reserve the right to decide on the applicability of any and all transfer credit.

**Continuation in the P.B.T.C. Program**

Candidates must maintain an overall GPA of 3.0. If a candidate’s GPA does fall below 3.0, he/she receives a letter from the chair asking him/her to withdraw from the program. The letter also states how the candidate is placed on a semester-long academic probation.* Candidates are encouraged to make use of the resources available at the University for improving their GPA. Candidates then are informed that they will be welcomed to continue their program of study in the College of Education if, and when, the GPA returns to an acceptable level of 3.0 or higher.

*Once placed on academic probation, the candidate must attain at least a 3.0 or higher by completion of the next academic semester of coursework, to remain in good standing; if a 3.0 or higher is not achieved in the subsequent semester of study, the candidate will be removed from the program. Further, if a candidate does not remain in good standing for two semesters (i.e., a candidate has been placed previously on academic probation), the candidate will be removed from the program.

**Program Requirements for Secondary Certification**

- **EDU5106** The Secondary School: The Learning Environment (3)
- **EDU5206** Secondary School: Foundations of Assessment (3)
- **EDU5266** The Secondary School: Theories of Learning (3)
- **EDU5726** Reading and Writing across the Content Areas (3)
- **EDU5756** Methods Practicum (0)
- **BIO5826** Secondary Methods of Teaching Biology (4)
- **ENG5826** Secondary Methods of Teaching English/Language Arts (4)
- **MTH5826** Secondary Methods of Teaching Mathematics (4)
- **SBS5826** Secondary Methods of Teaching Social Studies (4)
- **HIS5996** Directed Study Capstone in History (3)

**OR**

- **MTH5996** Directed Study Capstone in Mathematics (2)

**OR**

- **ENG5996** Directed Study Capstone in English (2)

- **EDU6756** Student Teaching Internship (10)

Optional 8 semester hours to obtain **Middle School Endorsement** (requires both EDU5440 and EDU5370)
EDU5440 Middle School: Missions and Methods (4)
EDU5370 Adolescent Development and Learning (4)

Note: Students seeking a middle school endorsement must take EDU5440 and EDU5370 and meet state requirements for content area, prior to student teaching. Students seeking a middle school endorsement in Mathematics must also take EDU5450, Methods of Teaching Mathematics: Middle School.

Course Descriptions for the Secondary Certification Program

EDU5106 The Secondary School: The Learning Environment 3 semester hours
The focus of this course is classroom dynamics in the secondary education classroom as they influence the learning process and creation/development of a productive learning environment for all learners. It also is the intent of this course to engage in deep exploration of diversity and its relationship to power structures inherent in the secondary school system.
Prerequisites: Acceptance into College of Education, passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

EDU5206 Secondary School: Foundations of Assessment 3 semester hours
This course is designed to introduce students to the standards and inclusion models that comprise secondary education teaching and learning in today's public schools. This course also links assessment methods and models to the overview of standards, foundations and inclusion practices that comprise secondary education in America’s public schools today.
Prerequisites: Acceptance into College of Education, passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

EDU5266 The Secondary School: Theories of Learning 3 semester hours
This course provides a comprehensive survey of various theories of educational psychology, with a focus on the learner as the center of developmental teaching, learning and adaptations in the secondary education classroom. Social learning theory and constructivism as integral responses to the needs of learners will be emphasized throughout.
Prerequisites: Acceptance into College of Education, passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

EDU5276 Reading and Writing Across the Content Areas 3 semester hours
This course is designed to instruct students in the teaching of reading and writing in the content areas in the secondary classroom, with an emphasis on principles, trends, methods, materials, approaches and strategies. Based on theories of interactive language and writing development, the course presents methodology designed to help teachers develop literacy and comprehension abilities in the content areas.
Prerequisites: Acceptance into College of Education, passing the Basic Skills Test;
maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. EDU5206.

**EDU5756 Methods Practicum**

0 semester hours

*This course is a secondary field in middle- or high school-level grades taken concurrently with one of the content methods courses in the program.* Teacher candidates schedule a minimum of 50 contact hours spread over the 16-week semester in a pre-assigned middle school- or high school-level classroom and are responsible for observing, planning, teaching and evaluating the assigned group of students. Teacher candidates design and deliver small- and large-group lessons, evaluate and use teaching resources and curriculum materials, utilize classroom technology, create and use assessment instruments, reflect upon their experiences through journaling and collaborate with practicing teachers, the college professor, the University supervisor, the faculty content supervisor, peers and secondary learners.

**Prerequisites:** Acceptance into College of Education, including passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**Co-requisite:** BIO5826 or ENG5826 or MTH5826 or SBS5826.

**BIO5826 Secondary Methods Teaching Biology**

4 semester hours

This course presents techniques that are effective in teaching Biology. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the discipline. This course is taken in conjunction with the Methods Practicum field experience (EDU5756).

**Prerequisites:** Acceptance into College of Education; passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**Co-requisite:** EDU5756.

**ENG5826 Secondary Methods of Teaching English/ Language Arts**

4 semester hours

This course presents techniques that are effective in teaching English/Language Arts. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. Within the context of this course, students will explore effective ways of planning, teaching and measuring the effect on student learning in the discipline. This course is taken in conjunction with the Methods Practicum field experience, (EDU5756).

**Prerequisites:** Acceptance into College of Education; passing the Basic Skills Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**Co-requisite:** EDU5756.
MTH5826   Secondary Methods of Teaching Mathematics   4 semester hours
This course presents techniques that are effective in teaching Mathematics. The
course includes lesson planning, classroom arrangement, curriculum design,
alternative teaching strategies and evaluation. Within the context of this course,
students will explore effective ways of planning, teaching and measuring the effect
on student learning in the discipline. This course is taken in conjunction with the
Methods Practicum field experience (EDU5756).
Prerequisites: Acceptance into College of Education; passing the Basic Skills Test;
maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening
that encompasses passing a criminal background/sex offender check. Passing a
TB test.
Co-requisite: EDU5756.

SBS5826   Secondary Methods of Teaching Social Studies   4 semester hours
This course presents techniques that are effective in teaching Social Studies. The
course includes lesson planning, classroom arrangement, curriculum design,
alternative teaching strategies, and evaluation. Within the context of this course,
students will explore effective ways of planning, teaching and measuring the effect
on student learning in the following disciplines: Anthropology, Sociology, Eco-
nomics, Political Science, World History, U.S. History, Illinois History. This course
is taken in conjunction with the Methods Practicum field experience (EDU5756).
Prerequisites: Acceptance into College of Education; passing the Basic Skills
Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screen-
ing that encompasses passing a criminal background/sex offender check. Passing a
TB test.
Co-requisite: EDU5756.

HIS5996   Directed Study Capstone in History   2 semester hours
This directed study capstone course examines the nature and definition of history
and historical truth, research methodology and tests of evidence, synthesis and
skill in writing, the evolution of history as a discipline, and the tasks of the pro-
fessional historian. It treats history as a liberal arts discipline and as a profession
and is designed to be useful to those earning certification in history.
Prerequisite: Permission from the History Department.

MTH5996   Directed Study Capstone in Mathematics   2 semester hours
The goal of this course is to aid the students in integrating their experience in sec-
ondary math certification at AU and to prepare for entry into the job market.
Some sessions will be held regarding interviewing skills and the current job mar-
ket. In other sessions, students will meet with their individual advisors during the
term to analyze the contents of the portfolio they have been preparing during
their tenure at AU, to organize its contents, and to finalize its format as a tool in
the job search. Students will write an essay summarizing their experience in the
certification program, indicating their special interests in the field, for inclusion
in the portfolio. Students will also compile a bibliography of Internet sites rele-
vant to their special interests in the field of mathematics and/or mathematics
education.
Prerequisite: Consent of department.
ENG5996  Directed Study Capstone in English  2 semester hours
This particular directed study course is designed to challenge and to suggest that there may be more to knowing “how to read” than even experienced and sophisticated readers realize. In this directed study course, students will complete critical analyses of literary (and other) texts using theoretical perspectives to inform such analyses. This directed study will require sustained encounter with a wide range of modern literary theories and with the questions of just how these theories should, do, should not and do not affect the way(s) that we read, and eventually teach, both classic and contemporary works of literature.
Prerequisite: Permission from Chair of Humanities.

EDU6756  Student Teaching Internship  10 semester hours
Student Teaching is one of the capstone experiences of the Secondary Certification Program. The teacher candidate is assigned full-time to a middle or secondary school classroom for the 16-week semester and is responsible for planning, directing and evaluating the learning of a group of students under the supervision of a certified teacher and University supervisor. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The teacher candidate performs the major functions of a teacher with appropriate responsibilities and supervision.
Prerequisites: Consent of program chair; acceptance into the College of Education, including passing the Basic Skills Test; officially reported passing grade on the Content Area Test; maintaining a GPA of 3.00. Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Completion of professional courses. Students with an earned baccalaureate degree must satisfactorily complete 15 semester hours at Aurora University prior to student teaching.

Master of Arts in Curriculum and Instruction (M.A.C.I.)

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

The program combines classroom study with field assignments that enable students to test theory against practical reality. This program is delivered in 8-week modules during the school year and a week-long format during the summer.

Admission Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.) include:
1. A valid Illinois Teaching Certificate and current teaching position
2. One to three letters of recommendation

Attendance Policy: All Graduate Education Programs

Attendance is mandatory at all class sessions. The candidate must discuss the expected absence with the course instructor before the absence occurs.
Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements:

Thirty-six (36) semester hours are required for the M.A.C.I. program. Twenty-seven (27) semester hours are taken as core-residency courses either on campus or at designated off-campus sites. The remaining courses in the degree may be satisfied through approved transfer coursework, or approved Aurora University coursework.

The College of Education Graduate Faculty may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

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

Degree Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.)

27 semester hours in core courses
9 semester hours in courses selected in conjunction with graduate program advisor

General Core Courses: 27 semester hours required for all programs

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

Education Electives: 9 semester hours from the list below

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

Core Course Descriptions for Master of Arts in Curriculum and Instruction (M.A.C.I.)

EDU6020 Assessment in the Schools  3 semester hours  
This course is designed to develop skills in selecting, developing, and interpreting assessment methods that will provide reliable, valid, and fair measurement of valued educational achievement targets.

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

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

EDU6050 Technology in the School of the Future  3 semester hours  
This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.

EDU6060 Scholarship Applied to Teaching  3 semester hours  
This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis will be given to implementation of instructional strategies resulting from educational research.

EDU6070 Introduction to Educational Research  3 semester hours  
This seminar will be used to develop and clarify topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the student’s classrooms through the process of action research.

EDU6090 Contemporary Issues in Curriculum & Instruction  3 semester hours  
This course is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America’s schools. The questions that emerge will become the focus for subsequent independent inquiry in master’s program classes.
EDU6200  Curriculum for Diversity  3 semester hours
Participants will expand their awareness, knowledge and skill in integrating cultural diversity into their curriculum. This course will increase participants’ understanding about cultural diversity, enhance knowledge of specific issues in diversity, and develop skills in integrating cultural diversity into the curriculum. Participants will have opportunities to develop discipline-specific curriculum that integrates multicultural content.

EDU6630  Curriculum Development and Evaluation  3 semester hours
This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

In addition to the required courses listed above, cohorts will select three elective courses (9 semester hours) in conjunction with the graduate program advisor to round out the full Master of Arts in Curriculum & Instruction degree.

Master of Arts in Curriculum and Instruction (M.A.C.I.)/Secondary Certification Program

Upon completion of the Aurora University’s Secondary Certification Program, certified teachers may continue coursework to complete a full Master of Arts in Curriculum and Instruction.

The following courses may apply from the Secondary Certification Program:

EDU5206  Secondary School: Foundations of Assessment
  Replaces M.A.C.I. core course requirement: EDU6020

EDU5106  The Secondary School: The Learning Environment
  Replaces M.A.C.I. core course requirement: EDU6040

EDU5266  The Secondary School: Theories of Learning
  Fulfills one elective course requirement

EDU5726  Reading and Writing across the Content Areas
  Fulfills one elective course requirement

Assuming application of the above courses, the following courses must be successfully completed to fulfill remaining degree requirements:

EDU6010  Contemporary Issues in Education (3)
EDU6030  The Individual, Cognition and Learning (3)
EDU6050  Technology in the School of the Future (3)
EDU6060  Scholarship Applied to Teaching (3)
EDU6070  Introduction to Action Research (3)

Three (3) courses of approved electives (a minimum total of 9 semester hours)
The following courses may also be applied toward the elective requirements for the M.A.C.I. if taken as part of the certification program:

EDU5440 Middle School: Missions and Methods (4)
EDU5370 Adolescent Development and Learning (4)

Candidates for the M.A.C.I. degree must hold a valid Illinois teaching certificate and be currently employed as a teacher in a K-12 setting in order to enroll. In order to carry over credits from the Secondary Certification Program to the M.A.C.I., the courses being considered must be within five (5) years of age and completed with a grade of “A” or “B.”

**Master of Arts in Curriculum and Instruction (M.A.C.I.) – with Bilingual/ESL Education**

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

**Admission Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.) – with Bilingual/English as a Second Language Education:**

1. A valid Illinois Teaching Certificate and current teaching position
2. One (1) to three (3) letters of recommendation

**Attendance Policy: All Graduate Education Programs**

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

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

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

Thirty-six (36) semester hours are required for the M.A.C.I. program with Bilingual Endorsement.

The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application towards specific degree requirements as outlined below. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

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

**Degree Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.) – with Bilingual/English as a Second Language Education**

- **EDU6030** The Individual, Cognition and Learning* (3)
- **EDU6040** The Learning Environment* (3)
- **EDU6050** Technology in the School of the Future (3)
- **EDU6060** Scholarship Applied to Teaching* (3)
- **EDU6070** Introduction to Action Research* (3)
- **EDU6110** Foundations in Language Minority Education* (3)
- **EDU6120** Methods and Materials for Teaching ESL (3)
- **EDU6130** Cross-Cultural Studies for Teaching ELLs* (3)
- **EDU6140** Assessment of Bilingual Students* (3)
- **EDU6150** Linguistics for Teaching ELLs (3)
- **EDU6170** Methods and Materials for Teaching ELLs in Bilingual Programs (3)
- **EDU6630** Curriculum Development & Evaluation* (3)

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

**Course Descriptions for Master of Arts in Curriculum and Instruction (M.A.C.I.) - with English as a Second Language or Bilingual Education**

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

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

- **EDU6050** Technology in the School of the Future
  3 semester hours
  This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of students with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.
EDU6060  Scholarship Applied to Teaching  3 semester hours
This course serves as a review of the development of emerging best instructional
practice in the American classroom. Emphasis will be given to implementation
of instructional strategies resulting from educational research.

EDU6070  Introduction to Educational Research  3 semester hours
This seminar will be used to develop and clarify topics for further investigation.
It will also launch individual and/or group investigation of research questions
with application to the student’s classrooms through the process of action
research.

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

EDU6120  Methods and Materials for Teaching ESL  3 semester hours
In this course, participants will analyze the language learning processes of bilin-
gual students and the appropriate order for learning academic basic skills in two
languages. The course will focus on approaches and techniques to teach English
as a second language. Participants will learn how to teach academic subject mat-
ter in and through English. A few of the instructional methods covered include
total physical response (TPR), the natural Approach, Making Content Compre-
hensible through the SIOP Method, and the Cognitive Language Learning
Approach (CALLA). (Includes 20 hours of clinical experience)
Prerequisites: EDU6110, EDU6130, EDU6140, EDU6150 or consent of BL/ESL
Program Chair.

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

EDU6140  Assessment of Bilingual Students  3 semester hours
This course will provide participants with a comprehensive knowledge founda-
tion in the selection, administration and interpretation of measurement instru-
ments appropriate for English Language Learners. Participants will investigate a
variety of language assessment tools used to identify, place, and monitor students
receiving services in Bilingual and ESL Programs in Illinois. Emphasis will be
placed on instruments and approaches used to determine and monitor ELL stu-
dents’ English proficiency and academic development in English. (Includes 20
hours of clinical experience)
EDU6150  Linguistics for Teaching ELLs  3 semester hours
This course provides the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis, and application of linguistic theory. Participants will also study theories and practices involving first and second language acquisition. (Includes 20 hours of clinical experience)

EDU6170  Methods and Materials for Teaching ELLS in Bilingual Program  3 semester hours
This course prepares participants by providing them with the knowledge, skills, and competencies needed to meet the needs of English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods, and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. (Includes 20 hours of clinical experience) Pre-requisites: EDU6110, EDU6130, EDU6140, EDU6150 or consent of BL/ESL Program Chair.

EDU6630  Curriculum Development and Evaluation  3 semester hours
This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

Bilingual/ESL Endorsement

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

Aurora University offers the opportunity for certified teachers, administrators, and school service personnel (School Counselor, School Social Worker, School Psychologist, or Speech Language Pathologist) to complete the coursework required by the state for the Bilingual/ESL Endorsement(s).

The program is offered in two delivery formats: individual course option and the cohort model through partnerships with local school districts. Courses are situated within a constructivist approach that promotes active participation in knowledge acquisition, knowledge restructuring, re-inventing knowledge, and experimenting with knowledge to make it meaningful, organized and permanent.
Aurora University’s Bilingual/ESL Endorsement Program is approved by the Illinois State Board of Education. It includes the 18 semester hours of coursework and 100 hours of clinical experience required by ISBE. Classes are taught by credentialed faculty with extensive experience in leading and teaching in Bilingual/ESL Programs.

**Requirements**

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

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

1. Complete set of official undergraduate and graduate college transcripts and/or original ECE or WES transcript evaluation in sealed envelopes. The transcript or evaluation must indicate a completed U.S. bachelor’s degree (or equivalent) with a 2.75 GPA.

2. One (1) letter of recommendation

3. A completed graduate application and acceptance to Aurora University.

After admission, the candidate must maintain a GPA of 3.0 on a 4.0 scale.

**Bilingual Endorsement Course Requirements**

- EDU6110 Foundations for Language Minority Education (3)
- EDU6120 Methods and Materials for Teaching ESL (3)
- EDU6130 Cross-Cultural Studies for Teaching ELLs (3)
- EDU6140 Assessment of Bilingual Students (3)
- EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)
- EDU6150 Linguistics for Teaching ELLs (3) (*Elective from ESL Endorsement Courses*)

**English As A Second Language Endorsement Course Requirements**

- EDU6100 Foundations for Language Minority Education (3)
- EDU6120 Methods and Materials for Teaching ESL (3)
- EDU6130 Cross-Cultural Studies for Teaching ELL (3)
- EDU6140 Assessment of Bilingual Students (3)
- EDU6150 Linguistics for Teaching ELLs (3)
- EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3) (*Elective from Bilingual Endorsement Courses*)

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

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

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

Prerequisites: EDU6110, EDU6130, EDU6140, EDU6150 or consent of BL/ESL Program Chair

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

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

EDU6170  Methods and Materials for Teaching ELLs in Bilingual Program  3 semester hours
This course prepares participants by providing them with the knowledge, skills, and competencies needed to meet the needs of all English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods, and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. (Includes 20 hours of clinical experience)

Prerequisites: EDU6110, EDU6130, EDU6140, EDU6150 or consent of BL/ESL Program Chair.
Elective:

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

English as a Second Language Endorsement Courses

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

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

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

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

EDU6140  Assessment of Bilingual Students  3 semester hours
This course will provide participants with a comprehensive knowledge foundation in the selection, administration and interpretation of measurement instruments appropriate for English Language Learners. Participants will investigate a variety of language assessment tools used to identify, place, and monitor students receiving services in Bilingual and ESL Programs in Illinois. Emphasis will be placed on instruments and approaches used to determine and monitor ELL students' English proficiency and academic development in English.
(Includes 20 hours of clinical experience)
EDU6150 Linguistics for Teaching ELLs 3 semester hours
This course provides an introduction to the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis, and application of linguistics theories. Participants will also study theories and practices involving first and second language acquisition. (Includes 20 hours of clinical experience)

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

Master of Arts with Early Childhood and Special Education Endorsements (M.A.-E.C.S.E.)

The Master of Arts Degree with Certification (Type 04) with Early Childhood and Special Education Endorsements is offered at both the Aurora campus and the George Williams College campus in Williams Bay, Wisconsin.

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

Aurora University has designed its certification programs around the concept of achieving excellence in teaching and learning through “professional education communities.” To achieve the unit’s overarching goal of a collaborative community of learners, we have developed the Master of Arts Degree with Certification (Type 04) with Early Childhood and Special Education Endorsements around three main organizing concepts: the collaborative educator, curriculum, and community and society. These concepts, taken together, are the foundation of experiences designed to transform the candidates who study with us; ultimately, these educators will also have the disposition to be lifelong learners. Moreover, they will bring to their classrooms the power to transform the lives of their students. All of this is in keeping with the mission of Aurora University: “An inclusive community dedicated to the transformative power of learning.”

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

Admission to the College of Education

Those enrolling in the College of Education and the Master of Arts in Teaching with Certification - Early Childhood Special Education Certification Program must submit official transcripts documenting a bachelor’s degree from an accredited college or university with a minimum GPA of 2.75. They must also complete the University application process (including submission of references), request and pass an FBI Fingerprint criminal background/sex offender check, have the results of a current (within the last 3 years) TB skin test, and document passage of the Basic Skills Test (BST). Those who have not yet passed the Illinois Basic Skills Test, but who have registered for the test and/or Aurora University review seminars, are limited to enrollment (conditional status) in only two courses prior to Illinois Basic Skills Test passage.

Retention Criteria

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

Conditional Admission

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

Exit Criteria

To complete the master’s degree, teacher candidates must show satisfactory progress and maintain a minimum GPA of 3.0 for the required 44 semester hours. They must have completed all required coursework and credit hours, including student teaching. Upon successful completion, they will be recommended for a teacher certification (Type 04) Early Childhood Special Education Grades Birth to Grade 3 Teacher Credential.
The College of Education is continuously redesigning its programs based on current research, state law and its conceptual framework. Students must be aware that there is the possibility that this redesign may alter some of the requirements currently stated in this catalog and their program could be subject to these changes.

Courses required for Certification (Type 04) with Early Childhood and Special Education Endorsements

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

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

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

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

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

Choose either ECSE5650 and ECSE5610 or ECSE5610 and ECSE5620.

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

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

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

- ECSE5750 Student Teaching (6)
Illinois Endorsement in Early Childhood Special Education Requirements for Candidates already possessing an LBS I Certificate (Type 10) 18 Semester Hours

Required courses

ECSE5200  Infants and Children with Special Needs  3 semester hours
This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Candidates learn how children are identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings are addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized.
Prerequisite: Possession of an Illinois LBS I certificate.

ECSE5210  Speech and Language Development of the Young Child  3 semester hours
This course covers typical and atypical speech and language development of the infant and young child. It teaches a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial techniques are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures, is a focus.
Prerequisites: Possession of an Illinois LBS I certificate. ECSE5200 completed or taken concurrently.

ECSE5300  Observation and Assessment of the Young Child  3 semester hours
In this course teacher candidates learn to assess children’s cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and interviewing family members. Culture and bias free instruments and procedures are covered as well as adapting assessments for children with disabilities and identifying gifted children. Candidates have the opportunity to test, interpret results, communicate the results in a team setting and collaboratively develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures related to these areas are examined.
Prerequisites: Possession of an Illinois LBS I certificate. ECSE5200 completed or taken concurrently.

ECSE5310  Collaborating with Families, Professionals and the Community  3 semester hours
This course emphasizes the importance of the family and the community in the development of the young child. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from
diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates have an opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family’s culture and home language.

**Prerequisites:** Possession of an Illinois LBS I certificate. ECSE5200 completed or taken concurrently.

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

**ECSE5400 Methods and Practices for Infants and Toddlers** 3 semester hours
This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition and safety issues will be covered as well as fostering motor, self help, language, social/emotional and cognitive skills. Candidates observe screenings and the development of the IFSP. In addition, they learn techniques for implementing learning activities which are embedded in the child’s daily routines. Transition issues and procedures are also presented.

**Prerequisites:** Possession of Illinois LBS I certificate. ECSE5200, ECSE5210, ECSE5300, ECSE5310.

**ECSE5410 Methods and Practices for Preschoolers** 3 semester hours
Candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching social studies, science and the arts are stressed as well as interventions and adaptive technology available for children with disabilities, children from diverse cultures, and second language learners. Candidates learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all students.

**Prerequisites:** Possession of Illinois LBS I certificate. ECSE5200, ECSE5210, ECSE5300, ECSE5310.

Wisconsin Endorsement for Pre-K and K for Candidates already possessing an Elementary Certificate in the State of Wisconsin (Position 70: Birth to Age 8 endorsement on an existing or new Code 777 Middle Childhood to Early Adolescent license (grades 1-8) 21 Semester Hours

**Required courses**

**ECSE5100 Development of the Young Child – Birth to age 8** 3 semester hours
This course focuses on typical and atypical sequences of human development and theories of learning. Teacher candidates develop an understanding of the theory and research of developmental, adaptive and academic growth and are presented with an overview of developmentally appropriate practices for children from birth to age eight. Normal individual variations in learning styles as well as the effects of stress, trauma, disabilities and/or language and cultural diversity are addressed as well.

**Prerequisite:** Possession of a Wisconsin Elementary Certificate.
**ECSE5300  Observation and Assessment of the Young Child**  3 semester hours
In this course teacher candidates learn to assess children’s cognitive, social-emotional, motor and sensory-motor, communication, adaptive and academic skills through a variety of techniques, including observation, informal and formal instruments, and interviewing family members. Culture and bias free instruments and procedures are covered as well as adapting assessments for children with disabilities and identifying gifted children. Candidates have the opportunity to test, interpret results, communicate the results in a team setting and collaboratively develop a learning plan. The different purposes of assessment (screening, pre-referral, referral, classification, instructional planning and progress evaluation) as well as the due process rights and procedures related to these areas are examined.

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

**ECSE5310  Collaborating with Families, Professionals and the Community**
This course emphasizes the importance of the family and the community in the development of the young child. Culturally appropriate strategies and techniques for respecting, supporting and involving the family in the assessment process and the development of the learning plan are presented. Candidates become aware of the typical concerns of families of children both with special needs and from diverse cultures. Team and family dynamics, conflict resolution, interagency collaboration, community resources, and ethical procedures are explored. Candidates have an opportunity to interact with professionals and family members and to create newsletters and other means of communication which are sensitive to the family’s culture and home language.

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

**ECSE5320  Curriculum and Classroom Environment**
In this course teacher candidates learn how to design language, literacy, and stimulus rich indoor and outdoor environments that foster learning and problem solving; encourage appropriate social interactions and self-regulation; use technology to access information, maintain records, and enhance classroom learning; and become familiar with materials and strategies to accommodate children with disabilities. The importance of play for young children, of providing learning opportunities which are embedded in daily routines and of establishing a physically and psychologically safe environment will be stressed. Candidates have the opportunity to study, develop and implement developmental, functional/adaptive, and academic curricula which meet the Illinois Early Learning Standards through the development of short and long term lesson plans. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are examined.

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

**ECSE5420  Methods of Teaching Early Reading and Writing**  3 semester hours
Early literacy development and its relationship to a child’s oral language are explored. The role of developmentally appropriate children’s literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Candidates learn the importance of early phonemic awareness, read-
ing comprehension, and spelling development and acquire strategies to assess and teach these skills. Research based methods for teaching reading and writing in the early grades are taught and practiced in a classroom setting. Candidates learn how to assess when students are having difficulties with reading or writing and learn strategies for remediation. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are emphasized.

Prerequisites: ECSE5100, ECSE5300, ECSE5310, and ECSE5320.

ECSE5430 Methods of Teaching Early Mathematical Thinking

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

Prerequisites: ECSE5100, ECSE5300, ECSE5310, and ECSE5320.

ECSE5440 Methods of Teaching Early Science, Social Studies and the Arts

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

Prerequisites: ECSE5100, ECSE5300, ECSE5310, and ECSE5320.

ECSE5610 Early Childhood Field Experience –Preschool

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

Clinical Component: 50 hours

Prerequisites: ECSE5100, ECSE5300, ECSE5310, ECSE5430, and ECSE5440.
Courses required for Certification (Type 04) with Early Childhood and Special Education Endorsements

44 semester hours

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

ECSE5100 Development of the Young Child – Birth to age 8  3 semester hours
This course focuses on typical and atypical sequences of human development and theories of learning. Teacher candidates develop an understanding of the theory and research of developmental, adaptive and academic growth and are presented with an overview of developmentally appropriate practices for children from birth to age eight. Normal individual variations in learning styles as well as the effects of stress, trauma, disabilities and/or language and cultural diversity are addressed as well.
No prerequisites.

ECSE5110 Legal Aspects of Early Childhood Education  3 semester hours
This course presents historical, philosophical and legislative developments in the education of infants and young children, both with and without disabilities. Candidates explore various school, community and home settings available to children and various community agencies and professional organizations which support and collaborate with young children and their families. IDEA, the recent reauthorization, the Illinois learning standards, and rules and regulations regarding IEPs and IFSPs are also covered.
No prerequisites.

ECSE5200 Infants and Children with Special Needs  3 semester hours
This course covers the characteristics and etiologies of various disabilities and the educational implications of these disabilities. Candidates learn how children are identified, how health and educational issues are addressed and how the disability affects the family system. Strategies and techniques for ameliorating the delays and for facilitating the functional integration of children with disabilities in a variety of settings are addressed. In addition, the characteristics of children with individual differences related to cultural and language diversity are emphasized.
Prerequisites: ECSE5100 and ECSE5110.

ECSE5210 Speech and Language Development of the Young Child  3 semester hours
This course covers typical and atypical speech and language development of the infant and young child. It teaches a broad range of techniques that parents, caregivers and teachers can use to foster speech and language development. Specific language disorders and remedial techniques are covered. Adaptive and assistive technology for facilitating and ameliorating delays in language are observed and...
practiced, as well as using technology to access and manage information. In addition, second language acquisition, as well as culturally unbiased assessments and procedures, is a focus.

**Prerequisites:** ECSE5100 and ECSE5110.

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

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

**Prerequisites:** ECSE5100 and ECSE5110.

**ECSE5310  Collaborating with Families, Professionals and the Community  3 semester hours**

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

**Prerequisites:** ECSE5100 and ECSE5110.

**ECSE5320  Curriculum and Classroom Environment  3 semester hours**

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

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

**ECSE5400  Methods and Practices for Infants and Toddlers**  3 semester hours  This course teaches methods and techniques for working with typical and atypical infants and toddlers. Natural environments and home settings are stressed. Medical issues, health, nutrition and safety issues will be covered as well as fostering motor, self-help, language, social/emotional and cognitive skills. Candidates observe screenings and the development of the IFSP. In addition, they learn techniques for implementing learning activities which are embedded in the child’s daily routines. Transition issues and procedures are also presented.  
**Prerequisites:** Possession of Illinois LBS I certificate. ECSE5200, ECSE5210, ECSE5300 and ECSE5310.

**ECSE5410  Methods and Practices for Preschoolers**  3 semester hours  Candidates develop an understanding of the methods and techniques for working with typical and atypical preschoolers. Developmentally appropriate methods and materials for teaching social studies, science and the arts are stressed as well as interventions and adaptive technology available for children with disabilities, children from diverse cultures, and second language learners. Candidates learn strategies for integrating children with exceptional needs within various settings and for using varying levels of complexity to engage all students.  
**Prerequisites:** Possession of Illinois LBS I certificate. ECSE5200, ECSE5210, ECSE5300 and ECSE5310.

**ECSE5420  Methods of Teaching Early Reading and Writing**  3 semester hours  Early literacy development and its relationship to a child’s oral language are explored. The role of developmentally appropriate children’s literature, vocabulary development and prior experience, and the use of print in the classroom are covered. Candidates learn the importance of early phonemic awareness, reading comprehension, and spelling development and acquire strategies to assess and teach these skills. Research based methods for teaching reading and writing in the early grades are taught and practiced in a classroom setting. Candidates learn how to assess when students are having difficulties with reading or writing and learn strategies for remediation. Specific techniques for children with disabilities, for children from diverse cultural and linguistic backgrounds, and for gifted children are emphasized.  
**Prerequisites:** ECSE5100, ECSE5300, ECSE5310 and ECSE5320.

**ECSE5330  Methods of Teaching Early Mathematical Thinking**  2 semester hours  The development of mathematical thinking in young children is covered in this course. Integrating developmentally appropriate mathematical problems (estimation, pattern recognition, manipulative modeling, geometry etc.) into the child’s natural environment and routine is emphasized. Methods and activities for teaching number systems, measurement, spatial relationships, data collection and computation are presented. Candidates have the opportunity to develop and implement lesson plans which increase students’ ability to apply mathematical skills in varied contexts. Specific techniques for children with disabilities and from diverse cultures, as well as gifted children, are explored.  
**Prerequisites:** ECSE5100, ECSE5300, ECSE5310 and ECSE5320.
ECSE5440  Methods of Teaching Early Science, Social Studies and the Arts  2 semester hours
This course covers methods and strategies for promoting scientific knowledge and inquiry in young children. Developmentally appropriate activities for exploring social sciences and the fine arts (visual arts, music, drama and dance) are also taught and practiced. Approaches and activities for integrating these learning experiences with learning experiences in other content areas are emphasized. This course also covers techniques to adapt lessons for children with disabilities, children from diverse cultures, second language learners and gifted children. 
Prerequisites: ECSE5100, ECSE5300, ECSE5310 and ECSE5320.

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

Choose either ECSE5600 and ECSE5610 OR ECSE5610 and ECSE5620.

ECSE5600  Early Childhood Field Experience – Birth to 3  2 semester hours
This course is a supervised practicum to give the teacher candidates more extensive experience in working with children and their families from birth to 3 years of age. Candidates observe, plan and implement activities for children 0-5 with special needs over the course of a semester or summer. Settings may include hospitals, homes, daycare settings, early intervention or community centers and more. Candidates have the opportunity to observe occupational, physical and speech therapists working with young children and their families. There will be continued emphasis on respectful collaboration with families, including those from diverse cultures.
Clinical Component: 50 hours
Prerequisites: ECSE5100, ECSE5300, ECSE5310, ECSE5430 and ECSE5440.

ECSE5610  Early Childhood Field Experience – Preschool  2 semester hours
This course is a supervised practicum which gives the teacher candidates more extensive experience in working with children from 3-5 years of age. Candidates plan and implement lesson plan units for individual children and small groups which allow for individual differences and special needs, language and cultural diversity, and which incorporate varying levels of complexity to include all students. Settings may include Early Childhood Special Education classrooms, blended E.C.S.E. classrooms, and daycare or nursery school settings which include children with special needs. Continued interaction and support for families is stressed.
Clinical Component: 50 hours
Prerequisites: ECSE5100, ECSE5300, ECSE5310, ECSE5430 and ECSE5440.

ECSE5620  Early Childhood Field Experience – Primary  2 semester hours
This course is a supervised practicum which gives the teacher candidates more extensive experience in working with children from 5-8 years of age. Candidates choose a kindergarten, first or second grade classroom, or a self-contained primary special education classroom, depending on their interests and goals. Candidates work with the same group of children to plan and implement lesson plan units in math and reading. They will use formal and informal assessments to guide their planning and their teaching.
Clinical Component: 50 hours
Prerequisites: ECSE5100, ECSE5300, ECSE5310, ECSE5430 and ECSE5440.
Content APT Tests must be successfully completed prior to enrollment in ECSE5750. All required courses must be completed successfully prior to enrollment in ECSE5750.

**ECSE5750  Student Teaching**  6 semester hours
Student teaching is the culmination of Aurora University’s Early Childhood special Education Program. It is the segment of the program when the candidate is responsible for directing the learning of a group of students under the competent supervision of a certified teacher. The candidate is guided through experiences designed to apply knowledge and skill gained in the classroom. In essence, the candidate performs the major functions of a teacher with appropriate responsibilities and supervision. A seminar meets regularly which is designed to foster reflection and professionalism.

**Prerequisites:** All required courses and tests successfully completed.

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**Master of Arts in Educational Leadership (M.A.E.L.)**

The Master of Arts in Educational Leadership (M.A.E.L.) will provide students with the knowledge, attitudes and skills necessary to perform successfully in the elementary and secondary schools and districts as an administrator. Aurora University’s graduate program in Educational Leadership provides a comprehensive theoretical and practical format that allows candidates to use the knowledge and skills presented in class in order to become an effective administrative professional. The M.A.E.L. leads to a Type 75 Administrative Certificate in Illinois. See Off-Campus Graduate Education Programs on page 141.

Candidates who already have a master’s degree may complete the State of Illinois requirements for the Type 75 Certificate by completing the graduate coursework without completing an additional degree.

Options within the program include:
- Type 75 Certificate with Administrative Endorsement – Illinois
- Wisconsin requires Aurora University candidates to pass the Principal (#186) examination and successfully complete the Aurora University required coursework

Candidates may enroll in the M.A.E.L./Type 75 Certification Program through the summer of 2012. Effective in the fall of 2012, the current Type 75 Certification Program will be replaced by the ISBE-approved Principal Endorsement Program. When ISBE gives approval to Aurora University to deliver the Principal Endorsement Program, it will be posted on the Aurora University website.

**Admission Requirements for Master of Arts in Educational Leadership (M.A.E.L.):**

1. Valid Illinois Teaching Certificate or School Service Personnel Certification and is in a current K-12 position
2. One year of teaching or school service personnel experience in a K-12 setting
3. One to three letters of recommendation

Attendance Policy: All Graduate Education Programs

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

Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements

Thirty-six (36) semester hours are required for the M.A.E.L. program.

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

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

Degree Requirements for Master of Arts in Educational Leadership (M.A.E.L.)

EDU6010 Contemporary Issues in Education (3)
EDU6020 Assessment in the Schools (3)
EDU6050 Technology in the School of the Future (3)
EDU6080 Introduction to the Practicum (3)
EDU6600 School Administration (3)
EDU6610 Educational Leadership (3)
EDU6620 School Supervision (3)
EDU6630 Curriculum Development and Evaluation (3)
EDU6640 School and Community Relations (3)
EDU6650 School Law (3)
EDU6660 School Finance (3)
EDU6670 Practicum in Educational Leadership (3)
M.A.E.L. Core Course Descriptions

EDU6010  Contemporary Issues in Education  3 semester hours
This course is designed to initiate a professional conversation among individual students, school teams, and cohorts about the major issues facing America’s schools. The questions that emerge will become the focus for subsequent independent inquiry in master's program classes.

EDU6020  Assessment in the Schools  3 semester hours
This course is designed to develop skills in selecting, developing, and interpreting assessment methods that will provide reliable, valid, and fair measurement of valued educational achievement targets.

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

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

EDU6050  Technology in the School of the Future*  3 semester hours
This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of candidates with emphasis on the integration of multi-media, telecommunications, authoring systems, and interactive resources throughout the instructional program.

EDU6060  Scholarship Applied to Teaching  3 semester hours
This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis will be given to implementation of instructional strategies resulting from educational research.

EDU6080  Introduction to the Practicum  3 semester hours
The course is designed to launch individual and/or group investigation of school-related issues facing America’s schools. Candidates will create a proposal of an investigated project for their research with applications to the school and complete a literature review.

EDU6600  School Administration  3 semester hours
This course provides students with an orientation to the administration of public elementary and secondary educational institutions. The impact of local school districts, governmental agencies and interest groups on each other with respect to policy formulation, decision-making and program implementation will be explored.

EDU6610  Educational Leadership  3 semester hours
This course describes the role of the educational leader in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate this vision to teachers, students and parents.

EDU6620  School Supervision  3 semester hours
This course provides students with an introduction to the supervision of instruction. Supervisory strategies are elaborated with special attention to the improvement and enrichment of instruction through faculty development approaches.
EDU6630  Curriculum Development and Evaluation  3 semester hours  
This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation.

EDU6640  School and Community Relations  3 semester hours  
This course provides an overview of the importance of community involvement in developing effective schools. Ways in which parents and community members can be involved in the schools will be explored. Techniques will be developed for fostering better parent-teacher communication and for fostering better public relations with the community.

EDU6650  School Law  3 semester hours  
This course provides the school administrator with an in-depth examination of the legal basis of public education in the U.S. Special reference is made to current legal issues and major court decisions. First Amendment rights, due process, privacy, discrimination, desegregation, special education, multicultural difference, and related matters are examined in terms of their impact on the school administrator.

EDU6660  School Finance  3 semester hours  
This course studies the history of school finance with emphasis on the significant role of the local property tax in school funding. The role of state and federal funding is examined, along with issues of equity, adequacy and appropriateness. Emphasis is given to budget construction, fiscal planning, and management of capital outlay programs.

EDU6670  Practicum in Educational Leadership  3 semester hours  
This course will involve candidates of Educational Leadership in practical administrative and supervisory projects to be carried out in a field placement, under the supervision of the program instructor. Field placements will ensure that candidates have experiences with diverse populations of students.

*If seeking Type 75 certification only, this course is not required.

Master of Arts in Educational Technology (M.A.E.T.)

The primary goal of the Master of Arts in Educational Technology (M.A.E.T.) program is to provide candidates with the knowledge, skills, and dispositions to become a technology specialist in school-based settings. Graduates may teach technology and serve as the district technology expert in hardware, networking and programming. Candidates who complete the program are eligible to take the ISBE Technology Specialist content test (#178) to obtain an endorsement as a Technology Specialist.
Admission Requirements for Master of Arts in Educational Technology (M.A. E.T.)

1. A valid Illinois Teaching Certificate and current teaching position
2. One (1) to three (3) letters of recommendation

Attendance Policy: Graduate Education Programs

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

Academic Standards and Evaluation in Graduate Education Programs

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

Program Requirements

Thirty-six (36) semester hours are required for the M.A.E.T. program. The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

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

Degree Requirements for the Master of Arts in Educational Technology (M.A.E.T.):

EDU6060 Scholarship Applied to Teaching (3)
EDU6070 Introduction to Action Research (3)
EDU6610 Educational Leadership (3)
EDU6630 Curriculum Development and Evaluation (3)
EDU6210 Planning and Developing Instructional Media I (3)
EDU6215 Planning and Developing Instructional Media II (3)
EDU6220 Computer Applications in Education (3)
EDU6225 Assessment and Evaluation with Technology (3)
EDU6230 Managing the Instructional Technology Program (3)
EDU6235 Leading Staff Development in Educational Technology (3)
EDU6240 Distance Learning (3)
EDU6250 Issues and Trends in Instructional Design and Technology (3)
Course Descriptions for Master of Arts in Educational Technology Degree (M.A.E.T.)

EDU6060 Scholarship Applied to Teaching 3 semester hours
Review of the development of emerging best practice in American education. Emphasis will be given to presentation and implementation of strategies resulting from educational research.
Prerequisite: EDU6070.

EDU6070 Introduction to Action Research 3 semester hours
This course is designed to launch individual and/or group investigation of school-related issues facing America’s schools. Candidates will create a proposal of an investigated project for their research with applications to the school and complete an extensive literature review.

EDU6210 Planning and Developing Instructional Media I 3 semester hours
This course focuses on using technology in preK-12 classrooms and addresses the integration of technology in all curricular areas for all students. Candidates will develop a creative approach to using modern instructional media and technology in teaching critical thinking skills in a typical classroom environment. Topics include the Internet, Productivity Software Applications for educators, integrating multimedia and education software applications, and creating curriculum pages. In-class instructional methods may include: demonstrations, discussions, lectures, student-led activities, cooperative activities, tutorials, readings, problem solving, and media showings. Course assessments include planning, design and production of media and the operation of hardware and software for educational use in grades preK-12.

EDU6215 Planning and Developing Instructional Media II 3 semester hours
This course expands and enhances the Media I course and focuses on teaching preK-12 educators how to design and develop interactive courseware and Web 2.0 resources for use in classrooms. The emphasis of this course will be on providing a higher-level introduction to interactive courseware development, tutorial development and Web technologies. Students will learn about e-learning design and development within the context of educationally relevant projects. Candidates will learn how to create interactive tutorials and presentations using Adobe Flash and screen capture software. Finally, this course will focus on how teachers can best teach multimedia development skills to students, including ideas for grade-appropriate student projects. Candidates will be assessed on their ability to develop and deliver educational multimedia projects and apply best-practices for using multimedia to teach and learn.
Prerequisite: EDU6210.

EDU6220 Computer Applications in Education 3 semester hours
This course explores various facets of the application of computers to the teaching-learning process. Topics include an overview of theoretical foundations, technologies for teaching and learning, technology applications for effective instruction, implications for teaching and learning styles, the relationship between the psychology of learning and computer-based instruction, exploration of distance education delivery systems, and social, legal, and ethical issues of technology use. The course is structured around readings, reflections on those readings, class
projects, and on-line activities. Using this collection of activities, the methodology of the course seeks to build clear bridges between theoretical/research perspectives, effective design principles, and classroom practice. Candidates will be assessed on their ability to integrate technology with teaching strategies.

**EDU6225  Assessment and Evaluation with Technology  3 semester hours**
This course explores best practices in assessment pedagogy; the role of technology in educational assessment, information and knowledge management; and methods for integrating technology into the assessment practice. Topics include best practices for grading procedures, prevention of plagiarism in the digital environment, electronic evaluation tools, computer assisted assessment, using electronic record keeping systems and time saving methods for evaluating eportfolios, discussion postings, and group products. Candidates will also investigate assistive technology tools, strategies, and support services that improve the functional capabilities of individuals with disabilities. Candidates will be assessed on their ability to design and deliver effect assessment strategies to diverse learners.

**EDU6230  Managing the Instructional Technology Program  3 semester hours**
This course teaches candidates the skills and knowledge necessary to install, configure, administer, and support the primary services for network servers, with instruction and labs focusing specifically on the Microsoft Windows Server operating system. Topics include configuring, managing, installing, maintaining and troubleshooting computer/technology systems. Students will participate in lectures, discussions, demonstrations, textbook exercises, and classroom labs. Candidates will mesh theory and practice through a mentor-supervised field experience in a school technology program. Candidates will be assessed on their field experience.

**EDU6235  Leading Staff Development in Educational Technology  3 semester hours**
This course examines the role of leadership as it relates to the implementation of educational technology in schools. Candidates will be provided theory, gain knowledge, and develop skills necessary to use, evaluate, plan, and implement technologies effectively within a school system. Topics in this course emphasize planning and policy issues, including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation, and change strategies. Candidates will also examine broader administrative issues, including security associated with computers and other technologies. Candidates will mesh theory and practice through a mentor-supervised field experience in a school technology program or with a school leader. Candidates will be assessed on their field experience.

**EDU6240  Distance Learning  3 semester hours**
This course addresses the use of educational telecommunications systems, teleconferencing, digitized video, and compressed video to support research and instruction across the curriculum. It includes the theories, models, and systems of distance learning as well as issues related to instructional delivery, connectivity, and distribution methods. A portion of this course will be delivered online. Candidates will be assessed on their ability to design and deliver a distance learning program.
EDU6250  Issues and Trends in Instructional Design and Technology  3 semester hours
This course explores critical challenges to the school environment resulting from the increased infusion of technology. Candidates will investigate the field’s history, its current status, and the trends and issues likely to have an impact of the field. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field. Candidates will be assessed on their ability to present and defend a position on a current issue or trend in technology.

EDU6610  Educational Leadership  3 semester hours
This course describes the role of the educational leader in the school as one who creates a vision of an educationally better culture in the school and then plans and organizes times and resources to communicate this vision to teachers, students and parents. No prerequisites.

EDU6630  Curriculum Development and Evaluation  3 semester hours
This course will introduce the principles of curriculum and instruction with an emphasis on curriculum development and design, implementation and delivery, and organization and evaluation

Master of Arts in Reading Instruction (M.A.R.I.)

The primary goal of the Master of Arts in Reading Instruction (M.A.R.I.) program is to provide candidates with the knowledge, skills, and dispositions to become building- or district-level reading specialists. Coursework is designed to address the Reading Specialist standards of the International Reading Association (IRA, 2010) and the six areas required for certification by the Illinois State Board of Education (ISBE). The degree is intended for experienced, practicing certified teachers who seek to become reading coaches or reading specialists. The Reading Specialist Type 10 K-12 certificate requires successful completion of these tests:

- Illinois Basic Skills
- APT (K-12) #104
- Reading Specialist (#176)

Note: IISBE requires that candidates complete successfully the Reading Specialist (#176) examination prior to registering for the Practicum.

See Off-Campus Graduate Education Programs on page 141.

Candidates can choose to complete the degree option leading to certification as a Reading Specialist or the reading endorsement option, leading to an endorsement as a Reading Teacher. Courses and requirements for both degree and endorsement candidates are aligned with the Reading Specialist Standards (2010) of the IRA.
The following areas are required by the Illinois State Board of Education (ISBE):
1. Foundations in Reading
2. Content-area reading
3. Assessment and diagnosis of reading problems
4. Developmental and remedial reading instruction and support
5. Developmental and remedial materials and resources
6. Literature appropriate to students in all grade levels

Admission Requirements for Master of Arts in Reading Instruction (M.A.R.I.)
In addition to the general University “Graduate Admission Requirements and Procedures,” the following are required for entrance into the M.A.R.I. Program:
1. Valid teaching certificate and current teaching position
2. Two years of teaching experience prior to beginning of graduate studies for the M.A.R.I.
3. One letter of recommendation from the candidate’s immediate supervisor

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

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

Program Requirements
Thirty-six (36) semester hours are required for M.A.R.I. degree. Thirty (30) semester hours involve coursework designated to develop candidates’ content knowledge and skills related to reading instruction and program leadership. The remaining six (6) semester hours are spent in a supervised clinical experience involving assessment and instruction with struggling readers (EDU6410).

The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

All courses must be less than five years old at the time of admission and must be completed with a grade of “B” or better. An official transcript must be provided. University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.
Degree Requirements for Masters of Arts in Reading Instruction (M.A.R.I.)

Full-time coursework leading to the degree consists of 6 semester hours per term for a total of 18 semester hours per year and 36 semester hours for the M.A.R.I. degree. Of the 36 semester hours, 6 involve a supervised clinical practicum in assessment and instruction with struggling readers. The program also involves candidates in various field experiences in which they apply course content to their classroom instruction, to individual work with a struggling reader, or to developing coaching and collaboration skills.

- 30 semester hours in content related to literacy
- 6 semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

Course Requirements for Master of Arts Reading Instruction (M.A.R.I.)

EDU6300 Professional Research in Literacy Learning (3)
EDU6310 Effective Word Study Instruction (3)
EDU6320 Effective Comprehensive Instruction (3)
EDU6330 Literacy in the Content Areas (3)
EDU6340 Assessment of Literacy Learning (3)
EDU6350 Teaching Reading to Diverse Learners (3)
EDU6370 Texts for Children (3)
EDU6380 Supervision and Administration in Literacy I (3)
EDU6390 Supervision and Administration in Literacy II (3)
EDU6400 Professional Research in Literacy Learning II (3)
EDU6410 Practicum in Reading (6)

Course Descriptions for Masters of Arts in Reading Instruction (M.A.R.I.) and Reading Endorsement

EDU6300 Professional Research in Literacy Learning
3 semester hours
In this course, the candidates will learn about designing and implementing an action research project that will be conducted during their participation in the M.A.R.I. program. The topics for the research will emerge from questions generated by in-class discussions, professional language arts interests, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The questions will launch individual and/or group investigation with application to the candidates’ classrooms through the process of action research—a systematic process of inquiry.
No prerequisites.

EDU6310 Effective Word Study Instruction
3 semester hours
In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K-12. Topics include the nature of word analysis strategies, the stages of literacy development, the nature of the spelling system, assessing students’ literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.
No prerequisites.
EDU6320  Effective Comprehensive Instruction  
This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K-12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.  
No prerequisites.

EDU6330  Literacy in the Content Areas  
This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.  
No prerequisites.

EDU6340  Assessment of Literacy Learning  
In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K-12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.  
No prerequisites.

ED6350  Teaching Reading to Diverse Learners  
In this course, candidates explore research-based reading strategies to develop lesson plans that meet the needs of diverse learners, including English Language Learners (ELLs), special education, slow learners, unmotivated students, and gifted readers. This course requires a classroom-based field experience with a coaching component.  
No prerequisites.

EDU6370  Texts for Children  
Course topics include qualities of outstanding children’s and adolescent literature, goals of a literature program, planning the literature curriculum, multicultural literature, teaching genres, selecting literature for the classroom, criteria for evaluating and strategies for using narrative and expository text written for students in grades K-12, students’ reading interests and preferences, instructional strategies for teaching literature, evaluating students’ progress in responding to literature, creating a response-centered and literature-rich classroom, developing a literature-based curriculum, and current trends in children’s and adolescent literature.  
No prerequisites.

EDU6380  Supervision and Administration in Literacy I  
In this course, the candidates will examine the responsibilities of the reading specialist within the context of an individual school building. Topics include models for the delivery of reading services; legal and legislative influences on reading specialists; collaboration and consultation with teachers; providing professional development; evaluating existing reading programs and planning for change;
communicating with staff, administration and community; securing funding; and continuing personal development as a reading professional. This course requires collection and analysis of building-level reading assessment data.

**Prerequisites:** EDU6310 through EDU6370.

**EDU6390 Supervision and Administration in Literacy II** 3 semester hours
In this course, the candidates will further examine the responsibilities of the reading specialist. Topics include analysis and communication of data from testing; planning professional development; becoming informed about budgeting for curriculum and reading programs; communicating with staff, administration, and public; securing funding; and continuing personal development as a reading professional. This course requires a coaching assignment (i.e., demonstration lesson/co-teaching a reading lesson).

**Prerequisite:** EDU6380.

**EDU6400 Professional Research in Literacy Learning II** 3 semester hours
This course is the culmination of candidates’ action research projects in which they designed and implemented curricular and/or instructional change in literacy learning in an educational setting. Topics include action planning for educational change, sharing action research, personal reflection, and post self-report on definition and philosophy of reading. This course requires a PowerPoint presentation summarizing the action research project.

**Prerequisite:** EDU6300.

**EDU6410 Practicum in Reading** 3 semester hours
In this course, candidates will learn to develop and implement individual instructional plans based on results from formal and informal assessments. In addition, these plans will demonstrate candidates’ knowledge of appropriate instructional materials, resources, and support for diverse populations of readers in grades K-12. This is a supervised clinical experience which requires 30 hours of work with students. The key assessment for this course involves writing two formal case studies which are shared with parents in a formal conference.

**Prerequisites:** EDU6310 through EDU6370.

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### Reading Teacher Endorsement

**Course Requirements for the Reading Teacher Endorsement**

Coursework leading to the endorsement consists of 24 semester hours spread out over the course of six terms. Because the endorsement candidates do not take all courses, there may be terms when they are not enrolled for the full 6 semester hours. Endorsement candidates complete 6 semester hours of supervised clinical practicum involving assessment and instruction with struggling readers. The program also involves them in various field experiences in which they apply course content to their classroom instruction, to individual work with a struggling reader, or to developing coaching and collaboration skills.

Note: ISBE requires that candidates complete successfully the Reading Teacher (#177) content area examination prior to registering for the Practicum.

See Off-Campus Graduate Education Programs on page 141.
18 semester hours in content related to literacy
6 semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

Course Requirements for the Reading Teacher Endorsement

EDU6310 Effective Word Study Instruction (3)
EDU6320 Effective Comprehensive Instruction (3)
EDU6330 Literacy in the Content Areas (3)
EDU6340 Assessment of Literacy Learning (3)
EDU6350 Teaching Reading to Diverse Learners (3)
EDU6370 Texts for Children (3)
EDU6410 Practicum in Reading (6)

Course Descriptions for the Reading Teacher Endorsement

EDU6310 Effective Word Study Instruction 3 semester hours
In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K-12. Topics include the nature of word analysis strategies, the stages of literary development, the nature of the spelling system, assessing students’ literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.
No prerequisites.

EDU6320 Effective Comprehensive Instruction 3 semester hours
This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K-12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.
No prerequisites.

EDU6330 Literacy in the Content Areas 3 semester hours
This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.
No prerequisites.

EDU6340 Assessment of Literacy Learning 3 semester hours
In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K-12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.
No prerequisites.
EDU6350  Teaching Reading to Diverse Learners  3 semester hours
In this course, candidates explore research-based reading strategies to develop
lesson plans that meet the needs of diverse learners, including English Language
Learners (ELLs), special education, slow learners, unmotivated students, and
gifted readers. This course requires a classroom-based field experience with a
coaching component.
No prerequisites.

EDU6370  Texts for Children  3 semester hours
Course topics include qualities of outstanding children’s and adolescent litera-
ture, goals of a literature program, planning the literature curriculum, multicultu-
ral literature, teaching genres, selecting literature for the classroom, criteria
for evaluating and strategies for using narrative and expository text written for
students in grades K-12, students’ reading interests and preferences, instructional
strategies for teaching literature, evaluating students’ progress in responding to
literature, creating a response-centered and literature-rich classroom, develop-
ing a literature-based curriculum, and current trends in children’s and adoles-
cent literature.
No prerequisites.

EDU6410  Practicum in Reading  6 semester hours
In this course, candidates will learn to develop and implement individual instruc-
tional plans based on results from formal and informal assessments. In addition,
these plans will demonstrate candidates’ knowledge of appropriate instructional
materials, resources, and support for diverse populations of readers in grades K-
12. This is a supervised clinical experience which requires 30 hours of work with
students. The key assessment for this course involves writing two formal case stud-
ies which are shared with parents in a formal conference.
Prerequisites: EDU6310 through EDU6370.

Master of Arts in School and Professional Counseling
(M.A.S.P.C.)

Pending approval by the Illinois State Board of Education

The Master of Arts in School and Professional Counseling (M.A.S.P.C.) is
designed to provide multiple pathways for candidates to enter the field of coun-
seling. The program gives the opportunity to earn a type #73 certification as a
School Counselor in Illinois as well as a license in Illinois and Wisconsin as a Pro-
fessional Counselor. In addition, there is an option for certified teachers to enroll
in the type #73 certificate-only program or in the Master of Arts in School and Pro-
fessional Counseling (MASPC) leading to a type #73 certification as well. This
program is pending approval by the Illinois State Board of Education. Please con-
tact the Master’s Program Office for current status.
COMMON COURSE REQUIREMENTS
EDU6415  The Counseling Profession and Ethics (3)
EDU6416  Diagnosis of Mental Health in Counseling (3)
OR
SWK6500  Social Work Perspectives on Psychopathology Research (3)
EDU6417  Developmental Counseling Across the Lifespan (3)
OR
SWK6150  Human Behavior and Social Environment I (3)
OR
SWK6160  Human Behavior and Social Environment II (3)
EDU6418  Framework for Counseling: Theories and Practices (3)
EDU6419  Group Counseling (3)
EDU6421  Career Counseling (3)
EDU6420  Professional Research in Counseling I (3)
EDU6422  Multi-Cultural Counseling (3)
OR
SWK6390  Social Work Practice with Diverse & Vulnerable Populations (3)
EDU6423  Assessment and Evaluation (3)
EDU6424  Children, Adolescents, and Their Systems (3)
EDU6425  Practicum in Counseling (3)
EDU6426  Crisis Counseling (3)
EDU6427  Stress Management: Symptoms and Strategies (3)
EDU6428  Survey of Substance Abuse: Evaluation and Treatment (3)
OR
SWK6340  Survey of Substance Abuse: Evaluation and Treatment
EDU6430  Professional Research in Counseling II (3)
*NOTE: All candidates pursuing a Master of Arts in School and Professional Counseling must enroll in this course and complete a written thesis. A faculty supervisor will supervise the thesis.

SCHOOL COUNSELING Option (choose three)
EDU6429  Psychopharmacology (3)
OR
SWK6350  Psychopharmacology (3)
EDU6431  Counseling Special Needs Populations in Schools (3)
OR
SPED5510  Characteristics and Identification of Disabilities and the Law (4)
EDU6432  School Counseling Programs: Issues and Policies (3)
EDU6433  Post-Secondary Counseling: College, Career and Transition (3)
EDU6434  Consulting and Management in a Developmental School (3)

Counseling Model
*NOTE: All School Counseling candidates must pass the ISBE Basic Skills Test prior to admission to the program.
PROFESSIONAL COUNSELING Option (choose three)
EDU6429  Psychopharmacology (3)
OR
SWK6350  Psychopharmacology (3)
EDU6437  Advanced Marriage and Family Counseling (3)
EDU6438  Clinical Mental Health Counseling (3)
EDU6439  Gerontology: Counseling and the Elderly (3)
OR
SWK5100  Social Work Gerontology: Social Work and Older Adults (3)
EDU6440  Assessment and Intervention with Older Adults (3)
OR
SWK6100  Social Work Gerontology: Families and Groups (3)
EDU6441  Counseling in the Criminal Justice System (3)
OR
SWK5300  Forensic Social Work (3)
EDU6442  Bereavement Counseling (3)
OR
SWK6030  Bereavement Counseling (3)

Clinical Experience

This Internship Model is required for all graduates in Counseling – 600-clock hours of internship in professional track second year.

Practicum and internship consist of 700 hours. Candidates must have documented field-related experience of which 280 hours of face-to-face counseling is required. This is the requirement for all Master’s and Type 73 candidates.

Practicum is taken in the first year and is 100 hours. Internship I and II consist of 600 hours of direct clinical work with clients. When appropriate the internship may be completed at the student’s place of employment.

Internship School Counseling Option
EDU6435  School Internship I (3)
EDU6436  School Internship II (3)

Internship Professional Counseling Option
EDU6445  Community Mental Health Internship I (3)
EDU6446  Community Mental Health Internship II (3)

Candidates who hold a master’s degree in counseling or a related field such as psychology, social work or an appropriate education degree (i.e. Educational Psychology) and enroll in the Type 73 program must pass the ISBE TAP exam prior to admission and complete the ISBE Content Area (#181) exam prior to enrolling in the internship courses or any of the following courses:
EDU6419  Group Counseling (3)
EDU6431  Counseling Special Needs Populations (3)
EDU6432  School Counseling Issues and Practices (3)
EDU6434  Consulting and Management in a Developmental School (3)
Counseling Model
Licensed Professional Counselor (LPC) Examination: Preparation includes LPC licensing exam after taking the following courses:

EDU6428 Survey of Substance Abuse Evaluation and Treatment (3)
OR
SWK6340 Survey of Substance Abuse: Evaluation and Treatment (3)
EDU6429 Psychopharmacology (3)
OR
SWK6350 Psychopharmacology (3)
EDU6438 Clinical Mental Health Counseling (3)

EDU6415 The Counseling Profession and Ethics 3 semester hours
This course offers an overview of the counseling profession including ethical, legal and professional identity issues. Candidates will study the history of the profession, legal and ethical standards, organization functions, preparation standards and journals.

EDU6416 The Diagnosis of Mental Health in Counseling 3 semester hours
(or SWK6500 Social Work Perspectives on Psychopathology Research)
This course provides candidates with the skill to interpret and apply the research-based clinical knowledge necessary for the diagnosis and treatment of mental health disorders. (DSM-V) This course will cover the use of this data in developing psychosocial assessments working in multi-disciplinary teams, and integration of community based resources.

EDU6417 Developmental Counseling Across the Lifespan 3 semester hours
(or SWKHBS I or HBS II Human Behavior and Social Environment I & II)
Based on lifespan theory, this course focuses on the concepts of developmental counseling. Counselors learn to assess the client’s developmental processes and provide appropriate helping strategies to assist in working through the “blocks” created by personal growth, relationship development or impaired by external systems of dysfunction.

EDU6418 Framework for Counseling: Theories and Practices 3 semester hours
Candidates will study a range of counseling skills and strategies, and will study a variety of theories. They will apply their knowledge and skills in a variety of professional counseling settings. This course contributes to the theoretical foundations of the helping profession and encourages each candidate to synthesize the material and recognize a personal style.

EDU6419 Group Counseling 3 semester hours
This course will provide the foundation for establishing and conducting group experiences for helping professions. The course will focus on the composition of groups, roles of members and leader including intervention roles. Facilitative and debilitative behaviors in groups will be examined as well as the confidentiality and ethical issues encountered in groups. Group theories will be reviewed. Members will be given opportunities to participate in group experiences and consideration will be given to utilizing group process in designing and conducting workshop experiences.
EDU6421  Career Counseling  3 semester hours
This course will present an overview of the concepts, theories, history, practices and techniques of career counseling through the life span. In addition, the course will review the use of occupational classification systems, tests and computer use in career counseling. Counseling with special populations will be examined.

EDU6420  Professional Research in Counseling I  3 semester hours
This course will cover methods in educational research, planning and conducting a research study, developing problem identification skills, data collection, analysis, interpretation and preparation of a research paper. Candidates will be introduced to the nature of scientific research, with particular reference to the research methods and statistical treatments that are appropriate to the study of issues related to education and counseling.

EDU6422  Multi-Cultural Counseling  3 semester hours
(or SWK6390 Social Work Practice with Diverse & Vulnerable Populations)
This course will explore the social, psychological, cultural, economic, and environmental influences that affect various client populations. The course will assist the candidates in understanding the need for formulating and implementing counselor/counselee roles within diverse communities. Focus will be on the candidates’ integration of awareness, knowledge, insights, and cultural identities. Candidates will discuss treatment approaches with culturally diverse families and learn the impact of worldview and cultural factors in life cycle development.

EDU6423  Assessment and Evaluation  3 semester hours
This course studies the principles of measurement applied to group standardized measures of achievement, special aptitude, intelligence, personality, and interest for use in medication and personnel work. Candidates will learn how to select, administer, score and interpret the appropriate standardized measure for evaluation in both educational and personnel situations. Candidates will examine and discuss the ethical, legal and administrative issues that surround this topic.

EDU6424  Children, Adolescents and Their Systems  3 semester hours
This course will consider the theoretical foundations of working with children and adolescents. It will address the developmentally appropriate counseling perspectives and interventions. Emphasis will be on the child/adolescent in various systemic contexts. Family, school, community and specific behaviors of children and adolescents, and resiliency will all be discussed. The course will review early and transitional human growth and behavior with emphasis on the child/adolescent’s normal and abnormal psychological reactions to stressors in their environment. Within their systems, candidates will explore appropriate counseling perspectives, consultation with other disciplines and intervention that can be prescribed.

EDU6425  Practicum in Counseling  3 semester hours
The practice of counseling will be experienced in laboratory and field settings. Candidates will have learning experiences in the field and in lab settings within the university. They will work with individuals and groups on general adjustment issues and topic specific groups. Utilizing case studies, tapes, and role - playing candidates will analyze their work in self-evaluation and peer review. This course will include 100 hours of fieldwork with a minimum of 40 hours of supervised client contact.
EDU6426  Crisis Counseling  3 semester hours
One of the principal tools of human services work is crisis intervention counseling. Intervention and treatment strategies will be covered from first response to the principles of treatment for each stage of crisis response. The course will review the psychosocial issues related to crisis and the various stages including Critical Incidence Stress Debriefing (CISD). The response of systems to crisis and grief and the individual’s physiological and psychological responses to loss, death, and crisis will be studied. Appropriate counseling interventions and strategies for Post-Traumatic Stress Disorder (PTSD) and other stress responses will also be covered.

EDU6427  Stress Management: Symptoms and Strategies  3 semester hours
This course is for counselors working in a variety of settings. A holistic approach is taken to pro-active and re-active responses to stress. Stress and counselor burnout will be addressed holistically in both a didactic and experiential setting. Candidates will learn strategies appropriate for stress reduction for all ages. Candidates participate in research, lab experiences, and develop their own personal wellness program for stress management.

EDU6428  Survey of Substance Abuse: Evaluation and Treatment  3 semester hours
(or SWK6340 Survey of Substance Abuse and Treatment)
This course will provide the basic identification, evaluation, treatment and counseling strategies utilized with various types of Substance Abuse and the accompanying addictions. It is the foundation course for the CADC certification. It will also provide information useful in working with individuals and families who are affected by substance abuse. Education of individuals and groups in various settings in the community are discussed.

EDU6429  Psychopharmacology  3 semester hours
(or SWK6350 Psychopharmacology)
This course is designed to provide the knowledge base necessary to advance towards a certificate for alcohol and drug counseling in Illinois. The course will cover areas including medical complications, symptoms, assessment, definitions used in diagnosis and treatment, denial, relapse, special populations, education, treatment settings, and counseling attitudes. Major drug categories will be reviewed with emphasis on the physiological effects of the substance and treatment for various substances. The legal impact of addictions will be presented and candidates will visit drug court or DUI court to see how current systems respond in addition to open AA or NA meetings.

EDU6430  Professional Research in Counseling II  3 semester hours
This course is the second of the two research courses required for the Master of Art in School and Professional Counseling (M.A.S.P.C.) degree. The candidates utilize the research proposal, theoretical framework, literature review, and data collection methodology established in the first research course to summarize data, present and reflect upon the research. The candidates complete a professional thesis document in APA format and share their scholarly work with others.

EDU6431  Counseling Special Needs Populations in Schools  3 semester hours
(or SPED5510 Characteristics and Identification of Disabilities and the Law)
This course will introduce candidates to special education law including relevant
statutes, cases, and regulations. Candidates will learn about the development and implementation of the IEP and the 504 plans for individual candidates with disabilities and health impairments. The characteristics of the disabilities typically identified and served in school settings will be examined, and research based interventions will be introduced. A comprehensive overview of all types of exceptionalities will be studied with emphasis on characteristics and interventions. This course satisfies Illinois HB 150. Exceptional characteristics of mentally, physically and emotionally challenged candidates, facilities, practices, and special education instruction that help individuals with these disabilities reach their full potential will be reviewed. Political and philosophical biases will also be addressed in light of federal and state regulation and funding practices.

EDU6432 School Counseling Programs: Issues and Policies  3 semester hours
This course will cover current issues related to the effective counseling of candidates in schools, effective school counseling programming including developmental counseling curriculum, academic programming, college and career exploration, motivation, retention, consultation and referral. The American School Counseling Association (ASCA) model of school counseling will be emphasized and integrated throughout the school counseling course sequence. Candidates will be provided an overview of school counseling history and its implementation at the elementary, middle and secondary level. The developmental school counseling model, the American School Counseling Association (ASCA) offer the foundation for counseling services in schools including the counselor as advocate, coordinator, teacher, programmer, consultant, information and referral agent, and counselor. Academic Development, Career Development, and Social-Emotional Development (ASCA model domains) will be emphasized.

EDU6433 Post Secondary Counseling: College, Career and Transition  3 semester hours
This course will introduce career exploration and career counseling in a school context. Focus will be on strategies to increase candidate knowledge of the world of work, career theories, and related influences. The ASCA model for K-12 programs will be integrated throughout. Opportunities will be provided to examine current materials as well as on-line programs to assist in this process. Technology-based instruments, case studies, and clinical observations will help the candidate recognize theories and decision making models. Clinical experiences will be included.

EDU6434 Consulting and Management in a Developmental School Counseling Model  3 semester hours
Candidates will learn the skills necessary to plan and implement an effective developmental school-counseling program. Social Emotional learning standards and models for integration will be addressed. The Developmental Model of School Counseling indicates that counseling services must be provided “to all candidates”. The candidates will learn how leadership strategies can help the counselor serve as an advocate with administrators, teachers, and specialists and outside agencies to guarantee services for all candidates. This course will review and study a variety of programs that meet the ASCA requirements for Developmental School Counseling Models and how they were developed.
EDU6437  Advanced Marriage and Family Counseling  3 semester hours
Candidates will have an in-depth look at family systems theory including development and life cycles. Comparison of the system view and traditional medical model used in psychiatry will take place. Contemporary problems including substance abuse, domestic violence, sexual dysfunction, divorce and death will be discussed. Family systems assessment tools will also be studied.

EDU6438  Clinical Mental Health Counseling  3 semester hours
This course will acquaint candidates with the environmental/organizational demands of mental health centers, substance abuse centers, and other social service agencies that employ master’s level counselors. There will be an examination of administrative structures, private state and federal funding, and Medicare and Medicaid provisions. Candidates will also examine research based clinical interventions and treatment that is used with mental disorders as defined in the DSM-V. Candidates will learn to develop their interview skills of a professional level in the mental health field. Writing and record keeping will be reviewed with legal counseling and ethical issues applied. Candidates will have a foundational understanding of funding, collaboration and consultation.

EDU6439  Gerontology: Counseling and the Elderly  3 semester hours
(or SWK5100 Social Work Gerontology: Social Work and Older Adults)
This course will cover major theories of aging. Community services available to the aging and attitudes towards the aging and their care will be examined. The psychological and physiological processes of aging will be identified. The counselor’s role as helping professional as well as the roles of advocacy and mediation will be considered in the context of normal family system changes and related services available to the elderly and their families. Candidates will gain knowledge necessary to work with agencies that service this population group.

EDU6440  Assessment and Intervention with Older Adults  3 semester hours
(or SWK6100 Social Work Gerontology: Families and Groups)
This course examines the advanced study of clinical treatments of older adults. Focus will include different mental health issues presented by older adults, such as depression, Alzheimer’s disease, adjustment disorders due to relocation or loss of loved ones, and chronic illness. Successful treatment methods with older adults will be presented framed in the life stages perspective. Candidates will examine clinical treatment in adults and the various mental health issues that present during this life stage due to medical and environmental factors. Effective therapeutic interventions with both individuals and families will be discussed in the treatment of older adults in various living arrangements. This course is an excellent preparation for candidates interested in hospice or other work with sick and elderly.

EDU6441  Counseling in the Criminal Justice System  3 semester hours
(or SWK5300 Forensic Social Work)
This course is an introduction to the criminal justice system through the study of mental health and its interaction with the law. Candidates review the care and treatment of mentally ill offenders in the criminal justice system. The policies and procedures will be reviewed as well as the impact various treatments have on the individual, families and community systems.
EDU6442 Bereavement Counseling 3 semester hours
(or SWK6030 Bereavement Counseling)
This course presents the theoretical frameworks for working with the bereaved individuals and an examination of cultural attitudes towards death, other life losses, and what effects these attitudes have on individual grief reactions. This course highlights the therapeutic skills needed in working with the bereaved.

EDU6435 School Internship I 3 semester hours
The School Internship provides candidates with the opportunity to practice and integrate counseling theory in a P-12 school setting under the guidance and instruction of a certified, licensed and experienced counselor/field instructor. School Internship I, is the first semester of the consecutive sequence of field work experience (internships) in a school. Throughout School Internship I, and School Internship II the candidate will learn from and are supervised by an experience Type 73 certified school counselor and university instructor. Interns perform the duties of a school counselor under supervision in the school they are assigned for their internship. The internship must document a total of 600 hours, include direct client counseling, and meet the American School Counseling Association (ASCA) Standards.

EDU6436 School Internship II 3 semester hours
The School Internship provides candidates with the opportunity to practice and integrate counseling theory in a P-12 school setting under the guidance and instruction of a certified, licensed and experienced counselor/field instructor. School Internship I, is the first semester of the consecutive sequence of field work experience (internships) in a school. Throughout School Internship I, and School Internship II the candidate will learn from and are supervised by an experience Type 73 certified school counselor and university instructor. Interns perform the duties of a school counselor under supervision in the school they are assigned for their internship. The internship must document a total of 600 hours, include direct client counseling, and meet the American School Counseling Association (ASCA) Standards.

EDU6445 Community Mental Health Internship I 3 semester hours
The Community Mental Health Internship provides candidates with the opportunity to practice and integrate counseling theory in a mental health counseling center, agency, or hospital under the guidance of an experienced, Licensed Professional Counselor (LPC). Throughout the Community Mental Health Internship I and II, the candidate will be supervised by an LPC. Interns perform the duties of a community mental health counselor under the supervision of a LPC and a university supervisor in the center, agency or hospital where they are assigned for their internship. The internships must document a total of 600 hours, include direct client counseling, and meet American Counseling Association (ACA) Standards.

EDU6446 Community Mental Health Internship II 3 semester hours
The Community Mental Health Internship provides candidates with the opportunity to practice and integrate counseling theory in a mental health counseling center, agency, or hospital under the guidance of an experienced, Licensed Professional Counselor (LPC). Throughout the Community Mental Health Internship I and II, the candidate will be supervised by an LPC. Interns perform the duties of a community mental health counselor under the supervision of a LPC and a university supervisor in the center, agency or hospital where they are assigned for their internship. The internships must document a total of 600 hours, include direct client counseling, and meet American Counseling Association (ACA) Standards.
Master of Arts in Special Education (M.A.S.E.)

The primary focus of this program is to prepare teachers for a Learning Behavior Specialist I (LBS I), Type 10 certification. Candidates may be existing teachers, or someone who has experience in the schools, or someone with a degree in a related field. Certification requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive disabilities, autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the certificate will cover grades K-12, candidates will have a working knowledge of issues and strategies appropriate for the grades P-12. The coursework is designed to allow the candidate both to evaluate research and conduct action research in the classroom. Furthermore, varied clinical practice and field experiences are considered an integral part to all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. Please note that candidates with an existing certificate will not be required to student teach, but will participate in an internship that will be tailored to broaden the candidate’s base of experience in the field. Candidates who do not hold an existing certificate will be required to student teach, taking SPED6750 instead of SPED6570. While completing the entire master’s degree is advised, candidates can apply in one of three tracks: 1.) Endorsement (open only to certified teachers), 2.) Certification as an LBS I, or 3.) master’s degree in Special Education with certification.

Candidates with an existing certification will qualify for an endorsement in special education after the first 19 hours of coursework. For a candidate with an existing certification, completion of the Master of Arts in Special Education (M.A.S.E.) involves 48 hours of coursework although the core courses necessary for the certification total 42 hours. The remaining six (6) hours to complete the M.A.S.E. degree will involve a cognate of two courses that the candidate will plan with the assistance of his or her advisor. This cognate will enable the candidate to establish an area of increased specialization. Suggested cognates include coursework in areas such as elementary education, the reading specialist, ELL/ESL/Bilingual, or educational leadership/supervision (toward a Type 75 certification) or early childhood special education areas. For a candidate for whom this will be an initial certification with student teaching, there are 54 total hours for the master’s degree, which includes the two-course cognate. The main objectives of the coursework are twofold: to build the pedagogical expertise of the candidate; and to facilitate collaboration with his or her students, their families, their colleagues, and the community.

Candidates should be aware that the Illinois State Board of Education requires that these additional tests be passed before an LBS I certificate will be issued:

1.) The LBS I Content Area test (#155)
2.) The Special Education General Curriculum test (#163)
3.) The K-12 Assessment of Professional Teaching examination (#104)

In fact, state certification tests must be passed before the candidate may begin the final clinical experience (the internship or student teaching).
Admission Requirements for the M.A. in Special Education:

1. Online application
2. Three (3) letters of reference from individuals familiar with the applicant’s professional potential related to this field
3. A 3.0 grade point average. If the applicant’s grade point average is below that of a 3.0, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses where a 3.0 average must be maintained or the applicant will not be able to continue the program.
4. A bachelor’s degree from an accredited institution (official transcripts from all institutions attended must be submitted).
6. Passing a National Background Check (Criminal Activity and Sex Offender) and TB test (completed after admission)

Prerequisite Course Requirements:

- a course in human development, spanning the P-12 grade years
- a course in educational psychology

Please note that if a deficiency exists, completion of undergraduate courses will not be counted toward the M.A.S.E. degree. However, candidates can take a CLEP test to show proficiency. If taken at a graduate level, the candidate can petition the program director for these courses to be counted as cognate courses.

Application Deadline and Notification:

Applications will be reviewed by the special education admission committee, and applicants will be advised of acceptance on a rolling basis as they are reviewed. Applicants should please note that this program is designed for a Fall semester start; however, a Spring start with a modified sequence of courses is also available. Some endorsement courses may also be available online.

Academic Standards and Evaluation in the M.A.S.E. Program

In addition to feedback to students in the form of grades, full-time candidates’ overall performance will be reviewed at the end of each semester (part-time candidates’ work will be reviewed every two semesters) to evaluate whether the applicants are integrating the theoretical knowledge and practical applications at a competent level. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. A 3.0 grade point average must be maintained to continue in the program. Only two grades of “C” are accepted at the graduate level in the M.A.S.E. program. If a candidate receives a “C” grade within the first semester, the candidate may be removed from the program by action of the program faculty. As is true of admission to the program, candidates may be allowed to continue on a probationary status at the discretion of their advisor and the program director. Candidates must achieve a “B” grade in the Unified Field Experience to be eligible for the internship or student teaching. Additionally, candidates must pass the two state special education content area tests and the Assessment of Professional Teaching test before beginning their internship or student teaching. A grade of “B” or better must be achieved in the internship or student teaching courses to become certified.
Program Requirements

If a candidate has an existing certificate, 48 semester hours are required for the M.A.S.E. degree. If a candidate does not have an existing certificate and will need to student teach, the degree will take an additional 6 hours (54 hours). Forty hours (34 of these hours are core hours required for certification) are devoted to content coursework designed to develop expertise across the wide range of disability categories required for the cross-categorical LBS I certification with the state. Each of these content classes focuses on both theory and clinical and educational application. The remaining 8 hours are devoted completely to supervised clinical experience in applying theory to practice in the field. In these experiences, candidates will be exposed to a range of ages and educational/life impact on the student(s). As noted earlier, certification may be granted with the 42 semester hours of core courses (48 hours if student teaching is required), composed of 34 hours of content coursework and 8 hours of supervised clinical experiences (14 hours if student teaching), but the applicant is strongly encouraged to complete the M.A.S.E. curriculum. The objective of the M.A.S.E. is to give the candidate the expertise to understand and teach not only the student, who may have a range of disabilities that manifest differentially at different points in his or her life, but also to be able to understand and collaborate with significant members within the context of the student’s family, school, and community.

The sequence of courses for the M.A.S.E. program anticipates that the candidate will generally begin the program in the Fall semester. Applicants may attend either full- or part-time.

Degree Requirements for M.A.S.E.

- 40 hours in content classes, with accompanying clinical field exposure (includes 6 hours of cognate courses)
- 8 semester hours of supervised clinical practica (assumes that a candidate has an existing teaching certificate; these hours include an internship);
- 14 semester hours if student teaching
- 6 additional semester hours in a cognate area

Certification Requirements for LBS I

General Content Area and Practicum Classes Required for Certification:

*Note: Courses marked with an (E) comprise the endorsement.*

- **SPED5510** Characteristics and Identification of Disabilities and the Law (4) (E)
- **SPED5520** Cognitive Development and Disabilities (2) (E)
- **SPED5530** Oral Language Development & Disorders (3)
- **SPED5540** Diversity & Disability Issues: Students, Families, Schools and the Community (2)
- **SPED5550** Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior (2) (E)
- **SPED5551** Intervention Strategies for Problematic Behavior (2) (E)
- **SPED5560** Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (2) (E)
- **SPED5570** Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (3) (E)
- **SPED6510** Psychoeducational Assessment of Students with Disabilities (4) (E)
SPED6520 Reading Disabilities Theory and Interventions (3)
SPED6530 Written Language Development & Disorders (3)
SPED6540 Mathematics and Sciences Interventions for Students with Disabilities (2)
SPED6550 Introduction to Educational Research (2)
SPED6560 Unified Field Experience (4)
SPED6570* Internship and Action Research Seminar (assumes previous student teaching experience/certification) (4)
OR
SPED6750* Student Teaching and Graduate Seminar in Special Education (for an initial certification) (10)

*Candidates take one of the above courses, dependent on whether student teaching is required.

Elective Classes for Degree Candidates: two electives, totaling six (6) hours, forming a cognate, established with the approval of the candidate’s advisor

Total hours for the M.A.S.E. degree: 48 hours; 54 hours if student teaching is required

Course Descriptions for the Master of Arts in Special Education Degree

SPED5510 Characteristics and Identification of Disabilities and the Law 4 semester hours

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues such as mental retardation and traumatic brain injury, autism, emotional disorders, and physical disabilities/other health impaired), including discussion of subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Definition of exceptionality and incidence rates and how they vary by state or urban/suburban/rural area will be considered. Historical perspective will be given regarding major national education laws, including IDEA and the most recent reauthorization. Discussion will center on how these laws have been interpreted and how this impacts the service provision in the schools, both for students who receive accommodations (504 Plans) and for those who receive services from a variety of school professionals. The special education referral process will be studied, delineating how and when either a 504 Plan or an Individual Education Plan might be established. Also, state level legislation that has influenced identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered.

No prerequisites.

SPED5520 Cognitive Development and Disabilities 2 semester hours

This course will address research and theories related to typical cognitive development and learning and disorders associated with the cognitive processes, ranging from constructivist research to information processing and brain imaging. A historical perspective will also be provided. Additionally, contrasts will be drawn between the impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory (both working memory and
long term memory), and how they might impact learning and behavior, as well as remedial efforts for differing disabilities, such as learning disabilities, mental retardation, or acquired disorders (traumatic brain injury). Task analyses focusing on receptive/expressive (input/output), visual/auditory, and verbal/nonverbal aspects of cognitive tasks will be undertaken for students ranging from primary to high school. The development of more metacognitive tasks, such as the ability to monitor behavior, actively solve problems, and use study skills, will also be discussed, particularly for the middle and high school years.

No prerequisites.

**SPED5530 Oral Language Development and Disorders** 3 semester hours
The normal course of oral and nonverbal language development will be contrasted with atypical development, with a focus on the P-12 period. Aspects of language development and techniques for treatment will cover issues related to phonological awareness, morphology, syntax, semantics, and pragmatics; additionally, consideration will be given to how the impact of these aspects of language changes through the middle and high school years, both in the school and the community. Further study of the utility and practice of standardized tests specific to oral language development will be undertaken. Additionally, candidates will learn to conduct informal language analyses of school-aged (P-12) students in order to identify oral language weaknesses. Remedial techniques and potential accommodations, based on identified difficulties, will be an additional focus. Specific focus will be given to communication intervention for some cognitive disorders, such as autism, including alternative and augmentative communication. The use of sign language and second language acquisition, and how diagnosis and service provision can overlap, will also be discussed. Finally, software technology in common use will be learned, with requirements to integrate the use of software and other interventions into lesson plans.

**Prerequisite:** SPED5510.

**SPED5540 Diversity and Disability Issues: Students, Families, Schools, and the Community** 2 semester hours
The focus of this course will be on how various social institutions, particularly the school and family, may define disability and how this may impact collaboration and communication in regard to service provision in special education. Research regarding how identification and service delivery, as well as the student’s learning, may be impacted by issues of diversity, including disability, ethnicity/culture, socioeconomic level, language/linguistics/dialects, and gender, will be studied. The potential for bias during assessment and/or instruction and the potential impact on learning will be investigated. Moreover, how these issues are reflected in family systems and identity and how differences might lead to misconceptions or misunderstandings will be discussed. Finally, how strategies to support identity formation and retention can be incorporated into lesson plans or classroom activities will be addressed.

No prerequisites.

**SPED5550 Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior** 2 semester hours
This course will cover both the current theories of social-emotional development and the disorders for the school-aged years and adolescence, with some discussion of lifespan issues. Focus will be placed on identification/assessment and interven-
tion of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individuals self-perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological, or related service interventions will be discussed and how the schools collaborate with these professional groups.

**Prerequisite:** SPED5510.

**SPED5551 Intervention Strategies for Problematic Behavior**
2 semester hour

This course focuses on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups.

**Prerequisite:** SPED5510.

**SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities**
2 semester hours

This course will focus on intervention techniques, adaptations, and assistive technology for students with more significant disabilities, including mental retardation, traumatic brain injury, orthopedic impairments, more significant autism, and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community. Study will span the needs of students in relation to life skills, recreation/leisure, community, and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning and transfers.

**Prerequisite:** SPED5510.

**SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition**
3 semester hours

Remedial theories and modes of intervention for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal, and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response to intervention models. The role of the special educator as a facilitator for differ-
Differentiating curriculum and providing accommodations in the regular education classroom will be highlighted, as well as co-planning and co-teaching models. Moreover, transition services and how they might be impacted by differing needs dependent upon disability will be an additional focus. Local and state resources that pertain to issues of employment, sexuality, independent living and learning, and social participation in leisure activities will be explored, particularly for the middle and high school student. Special educators’ varying roles, from addressing family concerns and advocacy to supervision of para-educators, will be discussed. Candidates will be exposed to professional organizations in the field and will develop a professional development plan and a personal philosophy of special education. The necessity for consultation, collaboration and flexibility of services will permeate all discussion of theory and models.

**Prerequisite:** SPED5510.

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**SPED6510**  
**Psychoeducational Assessment of Students with Disabilities**  
4 semester hours

The procedures for formal assessment of the issues underlying learning, academic performance, psychosocial behavior, and vocational skills for the P-12 grades will be examined. Issues related to cognitive development, in regards to intelligence or processing (e.g., memory, speed of processing), and testing will be discussed. Nonbiased assessment practices and modification or adaptations for mode of response will be addressed. Candidates will practice administration, scoring, and interpretation of the results of standardized tests in common use in the schools. Case studies will be used to understand the process of differential diagnosis, including interviews, functional assessment of behavior, and assessment of the learning environment; and oral and written dissemination of results that include planning for instruction based on interpreted results. Moreover, curriculum-based assessment and portfolio assessment will be investigated. Readings will focus on research of the possible limitations of formal and informal testing—that is, the relative efficacy of the differing diagnostic approaches, including response to intervention, and how they might facilitate service provision. A lab fee will be charged.

**Prerequisite:** SPED5510.

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**SPED6520**  
**Reading Disabilities Theory and Interventions**  
3 semester hours

The focus of this course will be on the theoretical models of reading development and disorders and how these theories have impacted the definition of the causes, diagnosis, and treatment of reading disorders. Normal development of pre-reading and reading skills will be contrasted with atypical development. Research regarding how reading achievement relates to decoding and phonological awareness; word recognition; vocabulary; comprehension; fluency; self-monitoring; and instruction/service provision (individual, small group, and whole-class programs) will be studied, with practice of intervention techniques. For the middle and high school years, techniques effective for various domain areas will be stressed, as well as how accommodations in relation to reading can be integrated into the student’s curriculum. In addition, the course will include further training on the standardized tests and software technology interventions specific to reading, as well as the performance of informal measures such as running records and informal reading inventories, with a focus on error analysis, interpretation, and communication of results to students, families, and colleagues.

**Prerequisites:** SPED5510, SPED6510.
SPED6530 Written Language Development and Disorders 3 semester hours
This course will study theories and research regarding the development and disorders of written language, including handwriting, spelling, and written discourse, from emergent literacy to strategies for research and essay forms used more extensively in middle/high school. The range of impact, dependent on disability, will be investigated, both in regard to academic, social, and vocational pursuits. Formal and informal assessments to elicit and analyze written language samples will be learned and practiced, as well as lesson plans using remedial techniques and software technology commonly in use for varying disabilities, ranging from learning disabilities to physical disorders impacting the physical act of writing.
Prerequisites: SPED5510, SPED6510.

SPED6540 Mathematics and Science Intervention for Students with Disabilities 2 semester hours
The development of mathematical and science knowledge and reasoning will be studied in conjunction with disorders of these domains. Candidates will learn to assess and remediate weaknesses in both physical, biological, and social sciences and math, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics such as estimation, mental mathematics, measurement, algebra, geometry, patterns, and problem solving in mathematics; the inquiry process, experimentation, and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation, and recreation will be stressed.
Prerequisites: SPED5510, SPED6510.

SPED6550 Introduction to Educational Research 2 semester hours
Candidates will receive an overview of qualitative and quantitative research paradigms. The course will encompass the efficacy of use of basic statistical methods, including correlation, testing of means, analysis of variance, and regression. The focus will be on the in-depth understanding and evaluation of research from peer-evaluated journals of the field and in conducting more advanced action research.
No Prerequisites.

SPED6560 Unified Field Experience 4 semester hours
While observation and clinical experience in previous courses are more dependent on the domain being studied, this course stresses the integration of theory and pedagogical methodology across domains based on the assessed needs of the individual student. Candidates will collaborate and work with the same students for extended periods of time, developing lesson plans and writing reports that incorporate informal assessments, goals/specific objectives, and progress after remedial efforts. Candidates will conduct conferences with parents to communicate progress/results. Approximately 50 hours of supervised clinical field experience will be required. A lab fee will be charged.
Prerequisites: SPED6510, SPED6520 and SPED6530.
SPED6570  Internship and Action Research Seminar  4 semester hours
Because candidates will come to the program with an existing certification, the focus of this field experience will be to ensure the students’ overall field experiences cover both the range/severity/age levels of all disabilities covered by the LBS I certification. Candidates should expect the need to be flexible regarding hours, based on the needs of the schools. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students’ academic, social and life skill needs. Seminars will be spaced to afford candidates support in completing their comparative case study action research projects and to provide a forum for support, in addition to that provided by supervisors, during the internship process.

Prerequisites: SPED6560 with a grade of “B” or better; completion of all Master’s courses required for special education LBS I certification, maintaining a GPA of 3.0; and officially reported passing score on the pertinent Illinois certification tests (Basic Skills; Assessment of Professional Teaching K-12; Learning Behavior Specialist I [content area]; and Special Education Curriculum Test); FBI fingerprints check, National Sex Offender list check, TB test, and passing the DCFS Mandated Reported Training.

SPED6750  Student Teaching and Graduate Seminar
In Special Education  10 semester hours
The student teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students’ academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision. Graduate seminars will provide candidates with support in completing their comparative case study projects, incorporating action research. They will also provide a forum for support, in addition to that provided by supervisors, during the internship process. Additionally, this will assure maximum exposure during the candidates’ field experiences to the range/severity/age levels of all disabilities covered by the LBS I certification.

Note: Illinois certification tests (Basic Skills; Assessment of Professional Teaching K-12; Learning Behavior Specialist I [content area]; and Special Education Curriculum Test.) The student teaching experience includes a graduate-level seminar.

Prerequisites: SPED6650 with a grade of “B” or better. Completion of all Master’s courses required for special education LBS I certification, maintaining a GPA of 3.0; and officially reported passing score on the pertinent Illinois certification.
tests (Basic Skills; Assessment of Professional Teaching K-12; Learning Behavior Specialist I [content area]; and Special Education Curriculum Test); FBI fingerprints check, National Sex Offender list check, TB test, and passing the DCFS Mandated Reported Training.

Director of Special Education Endorsement

The primary goal of this endorsement program is to provide candidates with the knowledge, skills and dispositions to provide special education leadership at the building or school district level. Candidates who complete this program and successfully complete the required State of Illinois examination will receive ISBE endorsement as a special education director. Potential candidates should check with the Center for Adult and Graduate Studies for further information.

Admission Requirements for Director of Special Education Endorsement

1. A valid type #73 Illinois Teaching Certificate, type #75 Administrative Certificate, and current position

2. One letter of recommendation

Attendance Policy: Graduate Education Programs

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

Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. Only two grades of “C” are accepted at the graduate level and they must be balance by two course grades of “A”.

Program requirements

In addition to the aforementioned program admission requirements, twelve (12) semester hours are required for the Special Education Director endorsement.

Course Requirements

SPED6660 Supervisor of Programs for Children with Disabilities (3)
SPED6670 Special Education Finance (3)
SPED/EDU6680 School leadership and the Law for Special Populations (3)
SPED6690 Current Research in Cross-Categorical Special Education (3)
Programming and Assessment

**SPED 6600  Supervisor of Programs for Children with Disabilities**  
3 semester hours
Study of the theory and practice of leadership in special education within the larger organizational system. Develop an understanding of the responsibilities and potential challenges related to the organizational and administration, as well as balancing the fiscal and human resource structure, needed to run an effective special education program. Current research on best practices and service delivery models of special education for the individual student through analysis and assessment of program functioning more broadly is covered.

**SPED 6670  Special Education Finance**  
3 semester hours
This course will focus on financial management of special educational programs, taking the perspective of the student/family, the school, the district, the state, and the country. Moreover, the course will provide an overview of how special education financial management fits into the larger financial needs of these same entities; this will allow the administrator to have perspective on how financial policy and sources of revenue affect all stakeholders. Themes will include the financial impact of federal and state mandates and laws such as Child Find, 504, Response to Intervention, and IDEA as well as how these impact more school-based issues such as extended school year, transportation, and categorical funding.

**SPED/EDU 6680  School Leadership and the Law for Special Populations**  
3 semester hours
This course blends the significant legal foundations for students with disabilities and English Language Learners (ELLs) which are instrumental to the development and implementation of Special Education and ELL programs, services, policies, and practices. The legal foundations will be balanced with rich historical and philosophical perspectives. The influence of specific legislation, Individuals with Disabilities Education Act (IDEA), No Child Left Behind (NCLB), Section 504 of the Rehabilitation Act (504), Americans with Disabilities Act (ADA), 23 IL Section 226 of the Administrative Code and the Illinois School Code will be intertwined with the relevant case law. Candidates participate in a “Moot Court” simulation to demonstrate an understanding of the overall legal process impacting the decision making of the educational leader. There will be an emphasis on ethical responsibilities, the development of core values, and informed decision making related to education, students with disabilities, and English Language Learners.

**SPED 6690  Current Research in Cross-Categorical Special Education Programming and Assessment**  
3 semester hours
Current research on data-driven best practices and service delivery models of special education for the special education student through analysis and assessment of program functioning more broadly. Explores the professional development process to keep special education teachers apprised of new advances, utilizing adult learning theories and addressing identification, service delivery, and use of assistive technology for special education. This course stresses district-wide utilization of Response to Intervention and measurement of P-12 student learning with a particular focus on programming and assessment.
OFF-CAMPUS GRADUATE EDUCATION PROGRAMS

Off-Campus Master’s Programs

The College of Education offers the Master of Arts in Curriculum and Instruction (M.A.C.I.), the Master of Arts in Reading Instruction (M.A.R.I.), and the Master of Arts in Educational Leadership (M.A.E.L.) degrees at off-campus sites throughout the University’s authorized operating region, which includes Illinois and Wisconsin. In addition to these degrees, candidates can obtain Type 75 Certification through the M.A.E.L. Program and a #177 Certification in Reading Teacher Endorsement through the M.A.R.I. program. An administrative office is maintained at the George Williams College campus in Williams Bay, Wisconsin, and courses for the M.A.C.I., M.A.R.I., M.A.E.L., M.A.S.E. Type-75 Certification, Reading Specialist and Ed.D. licensure programs are offered at that location.

George Williams College of Aurora University is considered an out-of-state institution by the Wisconsin Department of Public Instruction (DPI). As such, candidates pursuing certification/degrees from the College of Education at GWC must complete all Illinois preparation program requirements, including the clinical experiences and testing requirements for Illinois.

Master of Arts in Reading Instruction (M.A.R.I.) candidates who are completing the Reading Specialist Type #10 Certification are required to take the K-12 APT test and the content area (#176) examination.

Master of Arts in Reading Instruction (M.A.R.I.) candidates who are completing the Reading Teacher Endorsement are required to take the content area (#177) examination.

Master of Arts in Educational Leadership (M.A.E.L.) candidates who are completing the Type #75 Administrative Certification are required to take the content area (#186) examination.

Candidates then apply for Wisconsin licensure and may be required to complete additional content and/or testing requirements after the DPI reviews the degree to determine comparability with Wisconsin requirements.

In addition, the University maintains formal partnership affiliations with over 130 school districts, educational service centers, museums, and other educational entities for the purpose of delivering off-campus University-approved graduate courses in education. These courses are designed in cooperation with the various associated partners and are designed to enhance the instructional skill and content knowledge of practicing K-12 teachers.

Up to nine (9) semester hours of graduate coursework taken through the Aurora University’s Collaborating Academic Partnership Program may be applied, upon initial enrollment, to the College of Education advanced degree programs with the approval of the appropriate master’s degree chairperson.
The Off-Campus Master of Arts in Educational Leadership

Degree requirements for the M.A.E.L. and the Type 75 Certification are similarly met by a combination of residency coursework completed on-campus and/or at off-campus sites. Overall requirements are the same as for the on-campus program (see descriptions in this catalog).

NOTE: The M.A.E.L. leads to Illinois Type 75 (administrative) certification for Illinois residents. Refer to Off-Campus Graduate Programs above.

The Off-Campus Master of Arts in Reading Instruction

The degree requirements for the M.A.R.I. are the same as those for the campus-based program (see descriptions in this catalog). However, at off-campus sites, candidates meet the requirements for their supervised clinical practicum coursework by completing University graduate courses delivered in conjunction with cooperating organizations. Content course requirements are met through on-site intensive courses delivered by full-time and adjunct faculty of the College of Education. Many of the content courses contain field experiences in which candidates are required to implement reading strategies within their classrooms or with tutoring sessions involving a struggling reader.

Meeting Graduation Requirements Off-Campus

A maximum of six (6) semester hours taken as a graduate student-at-large may be applied toward the requirements of the M.A.C.I., M.A.E.L., or M.A.R.I. degrees. Candidates who may wish to complete any of these credentials are therefore advised to apply for admission as a master’s candidate in the program before the 6-semester hour limit.

All graduate transfer credit from other institutions must be submitted at the time of acceptance into the M.A.C.I., M.A.R.I., and M.A.E.L. programs. Previous coursework must have been completed within the last five years; a maximum of nine (9) semester hours earned at other regionally accredited graduate institutions may be transferred and applied to the M.A.C.I., M.A.R.I., and M.A.E.L. programs at the discretion of the program faculty. Practicum coursework completed at other institutions cannot be transferred toward coursework for degree or certification programs at Aurora University. Once a candidate is admitted to the M.A.C.I., M.A.R.I. or M.A.E.L. program, a maximum of 18 semester hours earned in each calendar year may be applied toward the degree or certification requirements, including a maximum of 9 semester hours taken during the summer session.

Cohort M.A.C.I. and M.A.E.L. Degree Programs and Type 75 Certification

This is a complete 36 semester-hour master’s degree program delivered collaboratively by way of a partnership between Aurora University and an individual school district (or consortium of small districts) to a specified cohort group. Courses are presented at the site by College of Education faculty. An elective field-based component is developed around the strategic needs of the collaborating partner. The required courses of the M.A.C.I. degree, (seven core courses) are taught by AU faculty. Refer to the general core courses described under Master
of Arts in Curriculum and Instruction. The elective courses, developed collaboratively by AU and the school district, provide the field-based component. Characteristics of the elective portion:

- It may incorporate a school district’s entire staff development offerings.
- It may be developed around the district’s school improvement directions.
- It may be derived from the school district’s strategic plan.
- District faculty meeting Aurora University’s requirements for adjunct instructors may fully staff the elective component of the degree.
- The district may arrange for other qualified staff developers to provide elective coursework and/or work with the University to schedule field-based electives taught by AU faculty.

The required courses of the M.A.E.L. degree are designed to meet the Illinois Type 75 state certification requirements.

Admission requirements may be modified for cohorts. Entry is dependent upon recommendation of the candidate’s immediate supervisor. Course schedules developed for cohort members must be the equivalent of on-campus class time and conform to on-campus schedules.

**Cohort M.A.R.I. Degree Program and Reading Teacher Endorsement**

This is a complete 36 semester hour Master’s degree and certification program delivered collaboratively through a partnership formed by Aurora University and an individual school district (or consortium of small districts) to a specified cohort group. The required courses of the M.A.R.I. degree program are instructed by Aurora University faculty. The coursework is designed to meet the Illinois Reading Specialist certification (#176). Refer to Off-Campus Graduate Programs above.
Doctor of Education (Ed.D.)

Program offered in Aurora and at the George Williams College campus in Williams Bay, Wisconsin.

Leadership in Educational Administration

Leadership in Curriculum and Instruction

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

Each fall, a new cohort is admitted on the Aurora campus. Each student becomes part of a stable cohort of students. Faculty make an effort to create a collegial, friendly, and collaborative environment that supports rigorous study. The cohort stays together for the three years of the program. The Wisconsin cohorts feature a weekend class schedule.

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

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

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

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

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

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

- A completed application form.
- At least three references:
  - A person familiar with the candidate’s academic work
  - A person familiar with the applicant’s professional work such as a principal, department chair, etc. (not the same person as below)
  - A person representing the school district/employer who can assess the candidate’s leadership potential.
- One set of official transcripts for all graduate study, showing completion of an appropriate master’s degree from a regionally accredited university.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant’s leadership background. Note: Candidates should refer to the Web page “Criteria for Review of Candidates for Admission,” www.aurora.edu/academics/programs-majors/graduate/edd/criteria-review.html to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.
- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the Ed.D. program.
- One example of an accomplished scholarly or professional project/product/report/paper, etc. that the candidate considers to be an indication of leadership and scholarship in curriculum/instruction and/or administration.
- A reflection on the submitted example, placing it in context and explaining clearly how it is a representation of the leadership/scholarship ability and potential of the candidate.

Annual Progress

After their first year, candidates submit a reflection on their progress toward the Ed.D. program outcomes. At the end of their second year, candidates take a comprehensive examination in which they apply their learning to issues arising from educational practice.

Degree Requirements for the Ed.D. Program

- A minimum of 60 semester hours (beyond the master’s degree): 42 hours of coursework, 6 hours of directed or other study, 12 hours of dissertation.
- A proposal and dissertation that involve the application of research methodology and literature to inform or improve professional practice.
• Completion and submission of a reflection on progress toward Ed.D. program outcomes and a comprehensive examination, as well as maintenance of satisfactory progress.

• Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment.

Curriculum/Schedule

Candidates who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened program would take one course in the fall and spring terms, completing all coursework by the end of the third year. All courses are taught in Aurora on Wednesday evening and Saturday morning except during the first term when the classes are taught on Tuesday evening and Saturday morning. Classes in Wisconsin meet on Saturdays.

Leadership in Educational Administration

Year 1:
EDU7010 Introduction to Educational Research (4)
EDU7110 School Reform/School Renewal: Seminar (3)
EDU7120 Policy Analysis/Research in Education (4)
EDU7135 Dynamics of Organizational Theory and Change (4)
EDU7140 Seminar in Advanced Education Law (3)
EDU7150 Advanced Human Resources Administration (3)

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

Year 3:
EDU7750 Educational Leadership Internship (3)
In addition to the internship, candidates complete 3 semester hours of directed study, EDU7830; or an advanced research course, EDU7200 or EDU7210; and 12 semester hours of proposal and dissertation; EDU7800, for a total of 18 semester hours.

Leadership in Curriculum and Instruction

Year 1:
EDU8010 Introduction to Educational Research (4)
EDU8110 School Reform/School Renewal: Seminar (3)
EDU8130 Foundations for Curriculum Studies (4)
EDU8135 Dynamics of Organizational Theory and Change (4)
EDU8150 Technology for Educators (3)
EDU8170 Curriculum for Race, Gender, Culture and Ethnicity (3)
Year 2:
EDU8080 Curriculum Design I (3)
EDU8100 Quantitative Educational Research (4)
OR
EDU8190 Qualitative Research in Education (4)
EDU8160 Clinical Supervision and Teacher Development (K-12 Education Emphasis) (3)
EDU8180 Leadership and Implementation of Curriculum (4)
EDU8220 Teaching: Current Research and Theory (K-12 Education Emphasis) (3)
EDU8225 Philosophies of Adult Learning (Adult Education Emphasis) (3)
EDU8250 Principles and Practices of Assessment and Program Evaluation (4)
MBA6200 Human Resources Administration (Adult Education Emphasis) (3)

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

Doctoral Program Course Descriptions

EDU7010/8010 Introduction to Educational Research 4 semester hours
The purpose of this course is to provide an introduction to the major research paradigms of educational research: quantitative and qualitative. At the same time, the course will provide the skills and knowledge necessary to read critically educational research literature. Students will examine current research practices in education, analyze research findings related to current educational issues, and analyze and evaluate the implications of those findings.
Prerequisite: Acceptance into the Ed.D. program.

EDU7100/8100 Quantitative Educational Research 4 semester hours
This course examines educational quantitative research design and data analysis. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between research design and the appropriate selection and use of simple and complex descriptive and inferential statistics.
Prerequisite: EDU7010/8010.

EDU7110/8110 School Reform/School Renewal: Seminar 3 semester hours
After examining specific reform/renewal movements in American education history and learning about the factors that affect and affect the success of reform/renewal, this course will turn its attention to current school reform/renewal issues, policy and initiatives and analyze them from historical, philosophical, political, economic, and social perspectives. This course is considered foundational to both strands of the Ed.D. Program in that it provides students with necessary background perspectives to understand and discuss current trends, issues, research, policies, principles and practices of education in America.
Prerequisite: Acceptance into the Ed.D. program.
EDU7120 Policy Analysis/Research in Education

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

Prerequisite: Acceptance into the Ed.D. program.

EDU7135/8135 Dynamics of Organizational Theory and Change

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

Prerequisite: Acceptance into the Ed.D. program.

EDU7140 Seminar in Advanced Education Law

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

Prerequisite: Acceptance into the Ed.D. program.

EDU7150 Advanced Human Resources Administration

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

Prerequisite: Acceptance into the Ed.D. program.

EDU7170 Administration of Educational Facilities

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

Prerequisite: Acceptance into the Ed.D. program.
EDU7190/8190  Qualitative Research in Education  4 semester hours
Building upon Introduction to Educational Research, the first part of this course will examine research design and data collection for a number of types of qualitative research: lived experience, narrative inquiry, life history/oral history, ethnography, case study, documentary research, ethnography, micro-ethnography, grounded theory, descriptive/interpretive, critical theory/feminist. Issues such as ethics, validity and reliability, and the role of the practitioner-researcher will be addressed. The second part of this course will address data analysis and representation examining types of data analysis and management and critical issues in qualitative research.
Prerequisite: EDU7010/8010.

EDU7200/8200  Advanced Quantitative Research  3 semester hours
This course builds upon Introduction to Educational Research and Quantitative Research in Education I. This course will examine advanced topics in quantitative research design and data collection, and various data analysis techniques. The use of IBM SPSS in data analysis will be stressed. The quantitative research concerns of individual students will also be addressed.
Prerequisite: EDU7100/8100.

EDU7210/8210  Advanced Qualitative Research  3 semester hours
Building upon Introduction to Educational Research and Qualitative Research in Education I, this course will emphasize data analysis, its assumptions, variations, and processes. The course will also examine various ways of presenting and communicating the findings of qualitative research, and students will read and analyze examples of qualitative research. Issues such as ethics, validity and reliability will continue to be addressed.
Prerequisite: EDU7190/8190.

EDU7220  Economics of Education  4 semester hours
This course will focus on the relationship between economics and the provision of educational services. Current topics in educational economics such as returns to investment in education, school choice, teacher compensation, accountability, and privatization of education will be examined. Students will learn how to analyze issues from an economic perspective. As well, the course will examine current problems in school finance, including costs, ability to support schools, and financial implications of educational principles. Problems of federal, state, and local school support will be examined.
Prerequisite: Acceptance into the Ed.D. program.

EDU7225  Curriculum for Administrators  3 semester hours
This course provides administrators with an overview of how to provide curriculum leadership, including designing, aligning, implementing, and evaluating curriculum. It examines the curriculum development cycle from concept, through writing and piloting, to formative evaluation, revision, and implementation. Students will focus on aligning a curriculum with other curricula and with state standards. They will also discuss providing leadership around professional development. Students will complete a practical project that involves evaluating a district-wide curriculum.
Prerequisite: Acceptance into the Ed.D. program.
EDU7240  Administration of Technology and Technology for Administrators  2 semester hours
As the title suggests, this course will have two foci. The course will concentrate on issues surrounding technology in the schools and on the administrative functions that technology requires. It will also concentrate on the functions that technology can play in efficient management and management of information. The course will include lab experiences.
Prerequisite: Acceptance into the Ed.D. program.

EDU7260  The Modern Superintendency  3 semester hours
Candidates will take this course toward the end of their academic program. As such, The Modern Superintendency will provide a practical, capstone experience, during which candidates will analyze, synthesize, and apply their knowledge from previous courses. The course will take a very broad perspective in examining the job of superintendents in today’s schools. Students will examine: 1. the leadership characteristics of modern superintendents, 2. the role of the superintendent in 21st Century schools, and 3. the many challenges facing superintendents in today’s educational environment.
Prerequisite: Acceptance into the Ed.D. program.

EDU7270  Assessment for Administrators  3 semester hours
This course will explore assessment issues faced by administrators, especially issues around high-stakes standardized tests. Candidates will address essential concepts around interpreting and using assessments, including ethical behavior, reliability, validity, and interpreting norm-referenced scores. In light of the purposes of assessment, they will examine and critically analyze specific testing/assessment programs and consider the elements of an ideal district assessment program.
Prerequisite: Acceptance into the Ed.D. program.

EDU7830/8830  Directed Study  3 semester hours

EDU7750  Educational Leadership Internship  3 semester hours
The Internship in Educational Leadership provides continued practical experience in the student’s major field, under close supervision and direction of local school district personnel and doctoral faculty members. The internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational, and contextual leadership program standards associated with the Ed.D. program at Aurora University. The outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. Each internship is unique to the needs of that particular doctoral candidate and comes at, or near, the end of the formal program of studies. It is understood that effort expending during the internship must be comparable to formal coursework. This effort translates into approximately 60-65 clock hours devoted to the internship for 3 semester hours of credit.
Prerequisite: Acceptance into the Ed.D. program.

EDU7800/8800  Dissertation  12 semester hours
In this course, divided over two or more semesters, the candidates work one-on-one with members of their dissertation committee, writing and defending the proposal, submitting the proposal to the Institutional Review Board, collecting and analyzing data, writing the dissertation, and preparing for the dissertation defense.
EDU7980/8980 Independent Study  
3 semester hours

EDU8080 Curriculum Design I  
This course will examine principles and research in the design and development of instructional materials and curriculum. The development cycle of conceptualization, writing, formative evaluation and revision of instructional materials, including textbooks, is examined. The realities of publishing and marketing instructional materials are explored as are procedures for evaluating and selecting instructional materials. A contemporary curriculum project and research related to that project are examined for its assumptions, development process, content and effectiveness. Candidates will design instructional materials, employing best practice in the design.  
**Prerequisite:** Acceptance into the Ed.D. program.

EDU8130 Foundations for Curriculum Studies  
4 semester hours
The course will examine epistemologies influencing the field of curriculum and curriculum development. It will also explore the history of the curriculum field. Primary and secondary source readings will be used, as well as analyses of curriculum.  
**Prerequisite:** Acceptance into the Ed.D. program.

EDU8150 Technology for Educators  
3 semester hours
This course will examine the theoretical foundations and research into various techniques of learning technologies: computer-based and internet-based technologies, virtual classrooms and schools, Web 2.0, digital libraries, videoconferencing, virtual reality, networks, discussion forums, interactive whiteboards, online courses, etc. As well, the course will include discussions and readings about access, ethics, equity, privacy, and the impact of the technologies on society in general and education in particular. Students will be exposed to applications for various curriculum subjects and will analyze technology standards for students, teachers and administrators (NETS). In lab sessions, students will examine specific technologies and design learning experiences that integrate technology.  
**Prerequisite:** Acceptance into the Ed.D. program.

EDU8160 Clinical Supervision and Teacher Development  
3 semester hours
This is an advanced course in supervision which focuses on the theory and practice of supervision and teacher development. The focus will be on supervision as an instructional process, the aim of which is to improve instruction. Both pre-service and in-service supervision will be discussed.  
**Prerequisite:** Acceptance into the Ed.D. program.

EDU8170 Curriculum for Race, Gender, Culture and Ethnicity  
3 semester hours
This course will examine educational responses to diversity and inequality of educational opportunity. Students will focus on programs, policies and curricula aimed at ameliorating problems faced by disenfranchised groups in contemporary P-12 schools. Issues such as race, gender, class, exceptionalities, etc. will be addressed.  
**Prerequisite:** Acceptance into the Ed.D. program.
EDU8180  Leadership and Implementation of Curriculum  4 semester hours
This course will evaluate traditional approaches to leadership as well as contemporary theories and styles of leadership. Candidates will examine principles underpinning leadership such as their own values, personal philosophy and beliefs. Candidates will apply leadership content to the role of Curriculum Director in a school district. They will critically analyze selected curricula and curricular trends (P-12) from a number of perspectives, develop a curriculum in an area of interest and reflect on how to implement the curriculum effectively.
Prerequisite: Acceptance into the Ed.D. program.

EDU8220  Teaching: Current Research and Theory  3 semester hours
This course will explore the research literature on classroom teaching and the contrasting conceptual and methodological approaches upon which the research is based. The course is designed to help students become knowledgeable about the major areas in the field, develop a critical perspective on contrasting paradigms and raise questions about the implications of research on teaching for curriculum, instruction, evaluation and professional development.
Prerequisite: Acceptance into the Ed.D. program.

EDU8225  Philosophies of Adult Learning  3 semester hours
The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution, and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning.
Prerequisite: Acceptance into the Ed.D. program.

EDU8250  Principles and Practices of Assessment and Program Evaluation  4 semester hours
This course explores issues and practices of the evaluation and assessment of educational outcomes, including student learning, curriculum effects, program evaluation, teacher competency, and the impact of large scale assessment programs. Students examine and analyze critically specific testing/assessment programs and read, analyze and evaluate selected curriculum and program evaluations and design a program or curriculum evaluation. Although the course does not have a statistical measurement focus, it will require students to read and understand assessment results.
Prerequisite: Acceptance into the Ed.D. program.

Graduate Faculty — Master’s Programs
Margaret “Peg” Anderson  Maribeth Juraska
Henry “Hank” Boer  Roger Kriewaldt
Jocelyn Booth  Dan McAllister
Kathleen Bradley  Dionnes Rivera
Deborah Brotcke  Alice Rusevic
Richard Carlson  John Struck
Joan Erickson  Thomas Watrobka
Thomas Jackson
**Pro-Rata Faculty — Master’s Programs**

Maria Cordoba  
Dan Bertrand  
Deborah Brouman  
David Booth  
Craig Gaska  
Pamela Kibbons  
Steve Klein  
Ralph Kober  
Debra LeBlanc  
Elliott Lenoff  
Sandra Millar  
Ray Rogina  
Melissa Rottmann  
Kathryn Watson  
Robert Wulffen

**Doctoral Program Faculty**

Ronald Banaszak  
Marvin Edwards  
Joan Fee  
Brian Husby  
Sandy Prolman  
Jay Thomas  
Faith Wilson
COLLEGE OF PROFESSIONAL STUDIES
Mission Statement

The Dunham School of Business shapes learners into knowledgeable professionals who, through critical thinking and communication skills, add value to their communities and organizations.

Core Values

We offer the following core values as reflective of the fundamental and enduring character of the Dunham School of Business:

- Integrity — We are committed to a sense of fair play, to forthrightness and honesty, and to an adherence to ethical values in guiding our actions.
- Student Centeredness — We honor the commitment to extend ourselves in terms of serving the academic and professional needs of our students as lifelong learners.
- Integrative — We recognize and are dedicated to the value of blending the theoretical with the real world of practical experience in order to shape well-rounded business professionals.
- Outreach — We seek to serve our community through efforts that extend beyond the classroom to share our resources, sound counsel and service to our many publics.

Purpose

The purpose of the Dunham School of Business is to transform learners into developing professional leaders.

Master of Science in Accountancy (M.S.A.)

Aurora University’s Master of Science in Accountancy degree is designed to prepare students to successfully complete professional accountancy exams and commence professional practice as accountants. Program graduates will be prepared to become CPAs and CMAs practicing in the areas of financial accounting and reporting, managerial accounting, taxation and attest services.

The program design includes two tracks. One meets the needs of persons with undergraduate degrees in accountancy. It consists of 30 semester hours of training and can be completed in one year of full-time studies or two years of part-time studies. The second track is designed to meet the needs of persons with baccalaureate degrees in areas other than accounting. It consists of 48 semester hours of graduate study. Both tracks, when combined with the credits earned
during the baccalaureate experience, provide the credits necessary to qualify to take the Uniform Certified Public Accountant Examination.

**Admission**

Candidates may be admitted to the Master of Science in Accountancy program in any of five terms throughout the year.

- Completed Application for Admission
- Transcripts (official, sealed in envelope) from all prior colleges and/or universities. Transcripts should be sent to:
  
  Aurora University  
  Center of Adult and Graduate Studies  
  347 S. Gladstone Ave.  
  Aurora, IL 60506

  Aurora University can accept official electronic transcripts when sent directly from a college or university to AU-ETranscripts@aurora.edu.
- Bachelor’s degree from a regionally accredited institution with a grade point average of 3.00 or greater (on a 4.0 scale). Students with a GPA of less than 3.00 will be considered on a case-by-case basis.
- An interview with the program director
- A professional resume
- Three (3) letters of recommendation or completed recommendation forms

**Attendance Policy**

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

**Academic Standards and Evaluation**

Grades will be assigned to each student at the conclusion of each course according to the procedures outlined in the section “Graduate Grading System.”

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in the M.B.A. program and they must be balanced by two grades of “A.” If a “C” is received within the first three courses, the student may be removed from the program by action of the program faculty.

**M.S.A. Program Detail**

**Required Courses for those without a bachelor’s degree in Accounting**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC5210</td>
<td>Financial Accounting and Reporting I</td>
<td>3</td>
</tr>
<tr>
<td>ACC5220</td>
<td>Financial Accounting and Reporting II</td>
<td>3</td>
</tr>
<tr>
<td>ACC5230</td>
<td>Advanced Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC5240</td>
<td>Attest Services</td>
<td>3</td>
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<tr>
<td>MBA5140</td>
<td>Foundations of Economics</td>
<td>3</td>
</tr>
<tr>
<td>MBA6050</td>
<td>Financial Management</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Program Requirements:

Required Courses
- ACC6110 Accounting Theory, Practice and Reporting (3)
- ACC6120 Advanced Cost and Managerial Accounting (3)
- ACC6130 International Accounting and Reporting (3)
- ACC6140 Governmental and Not-for-Profit Accounting (3)
- ACC6150 Accounting Information Systems (3)
- ACC6160 Advanced Attest Services (3)
- ACC6170 Taxation of Persons, Trusts, Gifts and Estates (3)
- ACC6180 Taxation of Corporations, Partnerships and Not-for-Profits (3)
- ACC6190 Business Regulation (3)
- ACC6200 Seminar in Professional Accounting Research and Practice (3)

Course Descriptions

ACC5210  Financial Accounting and Reporting I  3 semester hours
The study of accounting theory and practice with emphasis on assets, liabilities and equity. Includes the standard setting process, accrual process, preparation of the balance sheet and income statement, accounting for discontinued operation and extraordinary items. Key topics are accounting treatment of monetary assets, accounts receivable, inventories, plant assets, intangible assets, current liabilities, long term debt, contingencies and bonds. Course focuses on resolution of complex accounting problems in the construct of professional practice.
Prerequisite: ACC2020 or equivalent.
Substitution: ACC3110 or equivalent may be substituted for ACC5210.

ACC5220  Financial Accounting and Reporting II  3 semester hours
The study of accounting theory and practice with emphasis on equity and the income statement. Additional topics include revenue recognition, income taxes, pensions and post retirement benefits, leases, accounting changes, cash flow statements and financial statement disclosures. Includes computation of earnings per share for both complex and non-complex capital structures. Course focuses on resolution of complex accounting problems in the construct of professional practice.
Prerequisite: ACC5210.
Substitution: ACC3120 or equivalent may be substituted for ACC5220.

ACC5230  Advanced Accounting  3 semester hours
The study of accounting principles and practices as they relate to consolidated reporting, business combinations, segment and interim reporting, legal reorganizations, liquidations and partnerships.
Prerequisite: ACC5220.
Substitution: ACC4140 or equivalent may be substituted for ACC5230.

ACC5240  Attest Services  3 semester hours
Foundational study of generally accepted auditing standards and procedures leading to professional audit, review and compilation opinions. Particular emphasis is placed on procedures used in examining financial statements, supporting records and internal controls. Key concepts are presented in the context of the auditor’s responsibility to third parties and the profession’s canon of ethics. Audit
procedures receive special attention. Key areas of audit procedure instruction include cash, receivables, prepaid expenses, inventory, fixed assets, current liabilities, long-term debt and shareholder equity. Computer aided auditing and statistical methods will also be reviewed.

**Prerequisite:** ACC5220.

**Substitution:** ACC4410 or equivalent may be substituted for ACC5240.

**ACC6110 Accounting Theory, Practice and Reporting** 3 semester hours
Further study of financial accounting and reporting. Emphasis on reporting and disclosure, particularly in the context of contemporary issues such as stock options, pensions, investments, deferred taxes, and international accounting. Includes research and preparation of financial statement notes using guidance from the accounting standards codification.

**Prerequisite:** ACC5220 or equivalent.

**ACC6120 Advanced Cost and Managerial Accounting** 3 semester hours
Advanced cost and managerial accounting explores the need for accounting information by managers in planning, controlling, and making decisions. Special emphasis is given to determining, analyzing and controlling costs, the application of cost, volume profit analysis, management of aggregate costing through linear programming, and a survey of the methods of cost and inventory accounting.

**Prerequisite:** Admission to the program.

**ACC6130 International Accounting and Reporting** 3 semester hours
This course integrates International Financial Reporting Standards (IFRS) into a financial accounting course and leverages comparisons between U.S. GAAP and IFRS (the two most commonly applied sets of accounting standards in the world) to enhance the development of a “critical thinking” approach to financial accounting and reporting. The goal of the course is to enhance student understanding of the links between the underlying transactions, the application of reporting standards for those transactions, and the financial reports obtained from a global/international perspective. In addition, the course will provide students with a basic understanding of IFRS, a relatively new set of accounting standards gaining wide acceptance throughout the world and being considered for adoption within the U.S.

**Prerequisite:** ACC5220 or equivalent.

**ACC6140 Governmental and Not-for-Profit Accounting** 3 semester hours
This course focuses on accounting and budgeting concepts applied to the management of government and not-for-profit organizations. Key areas of inquiry include fund accounting, the modified accrual method, legislative and board of trustee processes, appropriation and approval of expenditures, and the role of financial statements and audits in public entities. Students will be exposed to accounting standards promulgated by the Government Accounting Standards Board and the “Yellow Book” auditing standards and explore the differences between such standards and those used by commercial enterprises.

**Prerequisite:** Admission to the program.
ACC6150  Accounting Information Systems  3 semester hours
A study of the flow of accounting information through accounting systems and other information systems. The course integrates student knowledge of the various branches of accounting with computerized information systems. Special emphasis will be given to the analysis, design, and auditing of computerized accounting information systems. This course is intended to be an interactive learning experience with students making liberal use the accounting information laboratory.
Prerequisite: Admission to the program.

ACC6160  Advanced Attest Services  3 semester hours
Course provides a foundation in assurance, attestation, and auditing fundamentals for future financial, managerial, systems, and tax professionals. The emphasis of this course is on conceptual, theoretical and practical aspects of auditing financial statements. Key topics include application of generally accepted auditing standards, the role of regulation I auditing, the basis and choice of various audit opinions. This course will assist professional accountants, as clients of assurance service providers, to prepare for and manage audits and other attestation and assurance engagements.
Prerequisite: ACC5240 or equivalent.

ACC6170  Taxation of Persons, Trusts, Gifts and Estates  3 semester hours
The study of individual income tax principles including filing status, personal exemptions, the totality of income and deductions and credits. Students are introduced to Forms 1040, 1040A, 1040EZ and all supporting schedules. Further emphasis of the course is on methods of personal wealth transfer through trusts, gifts and estates. Students are introduced to various transfer vehicles and the tax implications of each. Introduction of Forms 1041, 709 and 706 is an integral part of the course.
Prerequisite: Admission to the program.

ACC6180  Taxation of Partnerships, Corporations, and Not-for-Profits  3 semester hours
The object of this course is to provide students with instruction in the essential theory and practice of federal income tax compliance for businesses. Students successfully completing the course are expected to be sufficiently grounded in tax codes, research resources, the vast array of income, deduction, exemption, dependencies and credit options to correctly and efficiently prepare the vast majority of federal business income tax returns.
Prerequisites: ACC5220 or equivalent, ACC6140.

ACC6190  Business Regulation  3 semester hours
A study of the legal issues relative to the practice of public accounting and auditing. Chief among topics explored will be securities laws, commercial paper, uniform commercial code, bankruptcy, business organizations, debt regulation, and selected government regulations. Students will also become acquainted with the ethical standards of the American Institute of Certified Public Accountants.
Prerequisite: Admission to the program.
ACC6200  Seminar in Professional Accounting  
Research and Practice  3 semester hours
A study of positive and negative examples of accounting practice. This case-based 
course is intended to impress upon students the serious responsibility of account-
ants and the ways in which failure to properly execute professional responsibility 
can impact society. It also emphasizes the need for and technique of accounting 
research in making informed accounting decisions. The key concepts of the 
course include judgment, materiality, conservatism, valuation, disclosure, tangible 
vs. intangible balance sheet captions, contingencies, and the nature of the 
accountant/client relationship. The Seminar in Professional Accounting Prac-
tice is intended to assist students make a transition of the theoretical accounting 
construct of the educational institution to their practice as professionals.
Prerequisite: ACC6160.

MBA5140  Foundations of Economics  3 semester hours
This course is presently offered in the MBA program.
Substitution: ECN2010 and ECN2020 or equivalent may be substituted for 
MBA5140.

MBA6050  Financial Management  3 semester hours
This course is presently offered in the MBA program
Substitution: BUS3400 or equivalent may be substituted for MBA6050.

Master of Business Administration (M.B.A.)
Program offered in Aurora and at the Woodstock Center, Woodstock, IL.  
(Leadership Concentration only).

The M.B.A. focuses on integrated learning experiences and is designed for 
those students desiring either a broad understanding of business operations or 
one of four concentrations. Students may enter the program in any of five mod-
ules during the calendar year. Students develop problem-solving and team-build-
ing skills. They also learn to create an environment in which they can comfortably 
and confidently learn from each other as well as from the faculty.

The program is designed for the working professional. Classes are scheduled 
to meet one night per week for eight weeks. Many are also delivered in a week-
day format. Students entering the program who are not undergraduate business 
majors will be required to take courses designed to provide them with the under-
standing of business necessary to pursue graduate-level work in the field.

Admission Requirements
The general admission requirements are to be found in the section “Graduate 
Admission Requirements.” In addition to the requirements listed there, it is 
expected that applicants to the M.B.A. program will have at least two years of pro-
fessional work experience. An interview with the Director of the M.B.A. program 
is required.
Attendance Policy

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

Academic Standards and Evaluation

Grades will be assigned to each student at the conclusion of each course according to the procedures outlined in the section “Graduate Grading System.”

At the graduate level, a “C” grade indicates less than complete mastery of the content of a course. Only two grades of “C” are accepted at the graduate level in the M.B.A. program and they must be balanced by two grades of “A.” If a “C” is received within the first three courses, the student may be removed from the program by action of the program faculty.

Residency Requirement

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive the M.B.A. degree. A maximum of 6 semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the director. See the section “Transfer of Credit” for the conditions governing the transfer of credit.

M.B.A. Program Detail

The following courses are required for entry into the M.B.A. program. Normally undergraduate business majors will have taken all of these courses and, if so, are eligible for entry directly into the program. Majors in other undergraduate fields may have had one or more of these courses and, if so, they need not be repeated. An interview with the prospective student will determine which, if any, prerequisite courses will be needed.

Prerequisite Courses for the Graduate Business Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC2010</td>
<td>Foundations of Financial Accounting</td>
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<tr>
<td>OR</td>
<td>MBA5120 Foundations of Accounting</td>
</tr>
<tr>
<td>ACC2020</td>
<td>Foundations of Management Accounting</td>
</tr>
<tr>
<td>OR</td>
<td>MBA5120 Foundations of Accounting</td>
</tr>
<tr>
<td>BUS2010</td>
<td>Legal Environment of Business</td>
</tr>
<tr>
<td>BUS2300</td>
<td>Foundations of Marketing</td>
</tr>
<tr>
<td>BUS3200</td>
<td>Foundations of Management</td>
</tr>
<tr>
<td>ECN2010</td>
<td>Foundations of Microeconomics</td>
</tr>
<tr>
<td>OR</td>
<td>MBA5140 Foundations of Economics</td>
</tr>
<tr>
<td>ECN2020</td>
<td>Foundations of Macroeconomics</td>
</tr>
<tr>
<td>OR</td>
<td>MBA5140 Foundations of Economics</td>
</tr>
<tr>
<td>MTH1120</td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>OR</td>
<td>ECN3300 Business Statistics</td>
</tr>
<tr>
<td>OR</td>
<td>MTH2320 General Statistics</td>
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</tbody>
</table>
M.B.A. Course Requirements

The M.B.A. degree requires 36 semester hours: 21 semester hours of required core courses plus 15 semester hours from electives, concentration courses and/or special topics courses.

M.B.A. Required Core Courses: 21 semester hours required

- MBA6020 Marketing Management (3)
- MBA6030 Leadership and Organizational Behavior (3)
- MBA6050 Financial Management (3)
- MBA6080 Managing Information Technology (3)
- MBA6100 Strategic Management (3)
- MBA6140 Managerial Accounting (3)
- MBA6500 Global Business Immersion (3)

OR

- MBA6880 Travel Study: Global Business Experience (3)

M.B.A. Concentrations and Electives

15 semester hours required from concentration courses, electives, and/or special topics courses

If a student elects to pursue a concentration, a minimum of 9 semester hours is required within the chosen concentration. The remaining semester hours can be chosen from any other concentration or special topics courses.

M.B.A. Concentration in Human Resource Management

- MBA6200 Human Resource Management (3)
- MBA6210 The SHRM® Learning System Course (3)
- MBA6220 Human Resource Information Systems (3)
- MBA6230 Strategic Human Resource Management (3)

M.B.A. Concentration in Leadership

(Offered in Aurora and at the Woodstock Center)

- MBA6610 Leading Organizational Development (3)
- MBA6620 Leading Strategically (3)
- MBA6630 Leading Teams (3)
- MBA6810 Servant Leadership (check course no.) (3)

M.B.A. Concentration in Technology and Operations Management

- MBA6400 Coordinating and Managing Supply Chains (3)
- MBA6410 Operations Strategy (3)
- MBA6420 Innovation and Venture Initiation (3)
- MBA6810 ST: Project Management (3)
Course Descriptions

M.B.A. Prerequisite Courses

MTH1120 Finite Mathematics 3 semester hours
Students will be introduced to the tools of finite mathematics: review of basic functions, linear equations, matrices, financial mathematics, linear programming. It enables the business or social science student to read mathematics and use it as a tool.
Prerequisite: MAT1100 or placement in MAT1120 based on demonstrated student outcomes on AU mathematics competency examination.

BUS2010 Legal Environment of Business 3 semester hours
This course introduces students to the nature of the legal system in which society functions, including criminal law, litigation, basic business agreements, business entities and government regulation.
No prerequisites.

BUS2300 Foundations of Marketing 3 semester hours
In this course, students will be introduced to all aspects of marketing foundations and principles with a focus on an application of meeting target customers needs and wants. A marketing strategic approach based on product, pricing, promotional, and place objectives helps to manage brand building, value delivery, methodology, evaluation of market opportunities based on changes in environmental business forces. Analyzing marketing problems and providing solutions based on critical examination of marketing information will also be included.
No prerequisites.

BUS3200 Foundations of Management 3 semester hours
The purpose of this course is to introduce students to the fundamental concepts and techniques involved in managing today’s dynamic organization. A solid grounding in management is essential to successfully guiding organizations. Students will become familiar with such basic managerial practices as planning, organizing, leading and controlling in a variety of organizational settings.
No prerequisites.

MBA5120 Foundations of Accounting 3 semester hours
This course introduces basic financial and managerial accounting concepts from the viewpoint of the user. Emphasis is on developing critical decision-making skills through the study of problems and cases. It will also cover financial statement analysis.
No prerequisites.

MBA5140 Foundations of Economics 3 semester hours
Students will be introduced to the domestic and global economies, business cycles, unemployment, and inflation. They will also be exposed to the economic decision process of firms and individuals as they attempt to maximize their relative well being.
No prerequisites.
M.B.A. Core Courses

MBA6020  Marketing Management  3 semester hours
The primary purpose of this course is to determine how to develop marketing strategy. Students will develop a client focus and learn how to target market. They will also study product, distribution, promotion, and pricing strategies. Upon completion of this course, the student will be able to conduct market-planning analysis, solve common marketing problems, develop marketing strategies, and implement introductory marketing campaigns.
Prerequisite: BUS2300 or equivalent.

MBA6030  Leadership and Organizational Behavior  3 semester hours
This course introduces students to an advanced treatment of the behavioral role of the leader interacting with others within the organization. It offers a critical review of leadership and human behavior, and addresses those behavioral concepts that influence such factors as group dynamics, interpersonal relations, and ultimately, organizational effectiveness.
Prerequisite: BUS3200 or equivalent.

MBA6050  Financial Management  3 semester hours
This course examines financial theory and activities connected with the organization and operations of a business. It explores: the relationship between management decisions and financial results, interpretation of financial reports, the development of financial projections, the evaluation of investment decisions, the relationship between risk and return, capital budgeting under risk and uncertainty, the cost of capital, and estimation of the value of a business or a security.
Prerequisite: MBA6140.

MBA6080  Managing Information Technology  3 semester hours
This course explores information as a critical resource of any organization, what information systems are, how they affect organizations, and how they can make an enterprise more efficient/competitive. Business system concepts, ethical aspects, global information and the Internet, and current technological issues are studied.
Prerequisite: BUS3200 or equivalent.

MBA6100  Strategic Management  3 semester hours
In this course, all functional disciplines are integrated together in an attempt to look at and comprehend some of the important issues in strategic management. It concentrates on modern analytical approaches and on enduring successful strategic practices. It is consciously designed with a technological and global outlook since this orientation in many ways highlights the significant emerging trends in strategic management. The course is intended to provide students with a pragmatic approach that will guide the environmental analysis, formulation, implementation evaluation and control, and the feedback systems needed to have a successful strategy. This course will cover strategic and tactical planning, budgeting, analysis of decision under uncertainty and change. Issues related to making ethical judgment and leadership are also covered. Teams of students complete strategic analyses, plans and recommendations for individual companies.
Prerequisites: MBA6020, MBA6030, MBA6050, MBA6080 and MBA6140.
### MBA6140 Managerial Accounting 3 semester hours
This course will explore and have students utilize the various accounting tools, techniques, and knowledge base used by managers to make more effective decisions. This course will look at a number of aspects within the accounting decision-making framework. These aspects will include: overview of accounting and financial reporting, how accountants measure and report, managing financial reporting, cost concepts and analysis, product costing and an introduction to cost management, analysis for capital investment decisions, and measurements for management. Business decision-making will be the focus of this course and the business cases approach will be used extensively.

**Prerequisites:** ACC2010 and ACC2020 or MBA5120 or equivalent.

### MBA6500 Global Business Immersion 3 semester hours
This course focuses on the differences between domestic and international businesses as well as the impact of the global economy on all functions of business.

**Prerequisite:** MBA6020.

### MBA6880 Travel Study: Global Business Experience 3 semester hours
Offered either on campus or on location at a non-U.S. site, this course focuses on the differences between domestic and international business and the impact of the global economy on all the functions of business.

**Prerequisite:** MBA6020.

### M.B.A. Concentration Courses

#### M.B.A. in Human Resource Management

##### MBA6200 Human Resource Management 3 semester hours
This course explores the basic concepts of individual and social behavior as they apply to the modern organizational environment and day-to-day issues of human resource management. Specific topics include: communication, motivation, training and development, compensation, and labor relations issues. Labor relation issues include: minority rights, sexual harassment and environmental concerns. Emphasis is on organizational development and team building.

**Prerequisite:** A course in management.

##### MBA6210 The SHRM® Learning System Course 3 semester hours
This program is offered in cooperation with the Society for Human Resource Management (SHRM®) as study material for the Professional in Human Resources (PHR) and Senior Professional in Human Resources (SPHR) certification examinations administered by HRCI. Modules include: Strategic Management, Workforce Planning and Employment, Human Resource Development, Compensation and Benefits, Employee and Labor Relations, and Occupational Health, Safety and Security.

**Prerequisite:** Two years exempt-level HR experience.

##### MBA6220 Human Resource Information Systems 3 semester hours
This course focuses on developing the skills necessary to select appropriate technology to transform a human resource function into a strategic business partner. Students will participate in hands-on activities including database design, exploring commercial HR software and design of a system to address a specific HR issue as they learn to build value-added HR organizations.

**Prerequisites:** MBA6200 and a course in information systems.
MBA6230  **Strategic Human Resource Management**  3 semester hours
This course will expose students to the “big picture” at the intersection of Human Resource Management (HRM), business policy, and competitive strategy. Students will be introduced to the “core competencies” necessary to become successful managers of human capital. A broad overview of strategic management processes with a special emphasis on the HR function will be the basis for critical dialogue on corporate-level and business unit-level strategy formulation and implementation.

**Prerequisites:** MBA6200 and a course in financial accounting.

**M.B.A. in Leadership**

MBA6610  **Leading Organizational Development**  3 semester hours
This leadership concentration course discusses this field in terms of how it has evolved during challenging times. Students will explore the literature on leadership as it applies to the complexities of the current business environment. In addition, the course will focus on what companies can do to develop tomorrow’s leaders and how to overcome the inevitable conflict and resistance to change. The three subsections are (1) developing tomorrow’s leaders (2) evolution of leadership and (3) leading in a complex environment.

**Prerequisite:** MBA6030.

MBA6620  **Leading Strategically**  3 semester hours
This leadership concentration course addresses how leaders can effectively utilize creative strategies. Students will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Students will also discuss moral ethical and legal issues that affect the ability to lead an organization. The subsections are (1) conflict resolution (2) crisis strategies and (3) moral, ethical and legal leadership (4) leading strategic changes.

**Prerequisite:** MBA6030.

MBA6630  **Leading Teams**  3 semester hours
In today’s global marketplace the organizations that thrive are the ones that anticipate change and create new adaptations to their business model. Creativity is the key to finding new opportunities and establishing a competitive advantage through collaborative teams and the use of organizational alliances and strategic partnerships. The three subsections are (1) creating competitive advantage through teamwork (2) global alliances & partners and (3) emerging topics.

**Prerequisite:** MBA6030.

MBA6810  **Servant Leadership**  3 semester hours

**M.B.A. in Technology and Operations Management**

MBA6400  **Coordinating and Managing Supply Chains**  3 semester hours
This course builds on a number of core topics in the M.B.A. curriculum. Topics explored include inventory management, distribution economics, retailing operations, and supply chain information technology. The course focuses on managing material and information flows across organizational boundaries from the “manager’s perspective” and emphasizes the challenges of managing across functional and firm boundaries. Cases are used to put challenges in context.

**Prerequisites:** MBA6010 and MTH1120 or MTH2300.
MBA6410  Operations Strategy  3 semester hours
This course will prepare students to identify and frame complex strategic issues in operations, design operating strategies that address those issues, and take effective action to achieve the full potential of the decisions. The course introduces students to concepts, tools, and techniques such as the design and evolution of multi-site operating networks, the selection and development of process technologies, and the creation of operating systems that effectively connect operations with suppliers, distribution channels, and customers. Emphasis is given to tools that students will need to participate effectively in decision-making early in their careers.
Prerequisites: MBA6010 and MTH1120 or MTH2300.

MBA6420  Innovation and Venture Initiation  3 semester hours
This course is divided into two parts: Intrapreneurship and Entrepreneurship. Intrapreneurship examines the range of internal and external forces that impact technological innovation and growth. Emphasis is placed on managerial initiatives that can influence the nature and rate of technology innovation and change, technology forecasting and assessment, R&D management, technical planning, and the use of organizational models. Entrepreneurship focuses on the strategic issues that entrepreneurs must address to exploit opportunities when industries are either created or transformed by emerging new technologies. Issues of starting, financing, growing, and managing a technology company are addressed with topics covering cutting edge business models, technology development and intellectual property issues, financing options, culture and human resource development, and alliances.
Prerequisites: MBA6020, MBA6030, MBA6140 and MBA6050.

Certificate Programs
Aurora University recognizes that some individuals seek short, more specialized programs of study to support professional growth. Therefore, Aurora University offers certificate programs in several business-related fields. Each certificate program is designed for professionals with time-demanding careers who want to become leaders in the complex business environment of tomorrow.

Certificates are open to students with any undergraduate major and credits completed within the certification program are fully applicable to Aurora University’s M.B.A. program, provided the candidate meets the M.B.A. admission requirements.

Certificates are offered to students who:
• prefer a certification program as a shorter, more concentrated alternative to an M.B.A. degree;
• have already completed a graduate program, but would like to either update their skills or focus on another professional skill different from their graduate concentration; and
• see the program as a short-term goal that may help them earn a graduate degree at a later time.
Graduate Certificate in Accounting

This certificate is designed for professionals who are interested in obtaining additional accounting skills in the area of managerial accounting and financial decision making, accounting information design and implementation and advanced accounting topics such as: consolidations of financial statements, segmental and interim reporting, foreign currency transactions and translations as well as partnership accounting.

The Graduate Accounting Certificate is comprised of three of the courses (9 semester hours):

- MBA6140 Managerial Accounting
- ACC5510 Accounting Information Systems
- ACC5520 Government and Nonprofit Accounting
- ACC6530 Special Topics in Accounting
- ACC6600 Accounting Research

Graduate Certificate in Human Resource Management

The Human Resource Management Graduate Certificate is designed for the HR Professional who seeks to acquire the critical competencies to meet the ever-changing demands and challenges faced in the human resource field.

The Graduate Certificate in Human Resource Management is comprised of three of the following four courses (9 semester hours):

- MBA6200 Human Resource Management
- MBA6210 The SHRM® Learning System Course (prerequisite: two years exempt-level HR experience)
- MBA6220 Human Resource Information Systems
- MBA6230 Strategic Human Resource Management

Graduate Certificate in Leadership

The Graduate Certificate in Leadership is designed for individuals who already hold a master’s degree or those individuals not ready to pursue the M.B.A. degree who desire specialized study in leadership to support their professional growth. Certificate programs, in general, are designed to advance skills and provide an excellent way to begin the path toward earning an M.B.A. degree.

The Graduate Certificate in Leadership requires:

- MBA6030 Leadership and Organizational Behavior
  Choice of two of the three leadership courses offered:
- MBA6610 Leading Organizational Development
- MBA6620 Leading Strategically
- MBA6630 Leading Teams
Graduate Certificate in Technology and Operations Management

The Technology and Operations Management Graduate Certificate focuses on applied business innovation and how to create value in firms, not only through new products and services but also through new technologies, business concepts, transaction mechanisms, and distribution channels. The Technology and Operations Management concentration encourages students to master concepts and research skills directly relevant to business problems.

The Graduate Certificate in Technology and Operations is comprised of the following three courses (9 semester hours):

- MBA6400 Coordinating and Managing Supply Chains
- MBA6410 Operations Strategy
- MBA6420 Innovation and Venture Initiation

M.B.A. Faculty – Full-Time

David Diehl
David Dulany
David Eisinger

Dennis Kripp
Vincent Pellettiere

M.B.A. Faculty – Part-Time

John Aguilar
Carlos Avila
Alan Cocconi
Michael Hensley

Mark Smith
Curtiss Summers
Stephen Wells

Master of Science in Applied Behavioral Analysis/Autistic Spectrum Disorders

Because of improved diagnostic capabilities or the increasing frequency of the condition in the 21st century population, the frequency of diagnosis of children on the autistic spectrum of disorders (ASD) is increasing; and current estimates are that approximately 1 in 110 children fall on the spectrum (Lord & Bishop, 2010). Because of the complexity of the spectrum, a wide range of services is required to properly facilitate the cognitive, physical and social development of the persons diagnosed with an ASD. Many academic areas contribute to the research on or treatment and management of ASD including, but not limited to, psychology, neurology, nursing, medicine, social work, education and allied health fields such as applied behavioral analysis, occupational therapy, speech pathology and others. Yet the ASD population continues to be underserved relative to other populations of children with special cognitive or physical needs (Kogan et al., 2009). The lack of available services for ASD children is reflected in the relative infrequency of programs in higher education within the State of Illinois.
One field widely recognized as effective and appropriate for the ASD population is applied behavioral analysis (ABA). Students from a wide array of academic backgrounds can receive ABA certification by sitting for an exam. Rather than accrediting institutions, the Behavioral Analysis Certification Board (BACB) approves courses at regionally accredited institutions of higher learning. Students who have studied and earned an appropriate degree at these institutions are then allowed to sit for the certification exam. Additionally, there are two levels of certification from the BACB: full-certification (which requires a master’s degree) and associate-level certification (which requires a bachelor’s degree). So, there are two possible audiences for these courses including those who wish only to be certified and those who wish to earn a master’s degree in addition to becoming certified. Certification is nationally recognized. Below are the prerequisites for sitting for the Applied Behavioral Analysis exam, as published by the Behavior Analyst Certification Board (BACB).

**Master of Science — Applied Behavior Analysis/Autistic Spectrum Disorders:** 45 semester hours

**Required Courses:** 30 semester hours
- ABA5000 Applied Behavior Analysis: Introduction and Basic Principles (3)
- SBS5000 Introduction to Graduate Statistics (3)
- ABA6000 Intensive Practicum I (3)
- ABA6010 Intensive Practicum II (3)
- ABA6020 Intensive Practicum III (3)
- ABA6100 Applied Behavior Analysis: Advanced Principles and Concepts (3)
- ABA6200 Behavioral Interventions and Evaluation (3)
- ABA6210 Ethical and Legal Issues (3)
- ABA6220 Behavioral Analysis and Developmental Disabilities (3)
- ABA6250 Applied Behavior Analysis in Complex Community Environments (3)

**Concentration in Autistic Spectrum Disorders:** 12 semester hours
- ABA5100 Introduction to Autistic Spectrum Disorders (3)
- ABA6300 Autistic Spectrum Disorders: Interventions I (3)
- ABA6310 Autistic Spectrum Disorders: Interventions II (3)
- ABA6350 Seminar in Autistic Spectrum Disorders (3)

**Internship:**
- ABA6400 Supervised Internship in Behavior Analysis

Students are required to complete a 750-hour internship in an applied setting approved by the program chair. Internships are directed by an approved faculty supervisor and include an on-site supervisor approved by Aurora University. On-site supervision will be provided by a BCBA-certified behavior analyst, or by a licensed psychologist.
Master of Science in Criminal Justice (M.S.C.J.)

The Aurora University graduate program in criminal justice prepares students with the proper foundation to be a future leader within criminal justice professions. The Master of Science in Criminal Justice is a 38 semester-hour program that offers courses in policy, research design/analysis, administration and ethics. Moreover, the program offers the option of an interdisciplinary concentration in leadership or community justice as linked with the Master of Business Administration (M.B.A.) and Master of Social Work (M.S.W.) programs. Graduate coursework is also offered in juvenile intervention, crime analysis, white-collar crime, non-profit management, police administration, terrorism, emergency preparedness, security administration, forensic science and corrections. Students have the option to finish their graduate degree through comprehensive examinations, writing a policy paper, or completing a research thesis.

The Criminal Justice master’s degree program is designed to meet adult students’ needs by offering a self-paced curriculum. Progression through the program can be done in a year or several years. Faculty members are committed to helping students gain the knowledge base and competencies to assist them in their career and personal endeavors.

Admission

Applicants to the Master of Science in Criminal Justice must submit each of the following:

- Graduate Application for Admission
- Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Transcripts should be sent to:
  Aurora University  
  Center for Adult and Graduate Studies  
  347 S. Gladstone Ave.  
  Aurora, IL 60506

  AU can accept official electronic transcripts when sent directly from a college or university to Aurora University at AU-ETranscripts@aurora.edu.

- Bachelor’s degree with a liberal arts foundation from a regionally accredited institution with a grade point average of 2.75 or greater (on a 4.0 scale). Students with a GPA of less than 2.75 will be considered on a case-by-case basis.

- Three (3) letters of recommendation or completed recommendation forms.

  NOTE: The letters of recommendation may be mailed, emailed or faxed (630) 844-6854 directly from the person writing the recommendation.

- Statement of Purpose - The statement of purpose is a typewritten, double-spaced 3-5 page narrative that describes your motivation and aspirations for becoming a professional or academic scholar in criminal justice. In doing so, address the following questions:
1. Why are you seeking a master’s degree in criminal justice?

2. What are your goals and objectives within your professional/academic aspirations?

3. Explain what it means to demonstrate exemplary values and ethics in criminal justice and how will a graduate degree assist you in your career?

4. What would you like to see from your coursework and the faculty within the master’s program?

In your written statement you should apply the standards for graduate-level writing.

NOTE: The Statement of Purpose may be mailed, emailed or faxed to (630)844-6854.

- A résumé detailing the applicant’s academic achievements, including honors and awards; extracurricular activities; and relevant work, internship and volunteer experiences.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ5010</td>
<td>Seminar in Criminal Justice Policy</td>
<td>4</td>
</tr>
<tr>
<td>CRJ5030</td>
<td>Design and Analysis of Criminal Justice Research</td>
<td>4</td>
</tr>
<tr>
<td>CRJ5050</td>
<td>Seminar in Criminological Theory</td>
<td>4</td>
</tr>
<tr>
<td>CRJ5070</td>
<td>Criminal Justice Administration</td>
<td>4</td>
</tr>
<tr>
<td>CRJ5090</td>
<td>Ethics and Diversity in Criminal Justice</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives (3 semester hours each; 12 semester hours required)

Students complete Option A or Option B:

**Option A:** Students select any combination of CRJ electives and approved SWK and MBA courses, totaling 12 semester hours

**Option B:** Students select a concentration from below (9 hours) and one additional course, totaling 12 semester hours,

### Concentration in Leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>CRJ5400</td>
<td>Informational Driven Leadership</td>
</tr>
<tr>
<td>MBA6030</td>
<td>Organizational Behavior and Leadership</td>
</tr>
</tbody>
</table>

Any course under M.B.A. concentration in leadership

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA6610</td>
<td>Leading Organizational Development</td>
</tr>
<tr>
<td>MBA6620</td>
<td>Leading Strategically</td>
</tr>
<tr>
<td>MBA6630</td>
<td>Leading Teams</td>
</tr>
<tr>
<td>MBA6810</td>
<td>Special Topic</td>
</tr>
</tbody>
</table>

**Option A:** Students select any combination of CRJ electives and approved SWK and MBA courses, totaling 12 semester hours

**OR**

**Option B:** Students select a concentration from below (9 semester hours) and one additional course, totaling 12 semester hours
Concentration in Leadership 9 semester hours
CRJ5400 Informational Driven Leadership (3)
MBA6030 Organizational Behavior and Leadership (3)
*Any course under MBA Concentration in Leadership (MBA6610, MBA6620, MBA6630, MBA6810:ST)

Concentration in Community Justice 9 semester hours
CRJ5350 Community Justice (3)
SWK6370 Social Work Practice I (3)
*Any of the following courses:
  SWK5740 Family Violence: Issues & Intervention (3)
  SWK5750 Substance Abuse (3)
  SWK6381 Social Work Practice II: Group Work (3)
  SWK6382 Social Work Practice II: Community (3)
  SWK6500 Social Work Perspectives on Psychopathology (3)

Criminal Justice Graduate Electives
CRJ5200 Environmental Criminology and Crime Analysis (3)
CRJ5250 Problem Solving: Planning, Analysis & Assessment (3)
CRJ5350 Community Justice (3)
CRJ5400 Informational Driven Leadership (3)
CRJ6100 Administrative Law (3)
CRJ6110 Contemporary Legal Issues in Criminal Justice (3)
CRJ6150 Juvenile Intervention Strategies (3)
CRJ6200 White Collar Crime (3)
CRJ6250 Management for Non-profit (3)
CRJ6300 Proactive Police Administration (3)
CRJ6350 Terrorism & Counterterrorism (3)
CRJ6400 Crisis Planning & Emergency Preparedness (3)
CRJ6450 Security Administration (3)
CRJ6500 Advancing Forensic Science (3)
CRJ6600 Seminar in Correctional Policy (3)
CRJ6700 Advanced Criminal Justice Issues (special topics) (3)
CRJ6800 Independent Study (3)

Comprehensive Exam / Policy Paper / Thesis 6 semester hours
Students complete ONE of the following options:
Comprehensive Examination plus two additional elective courses
OR
CRJ6900 Policy Paper (3 semester hours plus one additional elective course)
OR
CRJ6950 Thesis (3)
CRJ6951 Thesis (3)

NOTE: Thesis occurs in consecutive semesters; enrollment through an individual faculty sponsor (thesis chair)
Course Descriptions

CRJ5010  Seminar in Criminal Justice Policy  4 semester hours
This course provides an overview of justice in America, the system’s reaction to crime, proactive strategic planning possibilities and an overview of the solutions to the problems facing the criminal justice system. Included will be examination of the policies and practices of formal criminal justice institutions (police, courts, corrections), as well as efforts undertaken by the private sector.
No prerequisites.

CRJ5030  Design and Analysis of Criminal Justice Research  4 semester hours
This course is directed toward advanced criminal justice research methodology and program evaluation. Focus is on social scientific inquiry applied to criminal justice related problems. Course content will address how theory provides a foundation for specific methodological strategies that attempt to demonstrate validity and reliability through proper research design, data collection, sampling, survey development and statistical analysis.
No prerequisites.

CRJ5050  Seminar in Criminological Theory  4 semester hours
Examines classical theories and theories that are influencing contemporary criminal justice policies and research. Emphasis is placed on the fundamental arguments put forth by the various theories, the historical context from which these theories emerged, theory evaluation, applicability within criminal justice agencies, and policy implications that have or can be derived regarding how justice is practiced.
Prerequisites: CRJ5010, CRJ5030.

CRJ5070  Criminal Justice Administration  4 semester hours
Focuses on leadership, management and strategic planning within criminal justice-related organizations. Organizational and administration theories will be examined and applied to the practice of criminal and juvenile justice to explain the patterned disparity between goals and practices. Additionally, contemporary approaches to understanding justice organizations and the findings from studies will be examined.
Prerequisites: CRJ5010, CRJ5030.

CR5090  Ethics and Diversity in Criminal Justice  4 semester hours
Analyzes ethical considerations within decision-making facing the criminal justice practitioner, with special focus on historical and contemporary perspectives on how race, ethnicity, gender and other historically disadvantaged groups interact with the criminal justice system, along with the challenges of addressing justice in multicultural communities.
Prerequisites: CRJ5010, CRJ5030.
Elective Courses

CRJ5200  Environmental Criminology  3 semester hours
Explores the relationship between crime perception and the role of physical/social environments related to the decision processes involved in criminal events.
Prerequisites: CRJ5010, CRJ5030.

CRJ5250  Problem-Solving: Planning, Analysis and Assessment  3 semester hours
Design focuses on developing and enhancing critical-thinking skills related to communication, institutional change and creative solutions related to proactive initiatives.
Prerequisites: CRJ5010, CRJ5030.

CRJ5350  Community Justice  3 semester hours
Offers alternatives for addressing the impact of societal crime and drug problems through evidence-based initiatives directed toward neighborhood-level analysis.
Prerequisites: CRJ5010, CRJ5030.

CRJ5400  Crime Analysis: Informational Driven Leadership  3 semester hours
Focuses on the necessary skills to translate data into information and knowledge in preparation to make decisions related to problem-solving, prioritization of initiatives and resource deployment. Emphasis is on analyzing data through various emerging technologies and effective communication of the results, toward improving organizational goal attainment.
Prerequisites: CRJ5010, CRJ5030.

CRJ 6100  Administrative Law  3 semester hours
Provides a thorough study of contemporary legal issues faced by criminal justice organizations while emphasizing due process issues and judicial review of administrative decision-making.
Prerequisites: CRJ5010, CRJ5030.

CRJ6110  Contemporary Legal Issues in Criminal Justice  3 semester hours
Analyzes recent constitutional holdings and trends in criminal law, evidence and procedure that significantly impact the criminal justice system.
Prerequisites: CRJ5010, CRJ5030.

CRJ6150  Juvenile Intervention Strategies  3 semester hours
Assesses policies and decision-making within the juvenile justice system while confronting the challenges related to juvenile offenders.
Prerequisites: CRJ5010, CRJ5030.

CRJ6200  White-Collar Crime  3 semester hours
This course will examine the impact and prevalence of employment, organizational, economic and political crimes, along with investigative strategies for addressing the commission of such crimes.
Prerequisites: CRJ5010, CRJ5030.

CRJ 6250  Management for Non-Profit  3 semester hours
Explores managing the performance and effectiveness of non-profit organizations related to criminal justice and social service agencies.
Prerequisites: CRJ5010, CRJ5030.
CRJ6300  Proactive Police Administration  3 semester hours
Analyzes contemporary challenges within police administration along with program planning, implementation and assessment.
Prerequisites: CRJ5010, CRJ5030.

CRJ6350  Terrorism and Counterterrorism  3 semester hours
Examines various interpretations of terrorist crimes along with the history, patterns, motives, operations and structure of terrorist threat groups. This course will also address various methods of monitoring and detecting chemical, biological and radiological hazards. Related topics include target identification, target protection techniques, and information assimilation and analysis.
Prerequisites: CRJ5010, CRJ5030.

CRJ6400  Crisis Planning and Emergency Preparedness  3 semester hours
Examines emergency planning and response for various risks, threats and hazards. Strategies for coordination and integration of services from various entities charged with public safety; authorities from federal, state and local agencies; and the role of the private sector will be explored.
Prerequisites: CRJ5010, CRJ5030.

CRJ6450  Security Administration  3 semester hours
Addresses the management of security operations related to various organizations that focus on risk management, asset protection and loss prevention.
Prerequisites: CRJ5010, CRJ5030.

CRJ6500  Advancing Forensic Science  3 semester hours
Explores the evolving utilization of forensics in crime scene investigation related to drugs, alcohol, ballistics, chemistry, microscopic evidence, DNA evidence and serology. Course topics vary pending the expertise of the instructor. Examples include forensic anthropology, forensic psychology, forensic nursing, forensic technician and forensic criminalistics.
Prerequisites: CRJ5010, CRJ5030.

CRJ6600  Seminar in Correctional Policy  3 semester hours
An examination of theories of social control, correctional practices and reforms in punishment, as well as the implications for the criminal justice system and society.
Prerequisites: CRJ5010, CRJ5030.

CRJ 6700  Advanced Criminal Justice Issues  (Special Topics)  3 semester hours
Subjects will vary semester to semester and will include an intensive study and critical evaluation of the given topic.
Prerequisites: CRJ5010, CRJ5030.

CRJ6800  Independent Study  
(requires faculty sponsorship)  1 to 4 semester hours
Directed independent study, including in-depth research, reading and writing in the field of criminal justice. Students work with an individual faculty member on a more intense research project.
Prerequisites: CRJ5010, CRJ5030, consent of instructor.
Comprehensive Exam / Policy Paper / Thesis

Comprehensive Exam (requires faculty sponsorship)
The comprehensive exam option requires the completion of 38 credits of coursework. The comprehensive exam comprises a synthesis and application of knowledge acquired during the course of study leading to the master’s degree. The exam will include questions from the core as well as the student’s concentration area or electives focus. Students may take these exams during the semester they are completing the 35 hours of required coursework, but not in the semester the student is taking one of the core courses except with faculty approval. The comprehensive exam will be administered once each semester, in the first week of November and April. There are no comprehensive exams administered during the summer. A student’s comprehensive exam committee will consist of three full-time faculty. Grading by each faculty member will be based upon the following scale: high pass, pass or fail. Earning a “fail” score by a minimum of two faculty yields a “fail” for the comprehensive exam, and such student can retake the exam the following semester. (See M.S. in Criminal Justice Handbook for additional and complete information regarding the comprehensive exam process.)

Prerequisites: CRJ5010, CRJ5030.

CRJ6900 Policy Paper (requires faculty sponsorship) 3 semester hours
The policy paper option requires the completion of 38 credits; 35 of these credits are comprised of coursework and 3 credits are earned for the completion of the policy paper. The student will prepare a single paper that satisfies the requirements described within the M.S. in Criminal Justice Handbook. The faculty committee which approves this paper shall consist of two faculty members, one of which will serve as faculty sponsor and will supervise the preparation of the policy paper. The policy paper typically will involve a high-quality literature review and critique that is focused on a subject that the student is particularly interested in investigating.

Prerequisites: CRJ5010, CRJ5030

CRJ6950 Thesis (requires faculty sponsorship) 3 semester hours
CRJ 6951 Thesis (requires faculty sponsorship) 3 semester hours
The thesis option requires the successful completion of 38 hours: 32 semester hours of coursework and 6 hours of thesis credits. A major professor (thesis chair) and supervisory committee will assist the student in completing the thesis. A thesis is a report of original research, less ambitious than dissertation research, and can be based upon original data collection, or on secondary analysis of an existing dataset.

Prerequisites: CRJ5010, CRJ5030.
Program offered in Aurora and at the Woodstock Center in Woodstock, Illinois.

The Aurora University School of Nursing has been a leader in educating nurses since its establishment in 1979, when the former Copley Memorial Hospital School of Nursing brought its diploma program to a close. The School of Nursing offers three degree programs; the Bachelor of Science in Nursing (B.S.N.) which is offered in the pre-licensure entry track for students beginning their first coursework in nursing as well as an R.N. to B.S.N. track for registered nurses seeking to complete the B.S.N., and the Master of Science in Nursing (M.S.N.) for baccalaureate nurses who wish to pursue their graduate degree.

Master’s graduates are prepared to assume leadership roles in nursing administration and nursing education, assuring that the practice of nursing is continuously focused on process and quality improvement, evidence-based practice, social justice, and provision of quality health care across culturally, ethnically and economically diverse populations. M.S.N. graduates are leaders in the dissemination and application of nursing knowledge and evaluation of outcomes. An interprofessional emphasis encourages the understanding and awareness of a broad range of ideas, knowledge and methods of study.

Program Purpose

The purpose of the Master of Science in Nursing program is to prepare nurses for leadership roles in health care administration and for education roles in academic and staff development. The M.S.N. program develops the graduate to 1) be grounded in the core knowledge of the nursing discipline, 2) have a solid foundation in the sciences that allows for the knowledgeable implementation of evidence-based practice and improvements in patient care, 3) possess the requisite leadership skills to initiate and manage change, influence health care policy, improve patient outcomes and positively influence the nursing profession, 4) have substantive knowledge in the chosen domain of nursing practice to contribute to improving nursing knowledge and practice and 5) possess the scholastic foundation to pursue a doctoral education.

The graduate program is built upon the foundation of baccalaureate education. The M.S.N. program allows the graduate student to develop advanced nursing knowledge and skill in a chosen specialty, administration or education. The program is designed to assist the graduate to address the ever changing demands of an increasingly complex health care system and society. Core knowledge is foundational to the M.S.N. degree and includes the Essentials of Master’s Education for Advanced Practice Nursing (AACN, 2011), advanced study in key sciences, experiential learning to explore and develop skills within the clinical specialty and area of study, and scholastic rigor.

The Nurse Educator specialty prepares the graduate to analyze and apply educational and adult learning theories, participate in educational assessment and evaluation, understand the process of curricular development and implement curricular change, and apply various teaching strategies to maximize student learning. Expertise is developed in health education and promotion, patient education, professional staff development and academic teaching.
The Nurse Administrator specialty prepares the graduate with the knowledge and skills to successfully lead within complex health care environments. Expertise is developed in the analysis and application of leadership and organizational theory, human resource and financial management, quality improvement, evidence-based practice, change management, working with interdisciplinary teams, and collaborative management.

Program Outcomes
Upon completion of the program, M.S.N. graduates will be able to:

1. Synthesize nursing theory and related sciences theory and theoretical models to strategically manage micro or macro health systems, and to develop and implement educational curricula and teaching strategies.
2. Understand and analyze the social justice, economic, ethical, legal and cultural sensitivity influences on nursing practice and education.
3. Champion ethical decision-making and social justice in all aspects of practice with self, patient, family, community, groups, health care delivery systems and educational systems.
4. Demonstrate expanded expertise within the area of clinical specialization, including the application of advanced pathophysiological and physical assessment knowledge and skills to improve patient outcomes.
5. Demonstrate competence within the areas of nursing administration or nursing education and plan for continued life-long learning and professional growth for self and others.
6. Critically utilize research to effect evidence-based nursing practice and/or evidence-based nursing education with the intention to improve the quality of patient care, patient safety and patient outcomes.
7. Utilize collaborative skills as a leader and change agent in the healthcare, educational and professional arenas, enhancing the delivery of health care and influencing health policy.
8. Develop and implement transformational leadership and teaching strategies for the improvement of healthcare and nursing education.
9. Exhibit an understanding of complex organizational systems and demonstrate the ability to use relevant theory to design, deliver and evaluate health care and/or education at the micro-system level.
10. Expand one’s philosophy of nursing to include a well developed philosophy of nursing administration or nursing education.
11. Develop a level of scholarship that lays the foundation for doctoral study.

Master of Science in Nursing (M.S.N.)
The M.S.N. is a 38 semester-hour program; 28 semester hours of core classes and 10 semester hours in a specialization. The School of Nursing offers two specializations within the Master of Science in Nursing:

- Master of Science in Nursing – Administration
- Master of Science in Nursing – Education
The Administration specialization prepares the graduate with the knowledge and skills to successfully lead within a variety of health care environments. Expertise is developed in the analysis and application of leadership and organizational theory, human resource and financial management, quality improvement, evidence-based practice, change management, working with interdisciplinary teams and collaborative management.

The Education specialization prepares the graduate to analyze and apply educational and adult learning theories, participate in educational assessment and evaluation, understand the process of curricular development and implement curricular change and apply various teaching strategies to maximize student learning. Expertise is developed in health education and promotion, patient education, professional staff development and academic teaching.

Students in both specializations complete the following M.S.N. Core - 28 semester hours:
NUR5110 Theoretical Foundations in Advanced Nursing Role Development (3)
NUR5120 Ethical Principles and Global Social Considerations (3)
NUR5125 Health Care Policy and Financing (3)
NUR5130 Scientific Inquiry and Research (3)
NUR5140 Advanced Pathophysiologic and Pharmacologic Concepts (3)
NUR6150 Nursing Informatics (3)
NUR6160 Practicum: Advanced Clinical Practice Role (4)
NUR6170 Leadership and Professional Role Development (3)
NUR6300 Master’s Thesis or Research Project (3)

Specializations
Administration specialization students take the following ten semester hours:
NUR6190 Application of Organizational Theory in Health Care (3)
NUR6191 The Business of Healthcare and Human Resource Management (3)
NUR6210 Practicum: Role Concentration – Nursing Administration (4)

Education specialization students take the following ten semester hours:
NUR6180 Theoretical Foundations of Nursing Education (3)
NUR6181 Curriculum Development and Assessment (3)
NUR6210 Practicum: Role Concentration – Nursing Education (4)

Both specializations provide a solid foundation relevant to the changing demands of an increasingly complex healthcare system. Whether a student’s path is to educate future nurses or to administer and develop programs in healthcare agencies, the M.S.N. degree will launch his/her career, connecting him/her with a dynamic future.

Master of Science in Nursing Admission Requirements

- Completed Graduate Application for Admission.
- Graduate of an accredited B.S.N. or B.S. in Nursing Program with a grade point average of 3.0.
- Current R.N. license to practice in the State of Illinois.
- Three letters of recommendation.
• 750 to 1000 word essay describing why he/she wishes to pursue a graduate nursing degree.

• Current curriculum vita or detailed resume.

• Interview: Applicants will be interviewed by the M.S.N. Coordinator when all admission materials are received.

Note: At the discretion of the School of Nursing, a maximum of six semester hours of graduate credit may be transferred from another institution. Credit must be transferred prior to enrollment in the M.S.N. program.

Course Descriptions

NUR5110 Theoretical Foundations in Advanced Role Development 3 semester hours
This course examines a wide range of theories from nursing and other disciplines. Grand theories, mid-range theories and conceptual frameworks are explored. Interrelationships among theory, practice, and research as integral components of evidence-based practice are examined. Theory development and strategies for the evaluation and testing of theories in nursing, as well as other disciplines are explored. How theory and research interact and impact nursing practice, education and leadership are investigated.
Prerequisite: Graduate status.

NUR5120 Ethical Principles and Global Social Considerations 3 semester hours
Social, cultural, political and economic forces influencing ethical decision making are examined. Health care policy, resource availability, and ethical principles will be used to evaluate health care policy decisions. How these decisions are made, how they are influenced by social values and the impact of these decisions on the global community are addressed. The advanced nurse role as counselor and advocate to consumers of health care where social, ethical and political issues affect communities, society and the profession are also explored. Cultivation of global awareness in issues of health and social policy development will be fostered.
Prerequisite: Graduate status.

NUR5125 Health Care Policy and Financing 3 semester hours
The purpose of this course is to advance the role of the nurse to influence healthcare policy, quality improvement and financial decision-making to improve the quality of health care delivery. Students examine the history and current state of health care financing and policy development and how these factors influence access, quality of care and sustainability of the health care system. The financial implications of health promotion and disease management are examined, from the perspectives of funding these endeavors and gaining long term financial benefits through improved health and disease management in individuals, communities and populations. Students examine the dynamic relationships within an organization and ethical considerations required to make sound financial and policy decisions that will best serve individuals, families, groups and communities.
Prerequisite: Graduate status.
NUR5130  Scientific Inquiry and Research  3 semester hours
The purpose of this course is to advance the role of the nurse in the utilization of new knowledge through scholarly inquiry. The emphasis is on the research process and statistical analysis leading to the systematic evaluation and application of evidence-based nursing research. Research findings should be relevant and the foundation from which clinical and organizational decisions are made. The utilization of scientific evidence to improve nursing practice and ultimately patient outcomes is emphasized.
**Prerequisite:** Graduate status.

NUR5140  Advanced Pathophysiological and Pharmacological Concepts  3 semester hours
This course will provide the framework for the application and synthesis of advanced pathophysiologic and pharmacologic concepts to advance the professional role of the master’s prepared nurse in the practice setting. The physical, social and psychological assessment of patients across the lifespan is addressed, and incorporates the cultural, genetic and developmental variations of individuals. A theoretical foundation in health promotion, illness prevention and health/function maintenance across the lifespan is developed. Integration of current evidence-based research is emphasized.
**Prerequisite:** Graduate status.

NUR6150  Nursing Informatics  3 semester hours
This course provides an overview of informatics and the theoretical foundation for information management within the health care setting. The student examines the way data are managed in health care environments and the influence of informatics technology on data management, clinical decision-making and the nurse leader’s role as a consumer and purchaser of information technology. The impact of automated data management through advances in information technology, health care information systems and tele-health are explored.
**No prerequisites.**

NUR6160  Practicum: Advanced Clinical Practice Role (135 hours)  4 semester hours
The student selects a clinical experience that will expand his/her expertise in a chosen specialty area. The student focuses on the effective management of health and illness with a select population across the lifespan and care continuum to advance development of the professional nursing role. Integration and application of theoretical knowledge for the advanced nursing practice role will be emphasized. Throughout the practicum the student attends a seminar where student experiences are discussed, examined, compared and contrasted.
**Prerequisites:** All 5000-level courses.

NUR6170  Leadership and Professional Role Development  3 semester hours
This course provides the student with theoretical principles and skills to develop her/his professional leadership role within complex health care systems. Transition into advanced nursing practice roles is facilitated. The nursing profession, advanced nursing practice roles, leadership responsibilities of nurses in advanced practice roles, the requirements for, and regulation of these roles are discussed.
The importance of working effectively with interprofessional teams to deliver health care is emphasized. The professional expectation that the master’s prepared nurse exert leadership not only within the profession but also in the health care delivery system is critical to professional role development.

**Prerequisites:** All 5000-level courses; NUR6160.

**NUR6180  Theoretical Foundations of Nursing Education** 3 semester hours
This course explores and analyzes theoretical foundations of teaching, learning, motivation and instruction. Students will develop an understanding of educational theories and their importance to the nurse educator. Principles and methodologies related to teaching, learning and instruction are examined. Current issues and trends in nursing education are explored.

**Prerequisites:** All 5000-level courses; NUR6150, NUR6160, NUR6170.

**NUR6181  Curriculum Development and Assessment** 3 semester hours
This course introduces the student to the curriculum development and evaluation processes. Selected theories, principles, and techniques of curriculum development are explored. The relationship of nursing curriculum to the parent institution’s mission and philosophy are analyzed. Issues of accreditation, standards of professional nursing practice, and legal/ethical issues are analyzed within the context of curriculum development and program evaluation.

**Prerequisites:** All 5000-level courses; NUR6150, NUR6160, NUR6170, NUR6180.

**NUR 6190  Application of Organizational Theory in Healthcare** 3 semester hours
This course provides an overview of organizational theory applied to the operations of health care organizations. Organizational and management theories and research are examined over time as they have evolved with business culture changes. Organizational mission, vision, values, objectives, culture, strategy and quality improvement programs are examined. Leadership, structure, power, influence and control are examined in detail. High performance and high reliability organizations are evaluated. Facilitators and barriers to organizational change are analyzed. Organizational culture is viewed as the primary driver of organizational performance, behavior, dynamics and management. The health care industry’s attempts to measure performance are discussed and critiqued.

**Prerequisites:** All 5000-level courses; NUR6150, NUR6160, NUR6170.

**NUR6191  The Business of Healthcare and Human Resources Management** 3 semester hours
This course explores the core competencies required of nursing administrators in health care organizations. Market assessment, identification of health needs, systems analysis and business plan development are discussed. Leadership and negotiation strategies necessary to facilitate health care programming and implementation are addressed. Marketing and the sale of health care services are also emphasized. Human resource management concepts and principles, strategies and legal and ethical dimensions are analyzed with an emphasis on achieving high performance organizations.

**Prerequisites:** All 5000-level courses; NUR6150, NUR6160, NUR6170, NUR6190.
NUR6210  Practicum: Role Concentration (135 hrs)  3 semester hours
The graduate student will operationalize the theoretical principles and behavior norms within a specialty area of practice (Leadership/Management or Education) by applying the theoretical framework to the development of an advanced practice role. The practicum facilitates the incorporation of the advanced nursing role into the graduate’s professional practice. The student gains an appreciation for the ambiguity of the role and the fluidity of the role boundaries. This course includes a 1 hour seminar during the practicum’s duration.  
Prerequisites: All 5000-level courses; NUR6150, NUR6160, NUR6170, NUR6180 and NUR6181 or NUR6190 and NUR6191.

NUR6300  Master’s Project or Thesis Research  3 semester hours
All Master’s of Science in Nursing (M.S.N.) students are required to complete a scholarly activity that demonstrates the student’s advanced level of knowledge and professional competence. Students may meet this requirement by completing either a master’s project (alternative to a thesis) or a thesis.  
Prerequisites: All 5000-level courses; all 6000-level courses.

School of Nursing M.S.N. Bridge Option

The M.S.N. Bridge Option is designed for registered nurses (RNs) with baccalaureate degrees outside of nursing. This is an entry option to the graduate nursing program and emphasizes achievement of baccalaureate competencies in nursing. Select courses have been identified as the bridge to baccalaureate competencies and preparation to proceed to graduate-level education in nursing.

M.S.N. Bridge Option Application Requirements

- A completed Application for Graduate Admission
- A prior bachelor’s degree
- An associate’s degree or diploma in nursing with at least a 3.0 GPA (on a 4.0 scale)
- Current RN license to practice in the state of Illinois
- Clinical practice in the last 2 years (one year full-time equivalent)
- Three (3) letters of recommendation from persons who can speak to the student’s professional and clinical nursing performance; one must be from a current clinical supervisor
- Official and sealed transcripts for all prior college and university credit
- A current curriculum vita or detailed resume
- A 750 to 1000 word essay describing why he/she wishes to pursue a graduate nursing degree

Prerequisites

Proof of college-level courses in the following areas or courses can be taken with required bridge courses:

- Statistics
- Research (upper-level course required)
Required Bridge courses (15 semester hours at the undergraduate level)

- NUR3030WI Dimensions of Professional Practice (4 semester hours)
- NUR3280/Z Health Assessment, Education and Promotion (5 semester hours) or successful completion of the Departmental Challenge Examination.
- NUR4850/Z Nursing: Community Outlook (5 semester hours)

Successful completion of the bridge courses with a grade of “B” (3.0 GPA on a 4.0 scale) or better is required to progress to the M.S.N. courses.

Post-Graduate Nursing Administration Certificate

This certificate is intended for those who already hold a master’s degree.

The School of Nursing offers a Post-Graduate Certificate for nurses who wish to increase their expertise in nursing administration. This certificate is designed for those who are transitioning into an administrative position and desire additional skills and knowledge. The certificate requires 10 semester hours of coursework and additional practical experience that can be completed in nine months.

The Post-Graduate Certificate: Nurse Administrator is designed for registered nurses who hold the M.S.N., M.P.H., M.H.A., D.N.P. or Ph.D. This program prepares nurses to take the following certification exams:

- American Nurse’s Credentialing Center:
  1. Certified Nurse Executive exam (for managers and directors)
  2. Certified Nurse Executive-Advanced exam (for Chief Nursing Officers) (CNO)

OR

- The American Organization of Nurse Executives:
  1. Certified Nurse Manager exam (for managers and directors)
  2. Certified in Executive Nursing Practice exam (for Chief Nursing Officers) (CNO)

Required Courses: 10 semester hours

NUR6190 Application of Organizational Theory in Health Care (3)
NUR6191 The Business of Health Care and Human Resource Management (3)
NUR6210 Practicum: Role Concentration (4)

Refer to course descriptions under M.S.N. degree.

Post-Graduate Nursing Education Certificate

This certificate is intended for those who already hold a master’s degree.

The School of Nursing offers a Post-Graduate Certificate for nurses who wish to increase their expertise in nursing education. The Post-Graduate Certificate: Nurse Educator is designed for those who wish to teach, but feel unprepared for a faculty or educator role. The certificate requires 10 semester hours of coursework and additional practical experience that can be completed in nine months.

Required Courses: 10 semester hours

NUR6180 Theoretical Foundations of Nursing Education (3)
NUR6181 Curriculum Development and Assessment (3)
NUR6210 Practicum: Role Concentration (4)
School of Nursing Faculty

Carmella M. Moran, PhD, RN  
*Director and Associate Professor*

Barbara Lockwood, PhD, RN  
*MSN Coordinator and Associate Professor*

Deann Edgers, MN, MS, RN  
*RN to BSN Coordinator and Assistant Professor*

Julie Garcia, MSN, RN  
*Assistant Professor*

Teresa E. Kisch, MSN, RN, NHCE  
*Assistant Professor*

Maryanne Locklin, PhD, APN  
*Director Emeritus and Associate Professor*

Linda Lennox, MSN, MBA, RN  
*Visiting Professor*

Janet LoVerde, MSN, RN  
*Assistant Professor*

Susanne Novak, MSN, RNC  
*Associate Professor*

Nancy Petges, MSN, RN  
*Assistant Professor*

Deanna Sommers, MSN, RN, CPNP  
*Clinical Coordinator and Instructor*

Charlene Thomas, PhD, RN  
*Assistant Professor*
The Master of Social Work program was founded in 1966 at George Williams College. The M.S.W. program emerged from a program in group work administration designed to prepare people for human service in voluntary agencies. The history of that program can be traced back to 1890. The School of Social Work today prepares students for professional social work practice that is responsive to the diverse needs of the community. Students are educated to skillfully apply current knowledge and humanitarian values toward the promotion of mutual well being and the solution of human problems within a holistic context.

The School of Social Work has its roots in George Williams College which was established more than 100 years ago to prepare YMCA leaders and other leaders in human service who were a part of the “group work” movement. The program prepares graduates to work with vulnerable populations and social problems confronted in social work practice, but also to work on a new vision of service delivery that is asset-driven, community-based and integrative.

The School of Social Work delivers a clinical concentration. The advanced concentration prepares the M.S.W. student for professional social work practice. The Clinical Practice concentration focuses on theory and experiential education aimed toward providing individual, family and group work services to diverse populations. The concentration flows from the George Williams philosophy, with its emphasis on holistic development and prevention services to diverse populations.

The Social Work program is accredited by the Council on Social Work Education (CSWE) at both the B.S.W. and M.S.W. levels. Up to 30 semester hours of credit can be granted toward advanced standing in the M.S.W. program for those students who have graduated from a CSWE-accredited B.S.W. program. There are about 300 students in the M.S.W. program. Both a part-time and a full-time program are offered.

The City of Aurora is the perfect environment for experiential learning with its highly diverse population; urban, suburban and rural influence; rapid social change; and the challenges of resulting social problems. The University and the School of Social Work have several strong partnerships with the Aurora and Chicago-area communities. The school offers professionally-guided internship experiences that put students who are interested on the front lines of creative community initiatives.

In 2004, a part-time as well as an advanced standing M.S.W. degree program began at the George Williams College of Aurora University campus in Williams Bay, Wisconsin. The School of Social Work prepares students to be social workers who are thoughtful, ethical and courageous in their caring about people.

School Mission

The mission of the School of Social Work is to prepare competent and committed human service practitioners who will promote the development and enhancement of resilient communities, social groups, families and individuals.

The school seeks to improve quality of life and community well-being and to promote social justice with emphasis on oppressed populations and vulnerable populations through excellent teaching, scholarship, research and community service.
Core Values for the School of Social Work

As a social work program, we affirm these underlying social work principles and believe in their relevance today in empowering people to enhance their lives, communities, social service systems and society.

- A belief in the inherent strengths and coping resilience of people, realized in improved social support networks;
- A focus on the positive and holistic development of people through natural communities, groups, and families, thereby supporting prevention and contributing to the development of collaborative social service systems;
- A belief in the capacity of people to empower themselves through mutual aid and to advocate for social change when encountering obstacles to individual and collective well being;
- A belief in the social work role to facilitate group and network affiliation, particularly for isolated, vulnerable populations;
- Use of an experiential learning model and the value of developing in a learning community.

Accreditation and Certification

Council on Social Work Education Accreditation

The Master of Social Work Program is accredited by the Council on Social Work Education (CSWE). The M.S.W. program was first accredited by CSWE in 1970 and continues to be fully accredited at both the Aurora and Williams Bay campuses. The Council on Social Work Education sets guidelines and policies which all accredited M.S.W. programs must follow in order to attain their status as accredited schools. The M.S.W. Policy Handbook contains the Council’s Curriculum Policy Statement which the M.S.W. program follows. CSWE re-evaluates and re-accredits M.S.W. programs on a regular basis.

School Social Work Certification

Type 73 Certification in School Social Work is authorized by the Illinois State Board of Education for students who complete the requirements of the School Social Work concentration. The School Social Work curriculum is part of the clinical concentration for M.S.W. students. Additionally, the program offers a Post-M.S.W. Type 73 Certification curriculum authorized by the Illinois State Board of Education for social workers who have earned the M.S.W. degree from a CSWE-accredited program and who now want to become an Illinois school social worker.
Master of Social Work (M.S.W.)

Program offered in Aurora and at George Williams College campus in Wisconsin. Graduate Additions Certification/CADC offered at the Woodstock Center.

The primary objective of the M.S.W. program in the School of Social Work is to prepare students for advanced social work practice. The student acquires the professional foundation of social work knowledge, values and skills in a generalist practice social work model.

The foundation curriculum provides instruction in human behavior in the social environment/theories of human development; social welfare and policy; social work practice; diverse populations; social work with groups; social work elective and social work research. Field instruction during the foundation year consists of 15 clock hours per week (225 clock hours per semester) during each semester for a total of 450 clock hours for the academic year.

The second year students enter into the Clinical Concentration in advanced-level courses in social work theory and practice; advanced social work electives; and advanced social work research. Field instruction during the concentration year consists of approximately 20 clock hours per week (300 clock hours per semester) during each semester for a total of 600 clock hours for the academic year.

M.S.W. Admission Requirements

Applicants to the M.S.W. program will need:

1. Liberal arts background
2. Grade point average of 3.0 overall (on a 4.0 scale)
3. A “Statement of Purpose”
4. Three (3) letters of recommendation; one letter should be an academic reference (if possible)
5. Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics
6. Personal characteristics indicative of the capacity for professional practice as evidenced by:
   a. personal maturity
   b. a high level of personal integrity, readiness to identify with the values and ethical principles of the social work profession
   c. commitment to social justice and to improvement of the condition of vulnerable and oppressed groups
7. Volunteer or work experience which demonstrates knowledge and interest in the field of social work, supported by at least one letter of recommendation which addresses the qualities of genuine concern for people, readiness to be of service to others, and potential for direct service skills

Admission Interviews

Admission interviews are conducted on a selected basis. The interview may be conducted via the telephone or in person. If an interview is conducted, the applicant’s admission materials are reviewed and questions regarding the M.S.W. program are answered.
Admission Review Process

The School of Social Work strives to recruit a diverse group of students who have had relevant and significant work and life experiences, and who can relate to diverse and vulnerable populations. The M.S.W. Admission Committee will consider factors relating to the applicant’s academic ability, work, service, and extracurricular experience, especially as they relate to promotion and development of resilient communities, organizations, social groups, families and individuals. In reviewing applications, M.S.W. Admission Committee members evaluate all transcripts, the “Statement of Purpose,” and letters of recommendation.

Application Considerations

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

Provisional Admission

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

Conditional Acceptance

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance requires that an applicant meet certain conditions either prior to beginning the M.S.W. program or concurrent with enrollment in the M.S.W. program. Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to full acceptance being granted. Full acceptance is required if students are to be permitted to continue in the M.S.W. program.

Advanced Standing Students

Students who have earned a B.S.W. degree within the last five years from a CSWE-accredited institution and who have demonstrated outstanding scholarship in social work courses and excellence in the field may apply for Advanced Standing for up to one-half of the semester hours (30 semester hours) required for the M.S.W. program at Aurora University. Advanced Standing students are required to complete SWK6500 Social Work Perspectives on Psychopathology offered through the School of Social Work in the Summer prior to Fall enrollment. Special admission procedures and standards apply to advanced standing applicants. (For additional information on advanced standing, please refer to the M.S.W. Policy Handbook).
M.S.W. Program Options

The School of Social Work offers two graduate program options leading to the Master of Social Work degree: two-year full-time, and three-year part-time. The full-time program requires 15 semester hours of coursework for four semesters. The part-time program requires 9 semester hours for the first four semesters (first two years) and then 12 semester hours per semester in the third year. Advanced Standing students may complete the program either as full- or part-time students. Full-time Advanced Standing for those who receive full credit for their B.S.W. degree complete 15 semester hours of coursework for two semesters in addition to summer which requires 3 semester hours. Part-time advanced standing requires 6 semester hours of coursework in each semester in year one, and 9 semester hours of coursework in each of the semesters in year two. Students will make a choice of which plan they will pursue at the time of admission.

Course Schedule Time Blocks

Classes are normally held on Monday and Wednesday or Tuesday and Thursday of each semester during the day and in the evening on the Aurora campus. Classes on the George Williams College campus are held typically on Friday evening and Saturday morning.

Program Prerequisites

The M.S.W. Program requires that the following prerequisite be met:

Statistics

The student needs to have completed a basic statistics course in their prior academic program and to have received a “C” grade or better. If this prerequisite has not been met in prior academic work, the student needs to make arrangements to complete the requirement before enrollment.

Specific Program Components

Internships (Field Instruction)

Field instruction provides students with an opportunity to practice and integrate social work theory in the field under the guidance and instruction of an experienced social work field instructor. Students may select a field placement from affiliated agencies in consultation with the Director of Field Instruction at the School of Social Work.

First-year, full-time students are required to complete a minimum of 15 clock hours of field instruction per week during the Fall and Spring semesters for a total of 450 clock hours for the academic year. Second-year, full-time students are required to complete a minimum of 20 clock hours of field instruction per week during Fall and Spring semesters for a total of 600 clock hours for the academic year.

Part-time students begin their field placement in the second year and complete approximately 15 clock hours of field instruction per week during each regular semester for a total of 450 clock hours for the academic year. Part-time students in the concentration curriculum (third year) complete 600 clock hours of field instruction for the academic year.
Policy and Procedures for School Social Work (Excluding Post-M.S.W. students)

All graduate social work students interested in taking coursework toward the Type 73 Certification must be in good standing with the School of Social Work and will be required to complete the following procedures:

1. Apply to take the ISBE Basic Skills examination.
2. Take and pass the Basic Skills Exam (preferably before beginning school internship)
3. Complete SWK5610: Social Work Practice with the Exceptional Child which meets HB150 guidelines. The course must be completed prior to the second year (school) field placement.
4. Secure a field placement in the public school setting by actively seeking an internship. Since internships in the school setting are very competitive, it is recommended that students begin to look before the end of January of the academic year preceding the second-year (school) field placement.
5. Complete and return the ISBE 73-44 to the AU certification officer by June 15 of the academic year preceding the second-year field placement. AU does not sign the 73-42 form.

Students who complete these procedures follow the M.S.W. program, clinical concentration structure outlined in this book.

Post-Master Type 73 Program Requirements

1. The applicant must have earned a Master of Social Work degree from a CSWE-approved program.
2. Applicants must contact the Center for Adult and Graduate Studies for a Post-Master Type 73 Program application package and complete the application, request one letter of recommendation from a professional in the field, and arrange to have their official transcript showing their M.S.W. sent to the Center for Adult and Graduate Studies. When all components of the application package are received by the Center for Adult and Graduate Studies, it is then forwarded to the Associate Director of the School of Social Work. All applicants must show proof that they have passed the Illinois State Board of Education “Basic Skills” Exam. Information about this exam can be found at www.icts.nesinc.com.
3. Academic requirements include successful completion of the following courses:
   - SWK6430 School Social Work Certification Course 3 semester hours
   - SWK5610 Social Work Practice with the Exceptional Child 3 semester hours
   - SWK6670 Post M.S.W. – Type 73 Advanced Field Instruction (minimum of 600 clock hours in the field) can be adjusted with post-M.S.W. experience 3 semester hours
4. We believe that the student should play a vital role in determining his/her field placement. As is the case with our regular M.S.W. students, we maintain a file with the names, addresses, phone numbers and contact persons of schools which have participated as internship sites, from which students
can choose. Placements need to be arranged before a student can register for SWK6430. Students should begin to make arrangements for internships in January.

5. The student must maintain a minimum 3.00 GPA for the entire course sequence.

6. The program must be completed within four consecutive semesters from the first semester after being officially accepted into the certificate program. Any modification in the program completion plan must have prior approval of the School Social Work Program Coordinator.

7. Post M.S.W.-Type 73 students are not required but are encouraged to enroll in elective course offerings related to school social work practice as a means of rounding out their training experience.

8. As of July 1, 1988, the State of Illinois requires that anyone seeking professional certification to function as a school social worker in public schools must pass two proficiency examinations: the Test of Academic Proficiency (TAP) and the Illinois School Social Work Examination. The Illinois Basic Skills Examination must be passed before entering the program. The Illinois School Social Work Examination must be passed before applying for the Type 73 certificate.

Note: Information regarding the exams can be found by calling National Evaluation Systems, Inc. at 800-239-8107, or at www.icts.nesinc.com.

Program Academic Policies

Student Evaluation

Professional social work education requires high standards of academic, personal, and professional conduct. The educational program at the graduate level (M.S.W.) requires the development of ethics and values as well as knowledge and skills.

In accordance with Aurora University regulations, the School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at the M.S.W. level, above and beyond compliance with the general academic standards of the University.

Also recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct. Because social work education involves a significant amount of internship experience and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role.

Four-Year Limit

Students must complete the program on or before a date four years from the date of matriculation. A statute of limitations of five years applies for re-application to the M.S.W. program or transfer of credit.
Credit for Life Experience

In accordance with the standards of the Council on Social Work Education (CSWE), credit may not be given for life experiences.

Note: Please refer to the M.S.W. Policy Handbook for complete policies and procedures of the School of Social Work and Aurora University.

M.S.W. Program Requirements

Prerequisite: Statistics (completed a basic statistics course with a grade of “C” or better prior to enrollment)

Foundation Curriculum 30 semester hours

Social Welfare 3 semester hours
  SWK6140 Social Welfare Policy and Institutions (3)

Human Behavior and Social Environment 6 semester hours
  SWK6150 HBSE I: Theories of Human Development I (3)
  SWK6160 HBSE II: Theories of Human Development II (3)

Social Work Practice Theory and Methods 12 semester hours
  SWK6370 Social Work Practice I: Individuals & Families (3)
  SWK6381 Social Work Practice II: Group Work (3)
  SWK6382 Social Work Practice II: Community Practice (3)
  SWK6390 Social Work Practice with Diverse & Vulnerable Populations (3)

Research 3 semester hours
  SWK6250 Research I: SW Research Methods (3)

Field Instruction 6 semester hours
  SWK6730 Field Instruction I: Beginning Internship (3)
  SWK6740 Field Instruction II: Beginning Internship (3)

Concentration Curriculum 30 semester hours

Social Work Practice and Policy 12 semester hours
  SWK6500 Social Work Perspectives on Psychopathology (3)
  SWK6511 Social Work Practice III: Clinical Theory and Methods (3)
  SWK6521 Social Work Practice IV: Advanced Clinical Knowledge and Application (3)
  SWK6533 Advanced Social Policy (3)

Research 3 semester hours
  SWK6283 Practice and Program Evaluation (3)

Social Work Electives 9 semester hours

Advanced Field Instruction 6 semester hours
  SWK6750 Field Instruction III: Advanced Internship (3)
  SWK6760 Field Instruction IV: Advanced Internship (3)

Total required to graduate 60 semester hours

Specialization in Addictions

The Addictions Specialization prepares students to work with substance abusing individuals and their families within a primary substance abuse treatment setting. The coursework focuses on educating students about various aspects of substance abuse, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various sub-populations of addictions. Within the clinical concentration, students complete a field internship at
an approved addictions site. Upon successful completion of this specialization, students are eligible to take the Illinois state CADC examination. (Offered on the Aurora campus)

**Specialization Courses**

- SWK6340  Survey of Substance Abuse Evaluation and Treatment (3)
- SWK6350  Psychopharmacology (3)
- SWK6200  Addictions Counseling I (3)
- SWK6400  Addictions Counseling II (3)

**Specialization in Child Welfare**

The School of Social Work has developed a specialization in Child Welfare available in the M.S.W. program. M.S.W. students in their advanced year enter into the Clinical Concentration. The Child Welfare Specialization may be taken by M.S.W. students along with the Clinical Concentration. The Child Welfare Specialization is a four-course sequence. M.S.W. students have four open electives. The students will participate in at least one internship specific to the field of child welfare in the first or second year of the social work program.

The courses in the Child Welfare Specialization will not only serve to educate our students; they will also continue to promote the field of child welfare and social work. Graduates with the specialization will gain competitive positions aimed directly at serving the needs of children. The School of Social Work has been, and continues to be, committed to making a positive difference in the lives of children. Developing a specialization in child welfare, coursework and field placement internships will address the educational needs of the students while enhancing their work toward improving the lives of children and their families.

Students in the specialization will also complete a field placement and field instruction course with an agency that focuses on child welfare. The thrust of this specialization is to develop an interdisciplinary curriculum designed to provide comprehensive child welfare education.

**Specialization Courses**

- SWK5725  Effects of Trauma on Children (3)
- SWK6720  Vulnerable Children and Families (3)
- SWK6725  Child Welfare Services (3)

**Specialization in Gerontology**

Students in the Clinical Concentration may specialize in gerontology. The focus of this specialization is to provide comprehensive gerontology education to M.S.W. students in order to enable them to be effective practitioners in the field of geriatric services. The specialization courses fulfill the elective requirements for the M.S.W. program. In addition, students complete their advanced field placement in an approved social work gerontology agency.

**Specialization courses**

- SWK5100  Social Work and Older Adults (3)
- SWK5110  Biology and Health of Aging (3)
- SWK6100  Assessment and Intervention with Older Adults (3)
- SWK6110  Families and Groups (3)
Specialization in Leadership through the School of Business
M.B.A. Program

M.S.W. students in the Clinical Concentrations may take some or all of their electives from the M.B.A. (Master’s in Business Administration) Leadership Curriculum. Taking the following M.B.A. courses: MBA6030, MBA6610, MBA6620, and MBA6630 results in a Specialization in Leadership for the not-for-profit sector, along with the M.S.W. degree. Taking MBA6030, and two out of three of the courses cited above entitles the M.S.W. student to receive a Certificate in Leadership for the not-for-profit sector. This advanced business curriculum is ideal for M.S.W. students interested in learning more about business management and administration in the field of Social Work and Human Services.

Please refer to the M.B.A. section of the graduate catalog for course details.

M.S.W. Course Descriptions

Foundation Curriculum

Social Welfare

SWK6140 Social Welfare Policy and Institutions 3 semester hours
Major social welfare programs are reviewed within an overall policy analysis framework. Forces that impact on social policy such as American individualism and issues such as poverty, racism, and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

No prerequisites.

Human Behavior and the Social Environment

SWK6150 HBSE I: Theories of Human Development I 3 semester hours
This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional, and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

No prerequisites.

SWK6160 HBSE II: Theories of Human Development II 3 semester hours
This course, based in an ecological systems perspective, follows human development throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional, and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

Prerequisite: SWK6150.
Social Work Practice Theory and Methods

SWK6370 Social Work Practice I 3 semester hours
This course is the first in a sequence of five practice courses covering the foundation and concentration years in the MSW program. In Social Work Practice I, students are introduced to specific theoretical and skills-based core concepts of generalist, individual, family and couples social work direct practice.

No prerequisites.

SWK6381 Social Work Practice II: Group Work 3 semester hours
The course examines social work practice from a macro perspective introducing group work practice skills.
Prerequisite: SWK6370.

SWK6382 Social Work Practice II: Community 3 semester hours
The course examines social work practice from a macro perspective introducing community direct practice skills.
Prerequisite: SWK6370.

SWK6390 Social Work Practice with Diverse & Vulnerable Populations 3 semester hours
This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes towards self, others and differences are explored.

No prerequisites.

SWK6500 Social Work Perspectives on Psychopathology 3 semester hours
This course presents psychopathology through a distinctly social work perspective. The course includes bio-psycho-social assessment and treatment models, including the use of DSM-IV-R. The course emphasizes assessment, advocacy, direct service, interdisciplinary collaboration, and use of community resources and supports. The person is not defined by diagnosis or condition. Mental illness is seen through a strengths perspective and within a social context. Persons are viewed holistically, as participating members of their families and communities.

No prerequisites.

Research

SWK6250 Research I: Methodology 3 semester hours
This course is the first in a sequence of two required research courses. Students are introduced to ethical social work research using scientific inquiry. Class material provides an overview of various research methods and design elements. The course highlights creating, performing, and evaluating outcomes of practice and policies.

No prerequisites.

Field Instruction

SSWK6730, 6740 Field Instruction I, II 3 semester hours each
Sequence of two consecutive semesters beginning in the Fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This foundation-level field experience is designed
to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 10 Core Competencies of Social Work Practice are measured at the middle and end of the internship experience. No prerequisites.

Concentration Curriculum

Research

**SWK6283 Practice & Program Evaluation** 3 semester hours

Students will plan, design, and conduct an evaluation study of an intervention or program. Students will choose between a single-subject design study or program evaluation. The study will relate to the student’s field practicum or another area approved by the research professor.

**Prerequisites:** SWK6250; completion of statistics course with “C” or better.

Social Work Practice and Policy

**SWK6511 Social Work Practice III: Clinical Concentration I** 3 semester hours

This course builds upon the generalist practice knowledge and skills acquired in the foundation year. Required of students in the Clinical Concentration, the course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

**Prerequisite:** Foundation curriculum.

**SWK6521 Social Work Practice IV: Clinical Concentration II** 3 semester hours

A continuation of SWK6511, this course will further enhance and expand the clinical concentration student’s knowledge and skill in clinical social work practice with diverse clientele in all types of clinical settings and focuses on an integrative approach to clinical social work practice.

**Prerequisite:** SWK6511.

**SWK6533 Advanced Social Policy** 3 semester hours

Examination of policies relevant to social work practice. Health and mental health policy. Agency-level policy within the context of state- and federal-level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

**Prerequisites:** SWK6140, SWK 6370 and SWK 6382.

Advanced Field Instruction

**SWK6750, 6760 Field Instruction III, IV** 3 semester hours each

Sequence of two consecutive semesters beginning in the Fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in specialization area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

**Prerequisites:** Completion of the foundation curriculum, SWK6730 and SWK6740.
School Social Work Concentration

The following courses are required for those who plan to be a school social worker. The courses are taken in place of the electives for those not pursuing school social work.

SWK5610 Social Work Practice with the Exceptional Child 3 semester hours
This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification, and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionalities and how that impacts a student's education, the course will provide a social work perspective for practice related to prevention, intervention and evaluation.
No prerequisites.

SWK6410 School Social Work Policy and Practice I 3 semester hours
This is the first of a two-course sequence for students doing their internships in the public school setting leading to state certification as school social worker. This course focuses on practice. It prepares students to provide school social work services to individuals, groups, families, the school system, and the community. This course covers the roles of the school social worker and the skills needed to perform the various roles. Special attention is given to assessment, prevention, and intervention across systems on behalf of school children and their families.
Prerequisites: Foundation curriculum and SWK5610.

SWK6420 School Social Work Policy and Practice II 3 semester hours
This is the second of a two-course sequence for students doing their internships in the public school setting leading to state certification as a school social worker. This course focuses on policy and legal issues related to providing school social work services to individuals, groups, families, the school system, and the community. This course covers state and federal special education mandates and other laws and policies related to public school children and their families. Special attention is given to ethical and legal implications of these laws and policies and their effect on the education of children.
Prerequisite: SWK6410.

Social Work Electives

SWK5100 Social Work Gerontology: Social Work & Older Adults 3 semester hours
Major theories of aging and their implications for social work practice. Focus is on community services for the aged and an examination of current issues and trends related to the service delivery system. Required course for gerontology specialization.
No prerequisites.

SWK5110 Social Work Gerontology: Biology and Health of Aging 3 semester hours
Overview of normal changes of aging and the major health concerns related to the later years. Required course for gerontology specialization.
No prerequisites.
SWK5300  Forensic Social Work  3 semester hours
Introduction to social work and the criminal justice system through the study of mental health and its interaction with the law. Students review the care and treatment of offenders (who are mentally ill) in the criminal justice system.
No prerequisites.

SWK5500  Social Work Statistics  3 semester hours
Statistical methods course acquaints the student with data analysis using SPSS. Basic concepts of descriptive and inferential statistics, descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing, and tests of significance are covered to enable students to conceptualize, apply and interpret statistical methods in relation to problems which confront the field of social work.
Prerequisite: Social Work Research I.

SWK5550  Spanish for Social Workers  3 semester hours
This course will include the fundamentals of Spanish grammar and vocabulary that will be most beneficial to those in the field of social work. Active use of the language will be emphasized during all meeting times. Special attention will be paid to pronunciation and topics of special interest to the participants. Simple readings with a focus on culture and how it impacts social work will also be studied. It is expected that all students will work diligently in order to master the material that is covered in class and the text.
No prerequisites.

SWK5725  Effects of Trauma on Children  3 semester hours
This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers, and the critical need for supervision will be examined. Skills will be developed to directly treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories, and increasing coping skills to prepare for future challenges.
No prerequisites.

SWK5740  Family Violence: Issues and Intervention  3 semester hours
Socio-cultural analysis of victimization in the family, with particular focus on the problems of battering and sexual abuse. The course addresses, through the examination of various theoretical perspectives, the question of violence against women, child physical abuse/neglect/sexual abuse; and the problem of elder abuse.
No prerequisites.

SWK5750  Substance Abuse  3 semester hours
Presented from an ecological and family systems perspective, this course provides current information that will enhance the student’s ability to work effectively with individuals and families who are both directly and indirectly affected by substance abuse. Emphasis is placed on current research. Relevant social policies and societal attitudes are considered.
No prerequisites.
SWK5770  Social Work with Older Adults  3 semester hours
This course consists of the study of major theories of aging and their implications for social work practice. Focus is on community services for the aged and an examination of current issues and trends related to the service delivery system.
No prerequisites.

SWK5790  Social Work Practice and Sexual Diversity  3 semester hours
Course provides students with a knowledge base critical in developing an understanding of, and appreciation for, people of diverse sexual identities and gender expressions. Intent of course is to develop social workers who are capable of working with sexual minorities from a theoretically integrative perspective.
No prerequisites.

SWK5810  Selected Topics  3 semester hours
Selected topics that support foundation social work courses and are of interest to students but are not a regular part of the curriculum.
No prerequisites.

SWK6030  Bereavement Counseling  3 semester hours
This course presents the theoretical framework for working with bereaved individuals and an examination of cultural attitudes toward death, other life losses, and what effect these attitudes have on individual grief reactions. This course highlights the therapeutic skills needed when working with the bereaved.
No prerequisites.

SWK6040  Social Work and Spirituality  3 semester hours
This course presents the knowledge and skills needed to provide social services to persons with spiritual needs and dilemmas. A person-in-environment perspective is used in understanding the meaning of spirituality for clients and appropriate methods to utilize in responding to them.
No prerequisites.

SWK6060  Fundraising for Social Work  3 semester hours
Conceptualization and implementation of soliciting and acquiring income through philanthropy and other private donations, grants, fee for service, investment and other means geared to the special needs of nonprofits.
No prerequisites.

SWK6100  Social Work Gerontology: Assessment and Intervention with Older Adults  3 semester hours
This course will examine the advanced study of clinical treatment of older adults. Focus will include different mental health issues presented by older adults, such as, depression, Alzheimer’s disease, adjustment disorders due to relocation or loss of loved ones and chronic illness. Successful treatment models with older adults will be presented framed in the life course perspective.
Prerequisite  SWK6511 or concurrent enrollment; or consent of professor.

SWK6110  Social Work Gerontology: Families & Groups  3 semester hours
Study of older adults in group settings including the family, community living, work environment, and society. Required course for gerontology specialization.
Prerequisites: SWK6370, SWK6381 or consent of professor.
SWK6200  Addictions Counseling I  3 semester hours
This course is the first of two courses designed to address the specific treatment approaches utilized in working with the addicted population. Specific treatment approaches as well as common assessment tools will be reviewed. Various career opportunities within the realm of the addictions field will be explored. Students will be introduced to the concept of the legal impact that drugs and alcohol have on society and will have an opportunity to experience either drug court or DUI court as part of their learning experience. Specific Illinois state rules which govern treatment will be discussed (Rule 2060) as well as rules and laws of confidentiality. Standardized treatment protocol, such as utilizing the American Society of Addiction Medicine (ASAM) will be formally explained. The various levels of care and treatment settings will be explored so that students planning on pursuing certification can begin thinking of an internship placement that will be a good match.
Prerequisites: SWK6340 and SWK6350.

SWK6340  Survey of Substance Abuse Evaluation and Treatment  3 semester hours
This course will address a variety of topics as they relate to addictions in a number of settings. The course is intended to serve as the foundation course for students pursuing or considering obtaining a valuable clinical credential from the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc. (IAODAPCA). This will be the first in a series of four courses that will be addictions specific. Students pursuing this specialization will be required to complete an internship that documents addiction-related clinical work. Students completing this curriculum track will be eligible to test for dual credentials upon graduation: Licensed Social Worker (LSW) as well as the CADC.
No prerequisites.

SWK6350  Psychopharmacology  3 semester hours
This course is the second in the sequence of four required courses in the addictions specialization. The course will address the drugs commonly used by the addicted population. The following topics will be explored and discussed in the course: the effect of drugs on the body and specific systems within the body; the effect of alcohol and drugs on different populations such as women and the elderly; current trends of drug use; common myths about specific drugs; specific treatment approaches and complications; current controversial topics related to drugs in society; medications used to help the addicted population as well as those who suffer from mental illness(es); and changes in brain chemistry as a result of “process addictions.”
No prerequisites.

SWK6400  Addictions Counseling II  3 semester hours
This is the second course specifically designed to address specific treatment approaches utilized in working with the addicted population. In this course students will continue building their expertise of addictions through analysis and evaluation of specific treatment approaches found to have positive outcomes with the addicted population such as Motivational Interviewing and Reality Therapy. Students will study and develop an understanding of the impact that the addicted person has on their family members as well as analyze various treatment options for families. In addition, the course will address the following topics: DUI laws and implications for treatment; issues of prevention programs; examination of
substance abuse from macro, mezzo, and micro levels; fundamental issues of effective treatment plans; relapse process and prevention plans; importance of working relationships with other service providers in case management function; roles of practitioners in treatment settings; and the process of addiction.

**Prerequisites:** SWK6340, SWK6350 and SWK6200.

**SWK6440 Advanced Social Work Practice with Individuals** 3 semester hours
This advanced social work practice elective focuses on contemporary approaches to directed social work practice with individual client systems.

**Prerequisite:** Foundation curriculum.

**SWK6450 Advanced Social Work Practice with Families** 3 semester hours
This advanced social work practice elective emphasizes the ability to assess and engage families and to plan and implement effective interventions with a wide variety of families.

**Prerequisite:** Foundation curriculum.

**SWK6460 Advanced Social Work Practice with Couples** 3 semester hours
This advanced social work practice elective will focus on a variety of theories and approaches to social work practice with couples.

**Prerequisite:** Foundation curriculum.

**SWK6470 Advanced Social Work Practice with Children** 3 semester hours
This advanced social work practice elective will encompass the theory, methods and skills necessary for understanding and working with children on all levels of social work practice.

**Prerequisite:** Foundation curriculum.

**SWK6480 Advanced Social Work Practice with Adolescents** 3 semester hours
This advanced social work practice elective will examine a variety of theoretical and practical approaches to working with adolescents and their environment.

**Prerequisite:** Foundation curriculum.

**SWK6512 Social Work Practice III: Leadership and Community Practice** 3 semester hours
This course builds upon the generalist practice knowledge and skills acquired in the Foundation Year. The course will focus on management and administration in the human services. Includes decision-making and leadership styles; basic tasks, roles, skills of managers; management processes such as financial and human resource management. Use of the competing values framework (a meta-theoretical model) to integrate management skills of boundary-spanning, human relations, coordinating, and directing.

**Prerequisite:** Foundation curriculum.

**SWK6522 Social Work Practice IV: Leadership and Community Practice** 3 semester hours
A continuation of SWK6512, this course will prepare the student to do planning, administration, and organizing in social service agencies. This is a practice course that focuses on a broad range of material related to macro practice. Students will be exposed to many of the practice tasks that administrators must deal with to perform their roles effectively.

**Prerequisite:** SWK6512.
SWK6560  Hospital Social Work  3 semester hours
This course will synthesize principles from the social work code of ethics in the medical setting following the generalist theory of practice. An overview of the variety of medical settings and situations in which social workers practice will be explored. Students will have an opportunity to determine if the medical field is the challenge they are looking for in social work.
No prerequisites.

SWK6565  Grant Writing for Social Work  3 semester hours
Selected topics that support advanced social work practice courses and are of interest to students but are not a part of the regular curriculum.
No prerequisites.

SWK6570  Counseling Theories in Social Work  3 semester hours
This course is geared toward teaching the social worker about the various therapy techniques commonly used in a therapeutic/clinical setting/relationship. As a social worker, we find ourselves in various levels of practice: micro, mezzo, and macro. This course is designed and focused on the micro level of practice; helping an individual move from one point to another.
No prerequisites.

SWK6580  Fundraising  3 semester hours
Conceptualization and implementation of soliciting and acquiring income through philanthropy and other private donations, grants, fee for service, investment and other means geared to the special needs of nonprofits. (Note: This course does NOT cover grant writing in depth. Grant writing is covered in the macro practice sequence.)
No prerequisites.

SWK6710  Expressive Therapy for Children  3 semester hours
This course is designed to explore the expressive therapies, such as, art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self-aware of the use of imagination, mind, body and emotions. Students will understand the affect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social worker students to alter their approach based on the clients’ needs, or through using multiple forms of expression with the same client to aid with deeper exploration.
No prerequisites.

SWK6720  Social Work with Vulnerable Children and Families  3 semester hours
This course will focus on the practice implications for social workers within the juvenile justice system and substance abuse treatment programs. Current and historical policies and research specific to the juvenile justice system will be examined. Coursework and lectures will investigate all phases of the contemporary juvenile justice system and examines juvenile rights, the nature and explanation of delinquency, truancy, classifications of juvenile offenders, juvenile courts and corrections, as well as effective treatment programs. Students will gain an understanding of the legal process, including due process, adjudication, alternatives to incarceration and forensic evaluation. Collaboration with protective services, treatment programs and court services will be evaluated.
No prerequisites.
SWK6725 Child Welfare Services 3 semester hours
Theory, principles, issues, and trends in social work with children and youth; common and special needs. Case management, treatment planning, case monitoring. Exploration of authority-helper role and problems of working with non-voluntary clients.
No prerequisites.

SWK6810 Selected Topics 3 semester hours
Selected topics that support advanced social work practice courses and are of interest to students but are not a part of the regular curriculum.
No prerequisites.

SWK6830 Directed Study
SWK6980 Independent Study

Post-M.S.W. Type 73 School Social Work Courses

SWK5610 Social Work Practice with the Exceptional Child 3 semester hours
This course examines major causes and characteristics of students in the public school setting evidencing exceptionality. The psychology, identification, and methods of serving exceptional individuals and their families will be considered. While the focus of this course is an understanding of the various exceptionailities and how that impacts a student’s education, the course will provide a social work perspective for practice related to prevention, intervention and evaluation.
No prerequisites.

SWK6430 School Social Work Certification Course 3 semester hours
This course is designed for post-M.S.W. graduate students seeking school social work certification from the Illinois State Board of Education. It provides an orientation to social work practice in the public school setting. It covers important historical, legal, and political developments that affect the modern day roles and functions of the practitioner in the school setting. The course provides a basic understanding of the types of students served, resources and knowledge needed to deliver services and an overview of the public school system. This course is a requirement for state certification as a school social worker.
Prerequisites: M.S.W. post-graduate and approval by School Social Work Coordinator.

SWK6670 Field Instruction: Post-Master’s School Social Work 3 semester hours
This course is designed for students in the post-graduate program leading to state certification for school social work. This field course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public school setting with the unique knowledge and skills required by this setting. Students, in conjunction with the school of social work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the public school arena and to learn addition knowledge and skills necessary for providing school social work services. Instruction limited to post-master’s students.
Prerequisite: Consent of School Social Work Coordinator.
School of Social Work Faculty

Brenda Barnwell  
Jeff Bulanda  
Christine Bruhn  
Rob Castillo  

Henry Kronner  
Fred McKenzie, Director  
Don Phelps  
Charles Zastrow

Adjunct Faculty

Adjunct faculty will vary each semester depending on the need for instructors. All adjunct faculty teach courses that draw upon their expertise. All adjunct faculty have an M.S.W. degree.

Doctor of Social Work (D.S.W.)

Program offered in Aurora and at the George Williams College campus in Wisconsin.

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

D.S.W. Admission Requirements

Applicants to the D.S.W. program will need:

1. The student must have an M.S.W. degree from a Council on Social Work Education (CSWE) accredited program.
2. The student must also have a Licensed Clinical Social Worker license (LCSW) or equivalent license from their home state.
3. The student’s GPA must be 3.0 on a 4.0 GPA scale (Most programs have this GPA requirement).
4. The student must have at least three years Social Work experience post-M.S.W.
5. The student must submit three (3) letters of recommendation.
6. The student must submit a sample of their writing in the area of Clinical Social Work Theory and Practice.
7. The qualified applicant will also go through a personal interview with the admissions committee.

Students must complete the D.S.W. in Clinical Social Work Program within six years. In certain circumstances students may petition for a one-year extension.
Application Considerations

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

Provisional Admission

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

D.S.W. Program Options

The School of Social Work offers the D.S.W. program on an evening and/or weekend basis. The program requires 64 semester hours of credit. The D.S.W. program will be offered on both the Aurora and George Williams campuses.

D.S.W. Clinical Seminar and Clinical Oral Requirements

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

D.S.W. Comprehensive Exam

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

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

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

Students will work closely with and under the guidance of their dissertation chair to develop the clinical dissertation proposal which will ultimately be orally presented to the dissertation committee for approval. Once approved, the doctoral student must secure Institutional Review Board approval for research on human subjects and may proceed to gather data. Once all data has been gathered, analyzed and the clinical dissertation has been written, the doctoral student will present an oral defense of his or her study to the committee and the public.

Students must enroll in 4 semester hours of dissertation supervision upon the successful completion of the research-course sequence. They may take all 4 semester hours at one time in the Summer semester of their third year, or enroll in 2 semester hours each in the Summer and Fall semester of the fourth program year. If the student has not successfully completed the dissertation process by the end of the Fall semester of their fourth year, he or she will receive an “X” grade for their final 2 dissertation supervision semester hours. Students may continue the dissertation process while they carry the “X” grade, but must complete the dissertation no later than their fifth year in the program. In rare circumstances students may apply for a one-year extension to complete the dissertation in six years. While carrying the “X” grade and completing their dissertation, students will be charged a semester dissertation fee.

Five-Year Limit

Students must complete the D.S.W. in Clinical Social Work Program within five years. In certain circumstances students may petition for a one-year extension.

D.S.W. Program Requirements

Year One:
SWK7100 The History of Psychological Theory and Practice (3)
SWK7150 The History of Clinical Social Work Knowledge and Practice (3)
SWK7200 Clinical Seminar One (6)
SWK7250 History of Social Policy (3)
SWK7300 Clinical Seminar Two (6)
SWK7350 Organizational Analysis (3)
Year Two:
SWK7400  Clinical Seminar Three (6)  
SWK7450  Teaching Clinical Social Work Theory and Practice (3)  
SWK7500  Clinical Seminar Four (6)  
SWK7810  Special Topics: D.S.W. Electives (Three 3-semester hour Courses) (9)  

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

D.S.W. Course Descriptions

SWK7100  The History of Psychological Theory and Practice  3 semester hours
This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of psychological theory and clinical practice.  
No prerequisites.  
Co-requisite: SWK7150.

SWK7150  The History of Clinical Social Work Knowledge and Practice  3 semester hours
This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice.  
No prerequisites  
Co-requisite: SWK7100.

SWK7200  Clinical Seminar One  6 semester hours
This first clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with individual clients. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.  
Prerequisites: SWK7100 and SWK7150.  
Co-requisite: SWK7250.

SWK7250  History of Social Policy  3 semester hours
This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of social policy as it relates to clinical social work practice.  
Prerequisites: SWK7100 and SWK7150.  
Co-requisite: SWK7200.

SWK7300  Clinical Seminar Two  6 semester hours
This second clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with couples. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.  
Prerequisites: SWK7100, SWK7150, SWK7200 and SWK7250.  
Co-requisite: SWK7350.
SWK7350 Organizational Analysis 3 semester hours
This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of organizational theory as it relates to the current state of clinical social work practice.
Prerequisites: SWK7100, SWK7150, SWK7200 and SWK7250.
Co-requisite: SWK7300.

Year Two:

SWK7400 Clinical Seminar Three 6 semester hours
This third clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with families. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.
Prerequisites: SWK7100, SWK7150, SWK7200, SWK7250, SWK7300 and SWK7350.
Co-requisite: SWK7450.

SWK7450 Teaching Clinical Social Work Theory and Practice 3 semester hours
This didactic and experiential course will expose the doctoral student to the theory and techniques necessary to teach advanced clinical social work theory and practice in higher education.
Prerequisites: SWK7100, SWK7150, SWK7200, SWK7250, SWK7300 and SWK7350.
Co-requisite: SWK7400.

SWK7500 Clinical Seminar Four 6 semester hours
This fourth clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge with groups. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course. In this clinical seminar, the doctoral student will develop the comprehensive paper used in his or her clinical oral. Doctoral students will also use this course to help prepare for the clinical oral through practice presentation in class.
Prerequisites: SWK7100, SWK7150, SWK7200, SWK7250, SWK7300, SWK7350, SWK7400 and SWK7450.

SWK8810 Special Topics: D.S.W. Electives 9 total semester hours
The remaining three electives will consist of three 3-hour courses in an area of the doctoral student’s choosing. These courses must be approved by the doctoral student’s advisor, and substantially relate to the overall dissertation plan, i.e. be relevant to the course of study and add to the expertise of the doctoral student’s overall educational process. These could include Ed.D. courses from AU, as well as other AU master’s-level courses that can be revised to meet doctoral criteria for content and assignment rigor. Coursework from institutions other than AU will not be accepted.
Prerequisites: Approval of Advisor; SWK7100, SWK7150, SWK7200, SWK7250, SWK7300, SWK7350, SWK7400 and SWK7450.
Co-requisite: SWK7810.
Year Three:

**SWK8100  Research Methodology I**  3 semester hours
This course will acquaint the doctoral student with the knowledge and application of research methodology in preparation for development of the dissertation proposal.

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

**Co-requisite:** SWK8150.

**SWK8150  Data Analysis**  3 semester hours
This course will acquaint the doctoral student with the knowledge and application of statistics for the study and research of social work treatment practices in support of the development of evidence-based practice.

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

**Co-requisite:** SWK8100.

**SWK8200  Research Methodology II, Dissertation Planning**  3 semester hours
In this course, the doctoral student will develop an initial dissertation proposal, including formulating the research question, literature review, methodology design, data analysis, human subjects protections procedures including consent forms, IRB application, and agency or organizational approvals.

**Prerequisites:** SWK8100 and SWK8150.

**Co-requisite:** SWK8250.

**SWK8250  Data Analysis II**  3 semester hours
This course is intended to support the student in developing a competitive level of statistical acumen in preparation for both finalizing the dissertation and engaging in professional practice or academia.

**Prerequisites:** SWK8100 and SWK8150.

**Co-requisite:** SWK8200.

**SWK8800  Dissertation Supervision**  2-4 semester hours
**Prerequisites:** Successful completion of the Clinical Oral and Comprehensive Exam, SWK7500, SWK8200, SWK8250.

**School of Social Work D.S.W. Faculty**

Julie Bach Ph.D.
Christine Bruhn Ph.D.
Stephanie Brzuzy Ph.D.
Robert Daugherty Ph.D.
Fred McKenzie Ph.D.
Don Phelps Ph.D.
WACKERLIN CENTER
FOR FAITH AND ACTION
The Wackerlin Center for Faith and Action was founded to sustain multi-faith understanding and action. It focuses on curriculum, university and community service, as well as academic and scholarly activities. The center is dedicated to encouraging religious and spiritual growth, serving individuals and communities with diverse points of view, and offering an atmosphere of mutual respect and collegiality.

The Master of Arts in Leadership for Service (M.A.L.S.) is offered through the Wackerlin Center as part of its Servant Leadership Initiative.

**Master of Arts in Leadership for Service (M.A.L.S.)**

The Master of Arts in Leadership for Service (M.A.L.S.) is targeted to the current or future leader whose focus will center on identifying, strategizing around, and nurturing the possibilities evident within the tangible and intangible capital of their organization, while honoring the fiduciary responsibilities essential to sustainability. The program will provide students with the capacity for effective leadership understood as a demonstration of stewardship, in both concept and practice. Servant Leadership demands stewardship of all opportunities and resources concurrently, and we all have the potential to be servant leaders within our own sphere. Only when we construct our integrity from intentional reflection on personal values and back our goals with passion and purpose, do we position ourselves and that which we represent for excellence.

The M.A.L.S. is grounded in the expertise of multiple disciplines, recent literature and classic texts, which stimulate identification and development of a conceptual framework on a personal level. The M.A.L.S. addresses the creation of financial competency (6 semester hours), interpersonal competency (6 semester hours), entrepreneurial competency (6 semester hours), and stewardship competency (12 semester hours). The remaining 6 semester hours are dedicated to an optional concentration of choice. The optional concentrations include Business, Not-for-Profit, Healthcare, Higher Education, and Religion. The M.A.L.S. program design draws upon accomplished professionals, nationally recognized experts, and thought leaders, to share their expertise regarding finely targeted, dense topics. The M.A.L.S. program is not simply conducive to, but benefits from, a blended learning approach, allowing for extensive reflection through person-to-person discussions and activities, and solitude.

- The financial competency provided by the M.A.L.S. equips graduates to both demonstrate and sustain excellence in the pursuit of an organizational mission. The ability to comprehend and analyze financial and economic data and environments is necessary to inform and support the pursuit of excellence. (Excellence)
- The interpersonal competency provided by the M.A.L.S. supports the graduate’s ability to navigate the unavoidable conflicts and change that arise in any committed endeavor. The study of group and community dynamics
included in this area of the M.A.L.S. program enables graduates to identify the moral and ethical implications of personal and organizational actions, and sharpens the ability to recognize and diagnose needs from a personal and systemic perspective. (Citizenship)

- The entrepreneurial competency provided by the M.A.L.S. is built through an academic reflection on social justice, strengthened by engagement with a case or project. Entrepreneurial competency is sourced in curiosity, driven by passion and the need to advance knowledge, and solutions to needs. The M.A.L.S. student spends time exploring the dynamic of adult learning as a means to coordinate their own, as well as foster continuous learning in those they lead. (Continuous Learning)

- The stewardship competency provided by the M.A.L.S. is the underlying percussion of the program. The defining elements of Servant Leadership to be applied within a personal and organizational context have been organized into dense, focused topic areas. The curriculum coordinates reflection upon and strengthening of these elements, under the care of leadership practitioners with special expertise in each particular area. (Integrity)

M.A.L.S. Degree Requirements

The M.A.L.S. degree requires 36 semester hours as stipulated below.

Stewardship Competency: 12 semester hours

MLS5100 Servant Leadership 3 semester hours
This course explores the philosophy of Servant Leadership. Students will consider a general organizational ethic, meaning the moral principles and values governing organizations, as well as the feasibility of servant leadership practice within those. The characteristics of the servant leader and application of the same to various distinct career disciplines will be considered.

Integrated Concept Courses

MLS5400 Stewardship, Ethics/Values, Trust 1 semester hour
This course examines Stewardship and its related components, including Trust. We will contrast a service orientation versus martyrdom, and individually identify the roots of Ethics and Values as well as how they inform a personal leadership framework.

MLS5450 Self Awareness, Team Building, Presence 1 semester hour
We will examine mindsets and biases that support and defy our leadership potential as individuals, and contributory potential within a group. We will explore the concept of presence and flow both individually and within a group.

MLS5500 Motivation, Empowerment, Coaching 1 semester hour
This course will contribute to the growth of the skills helpful to truly empathize with the goals and needs of others, in order to remove the obstacles blocking the inherent self-motivation in beings, as well as inspire value added coaching.
MLS5550  Authenticity, Vulnerability, Humility  1 semester hour
We will explore the essential Authenticity required for Servant Leadership, pro-
vide insight as to how to navigate the resultant Vulnerability, all in the pursuit of
organizationally productive humility.

MLS5600  Followership, Usefulness, Changing the
Pyramid  1 semester hour
This course explores the practice and importance of effective followership, its
potential impact on organizational structure, and those structures that indicate or
are indicated by Servant Leadership. The commitment to Usefulness as defined
by the rights and responsibilities of organizational citizenship will be considered.

MLS6100  Experiential
Credit is met by participating in and formally reflecting upon, a service oriented,
“hands on” experience. This experience may consist of an international or
domestic service opportunity. The granting of credit for an experiential oppor-
tunity not facilitated by the University is at the discretion of the program director.
Participation in a campus Net Impact chapter project is one such example.

MLS6300  Foresight, Intuition, Listening  1 semester hour
Foresight driven by Intuition and Continuous Learning will be examined, as well
as strategies and skills essential to the productive management of resultant orga-
nizational change.

MLS6350  Conceptualization, Creativity, Systems Thinking  1 semester hour
We will engage in activities to empower individual Creativity, coupled with the
introduction of Systems Thinking. The intersection of these two is where exe-
cutable Conceptualization is born.

MLS6400  History of Servant Leadership, Sustainability,
Faith/Culture  1 semester hour
This course will survey the presence of Servant Leadership in history. A broad
variety of faith and cultural perspectives will be analyzed regarding differences
and commonalities. We will explore the financial sustainability supported by Ser-
vant Leadership

Entrepreneurial Competency:  6 semester hours

MLS6200  Social Entrepreneurship  3 semester hours
This course will explore the ways that Servant Leadership in action manifests in
innovative solutions which address the systemic causes or perpetuation of social
injustice. Specific cases of Social Entrepreneurship will be reviewed and analyzed,
followed by the execution of a case, PBL or special project.
No prerequisites.

EDU8225  Philosophies of Adult Learning  3 semester hours
The course begins by defining common characteristics of adult learners. Readings
include the research literature on learner-centered instruction. The course
emphasizes theories of self-regulated learning and motivation, focusing particu-
larly on: constructivism, social cognition, efficacy, attribution, and self-determi-
nation. The course accentuates adult-oriented constructivist methods of teaching
and learning, including problem-based learning.
No prerequisites.
Financial Competency: 6 semester hours

MBA5120 Foundations of Accounting 3 semester hours
This course introduces basic financial and managerial accounting concepts from the viewpoint of the user. Emphasis is on developing critical decision-making skills through the study of problems and cases. It will also cover financial statement analysis.

No prerequisites.

MBA5140 Foundations of Economics 3 semester hours
Students will be introduced to the domestic and global economies, business cycles, unemployment, and inflation. They will also be exposed to the economic decision process of firms and individuals as they attempt to maximize their relative well-being.

No prerequisites.

Interpersonal Competency: 6 semester hours

Select:

SWK6381 Social Work Practice II: Group Work 3 semester hours
The course examines social work practice from a macro perspective introducing group work practice skills.

No prerequisites.

OR

SWK6382 Social Work Practice II: Community 3 semester hours
The course examines social work practice from a macro perspective introducing community direct practice skills.

No prerequisites.

MBA6620 Leading Strategically 3 semester hours
This leadership concentration course addresses how leaders can effectively utilize creative strategies. Students will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Students will also discuss moral ethical and legal issues that affect the ability to lead an organization. The subsections are (1) conflict resolution (2) crisis strategies and (3) moral, ethical and legal leadership (4) leading strategic changes.

No prerequisites.

Concentration Courses: 6 semester hours

MLS6770, 6771, 6772, 6773, Leadership Capstone: “Concentration 6774, 6775 Specified” 3 semester hours
This course will guide students through the application of a service oriented lens to their chosen concentration. The systemic circumstances within the environment of the chosen concentration will be explored, and a conceptualization plan for the student’s path within that environment will be constructed.

Prerequisite: Completion of a minimum of 18 semester hours in the M.A.L.S. program.
Elective of Choice or Master’s Thesis
3 semester hours
Students will select a graduate level course or may construct a Master’s Thesis to supplement their concentration area program. Course selections and thesis topics are subject to the approval by the Director of the M.A.L.S. Program. Elective course examples might include, but are not limited to:

ACC5520  Governmental and Nonprofit Accounting  3 semester hours
This course focuses on accounting and budgeting concepts applied to the management of public, not-for-profit, and non-profit organizations: program budgeting, fund accounting, and systematic analysis as they apply to public sector and not-for or non-profits.
Prerequisites: ACC2010 and ACC2020 or MBA5120.

SWK6390  Social Work Practice with Diverse & Vulnerable Populations  3 semester hours
This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes towards self, others and differences are explored.
No prerequisites.

SWK6900  M.A.L.S. Thesis
A research based thesis will be prepared by the student, in consultation with a faculty member and/or discipline based mentor. A multidisciplinary environment is maintained intentionally, in order to facilitate broad analysis and critical thought.
Prerequisites: 18 semester hours completed In the M.A.L.S. program.
George Williams College of Aurora University is located on the shores of Geneva Lake in Williams Bay, Wisconsin. This beautiful campus was founded in 1884 as a summer training program for YMCA leaders. Since that time, the campus has been a source of inspiration, education and renewal for thousands of visitors 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. Thus, in 2000, the campus officially became part of Aurora University. Together, these campuses are dedicated to the transformative power of learning.

For George Williams College that means a unique commitment to both the traditional student and the working adult who is returning to college. With convenient weekday, evening and weekend programs, students are able to complete their education without inconveniencing their daily activities. In addition, George Williams College offers a residential program for those undergraduate and graduate students seeking to reside on campus. A beautiful location on Geneva Lake in Williams Bay, Wisconsin, allows students to enjoy a calm, reflective environment that supports their goals and aspirations. Internships are also available in the Recreation Administration program.

George Williams College offers graduate and doctoral academic programs in the fields of education, recreation administration and social work. George Williams College offers the following graduate and doctoral programs:

- Master of Science in Earth and Space Science Education with Science Endorsement
- Master of Arts in Teaching with Certification (Elementary Education)
  - Master’s-Level Elementary Education Certification
- Master of Arts in Curriculum and Instruction
- Master of Arts in Curriculum and Instruction with Bilingual/ESL Education
  - Bilingual/ESL Endorsement
- Master of Arts in Educational Leadership
  - Educational Leadership Administrative Endorsement - Type 75 (IL)/Code 51 (WI)
- Master of Arts in Reading Instruction
  - Reading Teacher Endorsement
- Master of Arts in Special Education
  - Special Education Endorsement
- Doctor of Education
  - Curriculum and Instruction/K-12 Emphasis
  - Curriculum and Instruction/Adult Education Emphasis
  - Educational Leadership
- Master of Science in Recreation Administration
  - Administration of Leisure Services
  - Outdoor Pursuits Administration
- Master of Social Work
  - Post-M.S.W. Type 73 School Social Work Endorsement
- Doctor of Social Work
- Certificates and Endorsements
  - English Language Learner Endorsement
George Williams College of Aurora University is considered an out-of-state institution by the Wisconsin Department of Public Instruction (DPI). As such, candidates pursuing certification/degrees from the College of Education at GWC must complete all Illinois preparation program requirements, including the clinical experiences and testing requirements for Illinois.

Master of Arts in Reading Instruction (M.A.R.I.) candidates who are completing the Reading Specialist Type #10 Certification are required to take the K-12 APT test and the content area (#176) examination.

Master of Arts in Reading Instruction (M.A.R.I.) candidates who are completing the Reading Teacher Endorsement are required to take the content area (#177) examination.

Master of Arts in Educational Leadership (M.A.E.L.) candidates who are completing the Type #75 Administrative Certification are required to take the content area (#186) examination.

Candidates then apply for Wisconsin licensure and may be required to complete additional content and/or testing requirements after the DPI reviews the degree to determine comparability with Wisconsin requirements.

**Master of Science in Earth and Space Science Education (M.S.E.S.E.)**

Offered only at the George Williams College campus in Williams Bay, Wisconsin

George Williams College of Aurora University has created a master’s degree in Earth and Space Science Education. The program is designed for Pre-K-12 teachers who want to increase their knowledge of earth and space science and learn new ways to work with students in the classroom. The program is designed to explore how humans affect the environment and how the environment affects humans.

All classes in the program are taught on the George Williams Campus in Williams Bay, Wisconsin. The classes include field work, lab work and classroom discussions. Geneva Lake, Yerkes Observatory, glacial and other landscapes in the area are used to provide hands-on experiences for the teachers.

The courses are designed so that teachers can take the materials from the class directly to the classroom. The program emphasizes how to develop curriculum and assessment to go along with the subject matter that the teacher is learning. Science classroom and laboratory management are discussed in connection with the science activities in the program. As a part of the program, teachers will research current topics in science and science education. This program can lead to an endorsement in science.
General program goals are to:

- Establish teacher leaders in earth and space science education in order to be able to lead the effort to improve teaching and learning of earth and space science in the teacher’s own school and district.
- Deepen teachers’ understanding of earth and space science content knowledge by focusing on concepts and connections among the various branches of earth and space science so it is understood as a coherent whole.
- Become reflective teachers by using action research to assess and improve their own teaching.
- Improve earth and space science teaching skills of graduate student participants so their middle school and high school students understand, apply and retain knowledge of earth and space science over time.
- Understand scientific literacy, identify scientific issues, explain phenomena scientifically and use scientific evidence.

Program requirements are organized into two parts: 36 semester hours

Part A: Education Courses: 12 semester hours

Required Courses:
- EDU6060 Scholarship Applied to Teaching (3)
- EDU6070 Introduction to Action Research (3)

Complete at least two of the following:
- EDU5370 Adolescent Development and Learning (3)
- EDU5440 Middle School: Mission and Methods (3)
- EDU6610 Educational Leadership (3)
- EDU6630 Curriculum Development and Evaluation (3)

PART B. Earth and Space Science Content and Pedagogy Requirements 24 semester hours

Required Course:
- NSM6020 Current Topics in Earth and Space Science and Technology for Educators (4)

1. Astronomy
   Complete at least one of the following:
   - NSM5710 Planets and Moons for Educators (4)
   - NSM5715 The Sun and Life Cycles of Stars for Educators (4)
   - NSM5720 The Milky Way, Galaxies, and the Structure of the Universe for Educators (4)

2. Geology
   Complete the following:
   - NSM5010 Physical Geology of Earth’s Surface for Educators (4)

3. Water Resources
   Complete at least one of the following:
   - NSM5030 Water Resources for Educators (4)
   - NSM6010 Oceanography/Limnology for Educators (4)

4. Meteorology
   Complete at least one of the following:
   - NSM5020 Fundamentals of Meteorology for Educators (4)
   - NSM5040 Severe Weather and the Physics of Meteorology for Educators (4)
PART A. Teacher Leader Endorsement Requirements  18 credit hours

EDU5100  Teacher Leader Roles and Attributes  3 semester hours
This is the first course in the teacher leader strand of courses. The goal of this experience is to increase participants’ understanding of teacher leader roles in schools through a study of teacher leader attributes and behaviors. Students will create a personalized learning plan that demonstrates their understanding of teacher leadership attributes and behaviors and provides evidence of their own professional growth in order to be able to act as role models for others. Such evidence might take the form of participant-created lessons, activities, assessment tasks, presentations, journal articles and/or action research into teacher leadership issues.

No prerequisites.

EDU5200  Curriculum Development and Assessment of Learning  3 semester hours
This course will focus on curriculum goals and implementation, a mix of theoretical research-based foundations and classroom-reform-based perspectives on assessment and evaluation in schools; recent developments in curriculum; learning research; and alternate modes of presentation.

No prerequisites.

EDU5400  Mathematics and Science Classroom Dynamics  3 semester hours
In this course, students, who are already in-service teachers, will explore the dynamic context and needs of the mathematics and science classroom. This course focuses on managing the active mathematics and science classroom engaged in inquiry-based learning. Safety issues, learning engagement, special learning needs (e.g., ELL, special education, gifted, other health and cognitive impairments), and the community and family issues that impact the classroom will be addressed. Connections between classroom management, the environment, curriculum choices and teaching methods will be examined. Teachers will investigate the processes of creating dynamic classroom learning environments where mathematics and science students are motivated, supported, engaged and responsible learners, and discover best practices through the use of motivation, organization, communication and instructional strategies.

No prerequisites.

EDU6000  Action Research for Teacher Leaders in Mathematics and Science  3 semester hours
Action research is a disciplined process of inquiry conducted by and for those taking action. The primary reason for engaging in action research is to assist the teacher leader in improving and/or refining his or her actions. This course launches individual or group investigation of research questions with application to the student’s classroom. The course initiates a professional conversation among the candidates about the major issues in the teaching and learning of mathematics and science. The questions that emerge become the focus for independent inquiry to develop topics for further investigation in this course and in the following course action research project.

Prerequisite:  EDU5100.
EDU6300  Completion of Action Research for Teachers of Earth and Space Science  3 semester hours
This course serves as a review of the development of emerging best instructional practice in the American classroom. Emphasis is given to implementation of instructional strategies resulting from educational research. Teacher internships may be appropriate for the completion of this research course.
Prerequisite: EDU6000.

EDU6500  Technology in Teaching Mathematics and Science  3 semester hours
This course studies the impact of technology on curriculum design, classroom practice, and the learning patterns of candidates with emphasis on the integration of multimedia, telecommunications, authoring systems, and interactive resources throughout the instructional program. This course can be taken as an internship with members of the partnership. Elements of the course will be distributed throughout the curriculum.
No prerequisites.

PART B. Earth and Space Science Requirements  18 semester hours

NSM5010  Physical Geology of Earth’s Surface for Educators  4 semester hours
This course will provide a general overview of the physical processes that have formed earth’s surface. Covered topics will include rocks and minerals, the rock cycle, sedimentation, volcanism, plate tectonics, weathering and mass wasting and landforms. The study of landforms will include streams, deserts and glaciers. The course will include a one-day field trip to study local glacial topography. Google Earth, topographic maps, aerial photographs, and topical videos will be used to augment lecture topics. Teaching materials and methods of teaching geology will be discussed in relationship to these topics. Methods of teaching reading in science will be a focus of this course. Students will be involved in activities, group discussions, data analysis, sharing experiences and readings. There are no prerequisites for this class, but basic knowledge of mathematics (scientific notation, contour and elevation calculation, probability, slope) and previous experiences with teaching science and/or mathematics will be helpful. Lab work will be integrated into classroom study and will include hands-on, written and web-based exercises to provide educators with a variety of choices for classroom use.
No prerequisites.

NSM5020  Fundamentals of Meteorology for Educators  4 semester hours
This course will provide a general overview of the meteorological processes that drive earth’s weather. Covered topics will include forecasting; basic meteorological processes, such as air pressure, temperature, wind and water states; storm development; global weather patterns; and climate history and change. Topical videos will be used to augment lecture topics. Teaching materials and methods of teaching meteorology will be discussed in relationship to these topics. Students will be involved in activities, group discussions, data analysis, and sharing experiences and readings. There are no prerequisites for this class, but basic knowledge of mathematics and previous experiences with teaching science and/or mathe-
matics will be helpful. Lab work will focus on weather forecasting and will include short-term forecasts made from sky observations and short- and long-term forecasting using online and computer sources. Group discussions will be held to compare and discuss forecasting results.

No prerequisites.

NSM5030 Water Resources for Educators 4 semester hours
Water is the very thing that makes earth habitable for life as we know it. This course will provide the student with an understanding of water, the water cycle and its components. Students will explore some basic principles of water and why it behaves the way it does. These principles will be related to everyday life and our dependence upon water for our survival. Basic concepts of water use, water quality, quantity and water law will be discussed. Teaching materials and methods of teaching will be discussed in relationship to these topics. Methods of teaching reading in science will be a major focus of the class. Students will come out of the class with a better understanding of the importance of water to everyday life and the need to better manage it for sustainability. They will be exposed to researching the literature and preparing and evaluating water resource curriculum. There are no prerequisites for this class. A basic knowledge of mathematics, scientific notation, chemistry and physics will help. Field trips will expose the students to some of the present techniques in water quality monitoring for surface, ground and atmospheric water and visually experience a watershed.

No prerequisites.

NSM5040 Severe Weather and the Physics of Meteorology for Educators 4 semester hours
This course will provide an in-depth study of severe weather processes and the physics behind those processes. Covered topics will include the physics of pressure, temperature, motion (wind) and moisture; atmospheric instability; severe storm development and the characteristics of severe storms (supercells, squall lines, microbursts, outflow boundaries); unusual cloud and wind patterns; lightning (charge imbalance and static electricity); supercell tornadoes; and forecast models. Topical videos will be used to augment lecture topics. Teaching materials and methods of teaching meteorology will be discussed in relationship to these topics. Students will be involved in activities, group discussions, data analysis, sharing experiences and readings. “Fundamentals of Meteorology” is a prerequisite for this class. Basic knowledge of mathematics and previous experiences with teaching science and/or mathematics will be helpful. Lab work will focus on weather forecasting using a variety of computer models. Group discussions will be held to compare and discuss forecasting results.
Prerequisite: Knowledge of fundamentals of meteorology.

NSM5710 Planets and Moons for Educators 4 semester hours
This course will provide a general overview of the solar system including planets, moons, asteroids, and comets. The relationship between gravity and the structure of the solar system will be examined. Teaching materials and methods of teaching astronomy will be discussed in relationship to these topics. Methods of teaching reading in science will be a focus of this course. Students will be involved in activities, discussions, astronomical observations, data analysis, sharing experi-
ences and readings. This course is about the structure of planets, moons and methods of teaching science and mathematics. There are no prerequisites for this class, but previous experiences with teaching science and/or mathematics will be helpful.

No prerequisites.

**NSM5715**  The Sun and Life Cycles of Stars for Educators  4 semester hours
This course will provide a general overview of the relationships between the sun and the earth, the structure of the sun, and the life cycle of stars. The physical processes that drive solar processes and the life cycle of stars will be examined. Teaching materials and methods of teaching astronomy will be discussed in relationship to these topics. Methods of teaching reading in science will be a focus of this course. Students will be involved in activities, discussions, astronomical observations, data analysis, sharing experiences and readings. This course is about the earth-sun relationships, the structure of the sun, the life cycle of stars and methods of teaching science and mathematics. There are no prerequisites for this class, but previous experiences with teaching science and/or mathematics will be helpful.

No prerequisites.

**NSM5720**  The Milky Way, Galaxies, and the Structure of the Universe for Educators  4 semester hours
This course will provide a general overview of the structure and physical processes in the Milky Way. The course continues with an examination of other galaxies compared to the Milky Way and implications for understanding the structure of the universe. Teaching materials and methods of teaching astronomy will be discussed in relationship to these topics. Methods of teaching reading in science will be a major focus of the class. Students will be involved in activities, discussions, astronomical observations, data analysis, sharing experiences and readings. This course is about the structure of galaxies, the universe and methods of teaching science and mathematics. There are no prerequisites for this class, but previous experience in teaching science and/or mathematics will be helpful.

No prerequisites.

**NSM6010**  Oceanography/Limnology for Educators  4 semester hours
Lakes and oceans are unique environments that are similar yet different in many ways. This course will provide the student with an understanding of both fresh water lakes and salt water oceans. Students will explore the basic chemical, physical and biological aspects of both. Students will be exposed to researching the literature and preparing and evaluating curriculum for both. Teaching materials and methods of teaching oceanography and limnology will be discussed in relationship to these topics. Methods of teaching reading in science will be a major focus of the class. There are no prerequisites for this class. A basic knowledge of mathematics, chemistry and physics will help. A field trip and lab exercises will expose the students to some of the present techniques in water quality monitoring for lakes and oceans.

No prerequisites.
NSM6020  Current Topics in Earth and Space Science and Technology for Educators  4 semester hours
This course will explore the controversies surrounding selected current topics in the Earth and Space Sciences. Both human effects and natural variability will be studied. The course will include online research of articles pertinent to the course. Students will be expected to investigate controversial topics and use small groups to discuss and critically think about these topics. Students will keep a journal of these discussions. A typical class session will include lecture, followed by individual research, web-based topical activity, and group discussion. Each student will select a specific topic to investigate in some depth, and will then report on this to the class and prepare a paper on the topic. As a part of this course the students will prepare an electronic portfolio that chronicles the uses they have made of technology in their studies for this degree.
Prerequisite: Must have completed 16 NSM credits.

Master of Arts in Teaching with Certification (M.A.T.C.) and Master's-Level Elementary Education Certification

The Master’s-Level Elementary Education program has two options available for candidates. A Master of Arts in Teaching with Certification is available for those candidates wishing to become elementary or middle school teachers. A certification-only program also is available for those who wish to earn an initial elementary certificate without a master’s degree credential. The Master’s-Level Elementary Education program is intended for students who have already obtained a bachelor’s degree from a regionally accredited institution of higher learning. Courses generally meet in the evening, once or twice per week, during the academic semester. Students can begin the program in the Fall or Spring semester, or during Summer Session.

The current M.A.T.C. program is pending ISBE review and approval. As modifications to the program are made, students will be informed.

Admission Requirements for the Master’s-Level Elementary Education Certification and Master of Arts in Teaching with Certification (M.A.T.C.) Programs

Students are eligible for admission to the Master of Arts in Teaching with Certification program if they meet the general Aurora University requirements for master’s admission and have the following:
1. Attain a baccalaureate degree from a regionally accredited institution of higher learning with a grade point average of 2.75 or above. The degree must be documented by official transcripts. Most approved baccalaureate degrees are acceptable toward elementary certification.

2. Submit a completed graduate application.


4. Satisfy a sex offender and criminal background check.

Transfer of Credit

The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application toward elective degree requirements. Transfer credit must be accepted prior to enrollment in the first course. Graduate faculty reserve the right to decide on the applicability of any and all transfer credit.

Continuation in the Master of Arts in Teaching with Certification (M.A.T.C.) and Master’s-Level Elementary Education Certification Programs

Candidates must maintain an overall GPA of 3.0. If a candidate’s GPA does fall below 3.0, he/she receives a letter from the chair asking him/her to withdraw from the program. The letter also states how the candidate is placed on a semester-long academic probation.* Candidates are encouraged to make use of the resources available at the University for improving their GPA. Candidates then are informed that they will be welcomed to continue in their program of study in the College of Education if, and when, the GPA returns to an acceptable level of 3.0 or higher.

*Once placed on academic probation, the candidate must attain at least a 3.0 or higher by completion of the next academic semester of coursework, to remain in good standing; if a 3.0 or higher is not achieved in the subsequent semester of study, the candidate will be removed from the program. Further, if a candidate does not remain in good standing for two semesters (i.e., a candidate has been placed previously on academic probation) the candidate will be removed from the program.

Master’s-Level Elementary Education Certification (Certification-Only Program) 32 semester hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU5170</td>
<td>Culturally Responsive Education: Teaching Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>EDU5180</td>
<td>How Students Learn: Planning for Differentiated Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU5270</td>
<td>Assessment for Student Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDU5382</td>
<td>Transformative Instruction: Integrating Wellness, Physical Movement, and Fine Arts into Elementary Grade Instruction</td>
<td>2</td>
</tr>
<tr>
<td>EDU5380</td>
<td>Teaching Reading and Language Arts for Primary Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU5381</td>
<td>Teaching Reading and Language Arts for Intermediate and Middle Grades</td>
<td>3</td>
</tr>
<tr>
<td>EDU5383</td>
<td>Methods of Teaching Mathematics in the Elementary School</td>
<td>3</td>
</tr>
</tbody>
</table>
EDU5384 Methods of Teaching Science in the Elementary School (3)
EDU5765Z Internship in Teaching Methods (0; 16-week course)
EDU6765 Student Teaching Internship (9; 16-week course)

Master of Arts in Teaching Elementary Education with Certification (Master’s Degree Program) minimum 40 semester hours

To earn a Master of Arts in Elementary Education with teaching certification degree, candidates complete all courses for elementary education certification, as listed above, and additional graduate-level courses, comprising a cognate of study for a Master’s degree. The Master’s degree totals a minimum of 8 additional semester hours, with prior approval from the M.A.T.C. Department Chair, in one of the following cognate (speciality) areas

Cognate A: Middle School cognate (requiring EDU5440 Middle School Mission and Methods and EDU5370 Adolescent Development)

Cognate B: Bilingual/ESL cognate (requiring minimum of 8.0 semester hours in Master’s-Level Bilingual/ESL endorsement courses, as also approved by the Department Chair of Bilingual/ESL)

Cognate C: Special Education cognate (requiring minimum of 8.0 semester hours in Master’s-Level Special Education endorsement courses, as also approved by the Department Chair of Special Education).

Note: Refer to course descriptions under College of Education.

Master of Arts in Curriculum and Instruction (M.A.C.I.)

The Master of Arts in Curriculum and Instruction is designed for experienced classroom teachers. This program provides selected graduate studies to improve and enhance the delivery of classroom teaching and learning experiences. The program concentrates on a student-centered approach to teaching and learning and will provide the opportunity for the teacher to become a lifelong reflective practitioner. The program combines classroom study with on-the-job assignments that enable students to test theory against practical reality.

Aurora University is dedicated to offering the highest quality program available for the classroom teacher. The staff is comprised of experienced instructors with terminal degrees in this profession. We have designed the program specifically for working individuals and understand the need for flexibility.

Degree Requirements for Master of Arts in Curriculum and Instruction

• 21 semester hours in core courses
• 15 semester hours in courses selected in conjunction with graduate program advisor
General Core Courses: 21 semester hours required for all programs
EDU6010 Contemporary Issues in Education (3)
EDU6020 Assessment in Schools (3)
EDU6030 The Individual, Cognition and Learning (3)
EDU6040 The Learning Environment (3)
EDU6050 Technology in the School of the Future (3)
EDU6060 Scholarship Applied to Teaching (3)
EDU6070 Introduction to Action Research (3)

Education Electives: 15 semester hours from master’s-level education courses.
See your advisor for details. Many additional electives are available through the University’s network of collaborating academic partners. Complete listings are available in the College of Education Office.

Note: Refer to course descriptions under College of Education.

Master of Arts in Curriculum and Instruction (M.A.C.I.) - with Bilingual/ESL Endorsement

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

Admission Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.) – with Bilingual/English as a Second Language Education:

- A valid Illinois or Wisconsin Teaching Certificate and current teaching position
- One to three letters of recommendation

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

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

Thirty-six (36) semester hours are required for the M.A.C.I. program with Bilingual Endorsement.

The College of Education Graduate Faculty Committee may accept a maximum of nine (9) semester hours of graduate credit from regionally accredited institutions of higher learning for application towards specific degree requirements as outlined below. Transfer credit is completed prior to enrollment in the first course of the program. Graduate faculty reserve the right to decide on the applicability of all transfer credit.

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

Degree Requirements for Master of Arts in Curriculum and Instruction (M.A.C.I.) - with Bilingual/English as a Second Language Education:

EDU6030 The Individual, Cognition and Learning* (3)
EDU6040 The Learning Environment* (3)
EDU6050 Technology in the School of the Future (3)
EDU6060 Scholarship Applied to Teaching* (3)
EDU6070 Introduction to Action Research* (3)
EDU6110 Foundations in Language Minority Education* (3)
EDU6120 Methods and Materials for Teaching ESL (3)
EDU6130 Cross-Cultural Studies for Teaching ELLs* (3)
EDU6140 Assessment of Bilingual Students* (3)
EDU6150 Linguistics for Teaching ELLs (3)
EDU6170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)
EDU6630 Curriculum Development & Evaluation* (3)

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

Bilingual/ESL Endorsement

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

The programs are offered in two delivery formats: individual course option and the cohort model through partnerships with local school districts. Courses are situated within a constructivist approach that promotes active participation in knowledge acquisition, knowledge restructuring, re-inventing knowledge, and experimenting with knowledge to make it meaningful, organized and permanent.

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

Requirements:

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

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

1. Complete set of official undergraduate and graduate college transcripts and/or original ECE or WES transcript evaluation in sealed envelopes. The transcript or evaluation must indicate a completed U.S. bachelor’s degree (or equivalent) with a 2.75 GPA.
2. One letter of recommendation.
3. A completed graduate application and acceptance to Aurora University.

After admission, the candidate must maintain a GPA of 3.0 on a 4.0 scale.

Bilingual Endorsement Course Requirements

EDU6110  Foundations for Language Minority Education (3)
EDU6120  Methods and Materials for Teaching ESL (3)
EDU6130  Cross-Cultural Studies for Teaching ELLs (3)
EDU6140  Assessment of Bilingual Students (3)
EDU6150  Linguistics for Teaching ELLs (Elective from ESL Endorsement Courses) (3)
EDU6170  Methods and Materials for Teaching ELLs in Bilingual Programs (3)

English as a Second Language Endorsement Course Requirements

EDU6100  Foundations for Language Minority Education (3)
EDU6120  Methods and Materials for Teaching ESL (3)
EDU6130  Cross-Cultural Studies for Teaching ELL (3)
EDU6140  Assessment of Bilingual Students (3)
EDU6150  Linguistics for Teaching ELLs (3)
EDU6170  Methods and Materials for Teaching ELLs in Bilingual Programs (Elective from Bilingual Endorsement Courses) (3)
The Bilingual/ESL Program at Aurora University is designed to complete the requirements for both endorsements with a total of 18 semester hours and 100 clinical hours embedded in the coursework. Those earning a Bilingual endorsement must pass a language proficiency test in the target language. The test is administered by the Illinois Certification Testing System (ICTS) and required by the Illinois State Board of Education (ISBE). Upon completion of required coursework, students qualify to apply for one or both endorsements (Bilingual and/or ESL) through the Illinois State Board of Education.

**Note:** Refer to course descriptions under College of Education

**Master of Arts in Educational Leadership (M.A.E.L.)**

The Master of Arts in Educational Leadership (M.A.E.L.) will provide students with the knowledge, attitudes and skills necessary to perform successfully in the elementary and secondary schools and districts as an administrator. Aurora University’s graduate program in Educational Leadership provides a comprehensive theoretical and practical format that allows candidates to use the knowledge and skills presented in class in order to become an effective administrative professional. The M.A.E.L. leads to a Type 75 Administrative Certificate in Illinois and a Wisconsin Code 10/51 Principal. See Off-Campus Graduate Education Programs on page 141.

Candidates who already have a master’s degree may complete the State of Illinois requirements for the Type 75 Certificate by completing the graduate coursework without completing an additional degree.

Options within the program include:
- Type 75 Certificate with Administrative Endorsement – Illinois
- Wisconsin requires Aurora University candidates to pass the Principal (#186 examination) and successfully complete the Aurora University required coursework.

Candidates may enroll in the M.A.E.L./Type 75 Certification Program through the summer of 2012. Effective in the fall of 2012, the current Type 75 Certification Program will be replaced by the ISBE-approved Principal Endorsement Program. When ISBE gives approval to Aurora University to deliver the Principal Endorsement Program, it will be posted on the Aurora University website.

**Admission Requirements for Master of Arts in Educational Leadership (M.A.E.L.):**
- Valid Illinois Teaching Certificate or School Service Personnel Certification and a current K-12 position
- One year of teaching or school service personnel experience in a K-12 setting
- One to three letters of recommendation
Program Requirements

Thirty-six (36) semester hours are required for the M.A.E.L. program.

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

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

Degree Requirements for Master of Arts in Educational Leadership (M.A.E.L.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>EDU6010</td>
<td>Contemporary Issues in Education (3)</td>
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<tr>
<td>EDU6020</td>
<td>Assessment in the Schools (3)</td>
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<td>EDU6050</td>
<td>Technology in the School of the Future (3)</td>
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<tr>
<td>EDU6080</td>
<td>Introduction to the Practicum (3)</td>
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<tr>
<td>EDU6600</td>
<td>School Administration (3)</td>
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<tr>
<td>EDU6610</td>
<td>Educational Leadership (3)</td>
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<tr>
<td>EDU6620</td>
<td>School Supervision (3)</td>
<td></td>
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<tr>
<td>EDU6630</td>
<td>Curriculum Development and Evaluation (3)</td>
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<tr>
<td>EDU6640</td>
<td>School and Community Relations (3)</td>
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<tr>
<td>EDU6650</td>
<td>School Law (3)</td>
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<td>EDU6660</td>
<td>School Finance (3)</td>
<td></td>
</tr>
<tr>
<td>EDU6670</td>
<td>Practicum in Educational Leadership (3)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Refer to course descriptions under College of Education.

Master of Arts in Reading Instruction (M.A.R.I.)

The Master of Arts in Reading Instruction degree provides candidates with the knowledge, skills and dispositions to become more highly-skilled teachers of reading or leaders of reading programs. The M.A.R.I. is intended for practicing certified teachers who seek to enhance their classroom literacy instruction, deepen their knowledge of reading, and prepare themselves for positions and responsibilities as reading specialists.

George Williams College of Aurora University is considered an out-of-state institution by the Wisconsin Department of Public Instruction (DPI). Therefore, candidates must complete all Illinois preparation program requirements for the M.A.R.I., including the clinical experiences and testing requirements for Illinois. M.A.R.I. candidates who are completing the Reading Specialist Type #10 Certification are required to take the K-12 APT test and the content area (#176) examination.
Note: IISBE requires that candidates complete successfully the Reading Specialist (#176) examination prior to registering for the Practicum. See Off-Campus Graduate Education Programs on page 141.

Degree Requirements for Master of Arts in Reading Instruction

- 30 semester hours in content class related to literacy
- 6 semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

Course Requirement for Master of Arts in Reading Instruction (M.A.R.I.)

EDU6300 Professional Research in Literacy Learning (3)
EDU6310 Effective Word Study Instruction (3)
EDU6320 Effective Comprehensive Instruction (3)
EDU6330 Literacy in the Content Areas (3)
EDU6340 Assessment of Literacy Learning (3)
EDU6350 Teaching Reading to Diverse Learners (3)
EDU6370 Texts for Children (3)
EDU6380 Supervision and Administration in Literacy I (3)
EDU6390 Supervision and Administration in Literacy II (3)
EDU6400 Professional Research in Literacy Learning II (3)
EDU6410 Practicum in Reading (6)

Additional courses for Wisconsin 017 license:
EDU6650 School Law (3)

Note: Refer to course descriptions under College of Education.

Reading Teacher Endorsement

George Williams College of Aurora University is considered an out-of-state institution by the Wisconsin Department of Public Instruction (DPI). Therefore, candidates must complete all Illinois preparation program requirements for the Reading Teacher Endorsement including the clinical experiences and testing requirements for Illinois.

Course Requirements for the Reading Teacher Endorsement

Coursework leading to the endorsement consists of 24 semester hours spread out over the course of six terms. Because the endorsement candidates do not take all courses, there may be terms when they are not enrolled for the full 6 semester hours. Endorsement candidates complete 6 semester hours of supervised clinical practicum involving assessment and instruction with struggling readers. The program also involves them in various field experiences in which they apply course content to their classroom instruction, to individual work with a struggling reader, or to developing coaching and collaboration skills. The candidate must pass the Reading Teacher content test (177).
Note: IISBE requires that candidates complete successfully the Reading Specialist (#176) examination prior to registering for the Practicum. See Off-Campus Graduate Education Programs on page 141.

- 18 semester hours in content related to literacy
- 6 semester hours of supervised clinical practicum involving assessment and tutoring with struggling readers

Course Requirements for the Reading Teacher Endorsement

EDU6310  Effective Word Study Instruction (3)
EDU6320  Effective Comprehensive Instruction (3)
EDU6330  Literacy in the Content Areas (3)
EDU6340  Assessment of Literacy Learning (3)
EDU6350  Teaching Reading to Diverse Learners (3)
EDU6370  Texts for Children (3)
EDU6410  Practicum in Reading (6)

Note: Refer to course descriptions under College of Education.

Master of Arts in Special Education (M.A.S.E.)

The primary focus of this program is to prepare teachers holding an existing certification, or someone who has experience in the schools or someone in a related field, to add a certificate for an Illinois State Board of Education Type 10 Learning Behavior Specialist I (LBS I) or a Wisconsin Cross Categorical Special Education teaching license. Certification requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive disabilities, autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the certificate will cover grades K-12, candidates will have a working knowledge of issues and strategies appropriate for the grades P-12. The coursework is designed to allow the candidate both to evaluate research and conduct action research in the classroom. Furthermore, varied clinical practice and field experiences are considered an integral part to all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. Please note that candidates with an existing certificate will not be required to student teach, but will participate in an internship, including an action research project (SPED6570), that will be tailored to broaden the candidate’s base of experience in the field. Candidates who do not hold an existing certificate will be required to student teach, taking SPED6750 instead of SPED6570.

For a candidate with an existing certification, completion of the Master of Arts in Special Education (M.A.S.E.) involves 48 hours of coursework although the core courses necessary for the certification total 42 hours. The remaining six (6) hours to complete the M.A.S.E. degree will involve a cognate of two courses that the candidate will plan with the assistance of his or her advisor. This cognate will enable the candidate to establish an area of increased specialization. Suggested cognates include coursework in areas such as the reading specialist,
ELL/ESL/Bilingual, or educational leadership/supervision (toward a Type 75 or Code 51 certification) areas. For a candidate for whom this will be an initial certification with student teaching, there are 54 total hours for the Master’s degree. The main objectives of the coursework are twofold: to build the pedagogical expertise of the candidate; and to facilitate collaboration with his or her students, their families, their colleagues and the community.

Admission Requirements for the M.A. in Special Education:

1. Online application
2. Three letters of reference from individuals familiar with the applicant’s professional potential related to this field.
3. A 3.0 grade point average. If the applicant’s grade point average is below that of a 3.0, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses where a 3.0 average must be maintained or the applicant will not be able to continue the program.
4. A bachelor’s degree from a regionally accredited institution (official transcripts from all institutions attended must be submitted).
6. Passing a National Background Check (Criminal Activity and Sex Offender) and TB test; completed after admission.

Prerequisite Course Requirements:

- A course in human development, spanning the P-12 grade years
- A course in educational psychology

Please note that if a deficiency exists, completion of undergraduate courses will not be counted toward the M.A.S.E. degree. However, candidates can take a CLEP test to show proficiency. If taken at a graduate level, the candidate can petition the program director for these courses to be counted as cognate courses.

Program Requirements

If a candidate has an existing certificate, 48 semester hours are required for the M.A.S.E. degree. If a candidate does not have an existing certificate and will need to student teach, the degree will take an additional six (6) hours (54 hours). Forty hours (34 of these hours are core hours required for certification) are devoted to content coursework designed to develop expertise across the wide range of disability categories required for the cross-categorical LBS I certification with the state. Each of these content classes focuses on both theory and clinical and educational application. The remaining 8 hours are devoted completely to supervised clinical experience in applying theory to practice in the field. In these experiences, candidates will be exposed to a range of ages and educational/life impact on the student(s). As noted earlier, certification may be granted with the 42 semester hours of core courses (48 hours if student teaching is required), composed of 34 hours of content coursework and 8 hours of supervised clinical experiences (14 hours if student teaching), but the applicant is strongly encouraged to complete the M.A.S.E. curriculum. The objective of the M.A.S.E. is to give the candidate the expertise to understand and teach not only the student, who may
have a range of disabilities that manifest differentially at different points in his or her life, but also to be able to understand and collaborate with significant members within the context of the student’s family, school, and community.

The sequence of courses for the M.A.S.E. program anticipates that the candidate will generally begin the program in the Fall semester. Applicants may attend either full- or part-time.

Degree Requirements for M.A.S.E.

40 hours in content classes, with accompanying clinical field exposure
(includes 6 hours of cognate courses)
8 semester hours of supervised clinical practica (assumes that a candidate has an existing teaching certificate; these hours include an internship); 14 hours if student teaching
6 additional hours in a cognate area

Certification Requirements for LBS I

42 semester hours of core content and practica coursework

General Content Area and Practicum Classes Required for Certification:

Note: Courses marked with an (E) comprise the endorsement.

SPED5510 Characteristics and Identification of Disabilities and the Law (4) (E)
SPED5520 Cognitive Development and Disabilities (2) (E)
SPED5530 Oral Language Development & Disorders (3)
SPED5540 Diversity & Disability Issues: Students, Families, Schools, and the Community (2)
SPED5550 Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior (2) (E)
SPED5551 Intervention Strategies for Problematic Behavior (2) (E)
SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (2) (E)
SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (3) (E)
SPED6510 Psychoeducational Assessment of Students with Disabilities (4) (E)
SPED6520 Reading Disabilities Theory and Interventions (3)
SPED6530 Written Language Development & Disorders (3)
SPED6540 Mathematics and Sciences Interventions for Students with Disabilities (2)
SPED6550 Introduction to Educational Research (2)
SPED6560 Unified Field Experience (4)
SPED6570* Internship and Action Research Seminar (assumes previous student teaching experience/certification) (4)

OR

SPED6750* Student Teaching and Graduate Seminar in Special Education (for an initial certification) (10)

*Candidates take one of the above courses, dependent on whether student teaching is required.
Elective Classes for Degree Candidates: two electives, totaling six hours, forming a cognate, established with the approval of the candidate’s advisor

Total hours for the M.A.S.E. degree: 48 hours; 54 hours if student teaching is required

Note: Refer to course descriptions under College of Education.

Doctor of Education (Ed.D.)

Leadership in Educational Administration
Leadership in Curriculum and Instruction

The doctoral degree program is offered at the George Williams College campus. The two doctoral degree programs are: Leadership in Administration and Leadership in Curriculum and Instruction. Curriculum and Instruction candidates may emphasize curriculum for K-12 learners or adult students. These programs develop expertise in professional practice. Better practitioners are developed by melding theory, academic study, and practice in course readings, assignments and dissertations. Candidates receive a strong grounding in research and inquiry.

Cohorts enter the program each year at the George Williams College campus. The Wisconsin Ed.D. program features a weekend class schedule, with classes meeting on Saturdays. The programs may be completed in three years and must be completed in six years.

Admission Procedures for the Doctoral Program

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

- A completed application form.
- At least three references:
  - A person familiar with the candidate’s academic work
  - A person familiar with the applicant’s professional work such as a principal, department chair, etc. (not the same person as below)
  - A person representing the school district/employer who can assess the candidate’s leadership potential.
- One set of official transcripts for all graduate study, showing completion of an appropriate master’s degree from a regionally accredited university.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant’s leadership background. Note: Candidates should refer to the Web page “Criteria for Review of Candidates for
Admission,” www.aurora.edu/academics/programs-majors/graduate/edd/criteria-review.html to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.

- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the Ed.D. program.
- One example of an accomplished scholarly or professional project/product/report/paper, etc. that the candidate considers to be an indication of leadership and scholarship in curriculum/instruction and/or administration.
- A reflection on the submitted example, placing it in context and explaining clearly how it is a representation of the leadership/scholarship ability and potential of the candidate.

**Degree Requirements for the Ed.D. Program**

- A minimum of 60 semester hours (beyond the master’s degree): 42 hours of coursework, 6 hours of directed or other study, 12 hours of dissertation.
- A proposal and dissertation that involve the application of research methodology and literature to inform or improve professional practice.
- Completion and submission of a reflection on progress toward Ed.D. program outcomes and a comprehensive examination, as well as maintenance of satisfactory progress.
- Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment.

Note: Refer to pages 144-153 of this catalog for additional information about the Ed.D. Program.

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**Master of Science in Recreation Administration**

*Offered only at the George Williams College campus in Williams Bay, Wisconsin*

The Recreation Administration Program is only available at George Williams College of Aurora University in Williams Bay, Wisconsin. This program offers a Master of Science degree whose purpose is to enable students to develop personally and professionally and to gain knowledge and skills needed for administrative leadership positions in recreation agencies and organizations. Recreation Administration involves directing and managing the programs and business operation systems of recreation and leisure agencies such as park districts, campus recreation, outdoor experiential education centers, state and national parks, recreation centers, youth organizations, private clubs and resorts.

The graduate degree program classroom portion can be completed within one year by full-time students and in two to three years by part-time students, with the internship or research project options completed *in absentia*. The program is also offered online and may be completed in 18-24 months.
Degree Requirements:

The Recreation Administration Master of Science degree includes a minimum of 36 semester hours. The number of credit hours depends on the student’s undergraduate work and the specialization selected. The Recreation Administration Program includes a required (24 semester hour) core curriculum and students choose one of two (12 semester hour) specializations listed below for a total of 36 semester hours:

- Administration of Leisure Services
- Outdoor Pursuits Administration

Each specialization includes a progression through advanced skills, formulation of a professional philosophy, organizational methodology and administrative systems. Students are also required to demonstrate competency in basic statistics before they complete the program.

Required Core Curriculum: 24 semester hours

- REC5100 Commercial Recreation Management (3)
- REC6000 Research in Recreation Administration (3)
- REC6030 Leisure Philosophy and Behavior in Recreation Services (3)
- REC6750 Leisure Services Administration Assessment and Evaluation (3)

All Recreation Administration graduate students must complete one Internship/Research Requirement option listed below for 12 semester hours

Option I
- REC6750 Research Project Development (6)
  AND
- REC6740 Research Project Completion (6)

Option II
- REC6780 Internship (12)

Option III
- REC6990 Thesis (12)

Students may elect to do their internship or research project in the leisure services program or outdoor agency where they are employed by submitting a proposal and the faculty approving it to meet departmental guidelines.

Master of Science in Recreation Administration Specializations:

In addition to the Recreation Administration core curriculum, students complete a 12-semester hour specialization.

- Administration of Leisure Services: 12 semester hours
- Outdoor Pursuits Administration: 12 semester hours

Administration of Leisure Services: 12 semester hours

This program gives students the flexibility to prepare adequately for or advance in the career of leisure services administration in either the nonprofit or the profit sector. It also provides them the opportunity to complete developmental projects or internships in a recreation department or park district where they are employed. The program enables students to take additional background in business to make them more competitive in public administration.
Required
REC6340  Political and Policy Implications for Recreation Administration (3)
REC6350  Administration of Recreation and Leisure Services (3)
REC6370  Facilities Management (3)
REC—— Elective (selected with Recreation Administration advisor) (3)

Outdoor Pursuits Administration: 12 semester hours

This program gives students the flexibility to prepare for or advance their career in organized camping, outdoor pursuits recreation, commercial outdoor recreation, experiential outdoor education, and youth at-risk programs. Students may complete selected course work at the George Williams College campus and several outdoor resident centers in northern Illinois.

Required:
REC5000  Administrative Practicum in Outdoor Experiences (3)
REC5020  Adventure Education Administration (3)
REC5420  Philosophy and Methods of Outdoor Education (3)
REC6400  Conference Center Administration (3)

Optional Additional Electives

The minimum requirement for the Master of Science degree is 36 semester hours. All Recreation Administration graduate students may take additional electives outside the program related to their specialization and career goals, (i.e., education, social work, or business administration). Courses are selected upon advisement of the program graduate advisor and depend on the student’s graduation timeline.

Resources

The Recreation Administration program has a strong alumni network of more than 1,500 graduates who hold professional positions in leisure services, outdoor experiential leadership, youth at-risk agencies and related human services fields. Currently, the program places over 96% of its students in professional positions upon graduation. The program utilizes several outdoor resident centers in its programs. These include the George Williams College of Aurora University in Wisconsin and cooperating outdoor education centers in Illinois and Wisconsin.

Graduate Assistantships

Full and partial graduate assistantships are available for student placement in outdoor centers, park districts, community-based agencies and at the George Williams College of Aurora University. Recreation Administration graduate assistants gain experience in program experimentation, delivery and administrative leadership as they complete their programs of study. However, they must have the professional qualifications to qualify for a position.

Graduate assistantship forms are available for students on the AU website or from the George Williams College admission department. Students must be accepted into the graduate program prior to receiving a graduate assistantship. Due to the national and international reputation of the program, it is best to apply early. Assistantships are awarded until filled for the next academic year.
Class Locations

Graduate classes are offered at George Williams College of Aurora University in Williams Bay, Wisconsin, on the shores of beautiful Geneva Lake. The program is also offered in a part-time online format.

Professional Advisory Council

The program faculty are assisted by a professional advisory council of practitioners in the field. The council advises the program faculty on curriculum development and current areas of professional practice.

Recreation Administration Program Graduate Students

The typical Recreation Administration graduate student has been or is fully employed and has had three to four years of experience in the profession. Students are often encouraged by their employers to obtain the master’s degree for their own professional development and to advance their career.

Professional Member Associations

The program is aligned with the National Recreation and Park Association (NRPA) and the American Association of Leisure and Recreation (AALR). The program is a member of the Association of Experiential Education, American Camp Association, Illinois Park and Recreation Association (IPRA), and the Wisconsin Park and Recreation Association (WPRA).

Prerequisite and Deficiency Courses

In order to take full advantage of the graduate program in Recreation Administration, it may be necessary for some students to complete prerequisite coursework or practicum experiences. Upon admission, students without an academic or experiential background will be notified of deficiency requirements by the Recreation Administration Graduate Program Advisor. In most instances, these requirements may be fulfilled concurrently with graduate work in the program. Questions about other courses or workshops that might meet these requirements should be directed to the Recreation Administration Graduate Program Chairperson.

Recreation Administration Graduate Programs

Admission Requirements

Students seeking to enter the Recreation Administration program must submit:

- A completed graduate application for admission (online form available and encouraged)
- Official transcripts from all previous undergraduate and graduate institutions attended
- Three letters of reference from persons able to attest to the student’s academic and/or professional potential (online recommendation form available)

Students must also:

- Possess a bachelor’s degree from an accredited institution in a field providing appropriate background for graduate 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 prerequisite coursework before beginning graduate courses.

- Have an academic record indicative of a high probability of success in graduate study with an undergraduate cumulative GPA of 2.8 or higher. Students with a lower average GPA may be admitted on a “conditional basis.” If they are admitted conditionally, they must demonstrate “B” or better work during their first term.

Students are not required to take the Graduate Record Examination (GRE) for admission.

The faculty encourages students with degrees in related areas such as education, social work, arts and sciences, and business administration to apply to the program. Student work experiences related to recreation services, human services and administration are also strongly considered by the faculty for program admission.

**Graduate Student-at-Large Status**

A student who wishes to enroll in a graduate course, but is not seeking a degree, may do so as a student-at-large by filing a graduate student-at-large application. A maximum of 6 semester hours may be applied to a graduate degree program at Aurora University. Enrollment in specific courses by students-at-large may be restricted by prerequisites or other requirements of individual graduate programs. Financial aid is not available to students-at-large.

**Provisional Admission**

A student seeking regular admission whose official transcripts or other required documents have not arrived by the established deadline due to circumstances beyond the student’s control and who otherwise meets all requirements for admission to a graduate program may be admitted provisionally for one term. A provisional student whose admission status is not complete by the first day of the next term excluding summer will be administratively dropped from the program. Financial aid is not available to provisional students.

**Admission of Foreign Students**

Students whose native language is not English are required to have a minimum TOEFL score of 550 or ELS Level 109 for admission. In addition, proof of financial responsibility is required as specified by the Office of Admission and Financial Aid. Transcripts from foreign colleges and universities are evaluated in accordance with the guidelines of the AACRAO World Education Series. Evaluations by recognized outside evaluation services and certified English translations may be required at student expense, at the discretion of the Registrar.

**Residency Requirement**

A minimum of 50% of the total credits required for the completion of a master’s degree or post-baccalaureate certificate or credential must be earned at Aurora University.
Recreation Administration Graduate Course Descriptions

**REC5000  Administrative Practicum in Outdoor Experiences**  3 semester hours
A seven-day resident course prior to the beginning of the fall term. Organization and administrative preparation for outdoor and environmental activities and resident experiences will be covered. Students will participate as outdoor instructors in the program in areas where they have developed skills as leaders. Emphasis will be placed upon program planning and facilitation, teaching, leading, supervising, and administering activities.
Prerequisites: Special registration; ability to pass a medical examination. Additional room, board and materials fee is required.

**REC5020  Adventure Education Program Administration**  3 semester hours
Students will investigate adventure education program administration. Course includes staff training methods, programming philosophy, program accreditation, ethical issues, facilitation techniques, marketing, public relations and risk management.
No prerequisites.

**REC5100  Commercial Recreation Management**  3 semester hours
Study of commercial recreation as a major component of the leisure service delivery system. Analysis of development potential of different types of recreation enterprises including resources, location, risks, sources of financing, pricing, managerial requirements, marketing and sources of technical assistance.
No prerequisites.

**REC5420  Philosophy and Methods of Outdoor Education Programming**  3 semester hours
An investigation of effective teaching techniques and administrative programming practices for outdoor experiential education. This course will emphasize developing curricula and activities appropriate for use in extending instruction to the outdoors. The content is also beneficial to leisure professionals educating the public about the outdoor environment during their visits to nature centers and forest preserves.
No prerequisites.

**REC5810  Selected Topics in Recreation and Leisure Services**  3 semester hours
A workshop or course on a special topic in recreation and leisure services.
Prerequisite: Permission of Instructor and Department Chair.

**REC5830  Directed Study in Recreation and Leisure Services**  3 semester hours
Under the direction of a faculty member, the student completes an independent study of a selected topic.
Prerequisite: Permission of Instructor and Department Chair.
REC6000  Research in Recreation Administration  3 semester hours
Students will review and utilize current research literature, methods, instrumentation, data collection and statistical analysis in Recreation Administration. This course enables students to become skilled consumers of recreation administration research.
No prerequisites.

REC6030  Leisure Philosophy and Behavior in Recreation Services  3 semester hours
An examination of leisure, recreation, and play from philosophical, psychological, sociological and social psychology perspectives. This course explores leisure behavior utilizing theory and empirical research. Students will formulate or refine their own professional philosophy of leisure service delivery.
No prerequisites.

REC6340  Political and Policy Implications for Recreation Services  3 semester hours
Legislative and legal aspects of recreation and leisure services. Related governmental processes at the local, state and national levels. Economic factors and forces which influence recreation planning and programming.
No prerequisites.

REC6350  Administration of Recreation and Leisure Services  3 semester hours
Administration relations, practices, organization, supervision, financing, and budgeting in community recreation, municipal park, and other recreation agency services.
No prerequisites.

REC6370  Facilities Management  3 semester hours
A systems approach to park and recreation facility management procedures. This approach includes scheduling, prioritizing, routine maintenance, emergency procedures, selection of supplies, equipment and materials, overall control of the maintenance process and evaluative techniques. Special attention is given to surface materials, turf management, aesthetic versus functional aspects, preventative maintenance, selection of materials for the playground equipment, safety and prevention of vandalism.
No prerequisites.

REC6400  Conference Center Administration  3 semester hours
This online course investigates growth, significance, and current status of resident centers including camps, outdoor experiential education centers, campus recreation and conference centers. Students will investigate mission, operations, organizational systems, accreditation, marketing, staffing, public relations and funding.
Prerequisite: Access to personal computer for Moodle sessions.

REC6670  Strategic Planning for Recreation Services  3 semester hours
Provides students with an understanding of the strategic planning process and its role in the management and administration of leisure service agencies and businesses. Students will design a strategic planning project during the course.
No prerequisites.
REC6730  Research Project Development  6 semester hours
Students work on developing a research project. Course involves a significant overview of the research literature and a conceptual plan for a project.
**Prerequisites:** REC6000, REC6750 and permission of Instructor and Department Chair.

REC6740  Research Project Completion  6 semester hours
Students implement their research project at an agency or in another setting. Course involves a significant evaluation of the project and recommendations.
**Prerequisites:** REC6730 and permission of Instructor and Department Chair.

REC6750  Leisure Services Administration Assessment and Evaluation  3 semester hours
Students will investigate administrative assessment and evaluation techniques used in personnel and program reviews in leisure services. Basic statistics, evaluation tools and analysis of data collected in leisure service agencies case studies will be utilized.
**No prerequisites.**

REC6770  Recreation Administration Internship  6 semester hours
Student completes a 200-320 hour internship at a professional agency in leisure and/or environmental resources setting. Consent of supervising instructor and Recreation Department Chairperson required prior to registration.

REC6780  Recreation Administration Internship  12 semester hours
Student completes a 400-640 hour internship at a professional agency in leisure and/or environmental resources setting. Consent of supervising instructor and Recreation Department Chairperson required prior to registration.

REC6990  Thesis  12 semester hours
Students develop and conduct an original research study and complete a written thesis based on the research.
**Prerequisites:** REC6000, REC6750 and permission of committee and Department Chair.

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**Master of Social Work (M.S.W.)**

**School of Social Work**

The Master of Social Work program was founded in 1966 at George Williams College. The M.S.W. program emerged from a program in group work administration designed to prepare people for human service in voluntary agencies. The history of that program can be traced back to 1890. The School of Social Work today prepares students for professional social work practice that is responsive to the diverse needs of the community. Students are educated to skillfully apply current knowledge and humanitarian values toward the promotion of mutual well being and the solution of human problems within a holistic context.

The School of Social Work has its roots in George Williams College which was established more than 100 years ago to prepare YMCA leaders and other leaders in human service who were a part of the “group work” movement. The program
prepares graduates to work with vulnerable populations and social problems confronted in social work practice, but also to work on a new vision of service delivery that is asset-driven, community-based and integrative.

The Social Work program is accredited by the Council on Social Work Education (CSWE) at both the B.S.W. and M.S.W. levels. Up to 30 semester hours of credit can be granted toward advanced standing in the M.S.W. program for those students who have graduated from a CSWE-accredited B.S.W. program.

Accreditation and Certification
Council on Social Work Education Accreditation

The Master of Social Work Program is accredited by the Council on Social Work Education (CSWE). The M.S.W. program was first accredited by CSWE in 1970 and continues to be fully accredited at both the Aurora and Williams Bay campuses. The Council on Social Work Education sets guidelines and policies which all accredited M.S.W. programs must follow in order to attain their status as accredited schools. The M.S.W. Policy Handbook contains the Council’s Curriculum Policy Statement which the M.S.W. program follows. CSWE reevaluates and re-accredits M.S.W. programs on a regular basis.

Weekend Degree Option

In 2004, the M.S.W. degree program began at the George Williams College of Aurora University campus in Williams Bay, Wisconsin. The program is offered in a part-time weekend format as well as a full-time day option for students with advanced standing status.

In the part-time program, students attend classes in the Fall and Spring semesters as well as during Summer Session. Part-time students complete the program in three years while students with advanced standing complete the program in two years.

Courses for the part-time program are typically held on Friday evenings and Saturday mornings three weeks a month. Students can stay on campus on those Friday nights when they are taking their courses. Rooms are usually available and the recreational facilities of the campus are open to all guests.

The full-time day program offered for students with advanced standing status may be completed in one academic year by attending Fall and Spring semesters, as well as May term. Classes meet twice per week allowing the other days to be spent at an internship site.

For additional information regarding the M.S.W. program (i.e., curriculum, admission requirements, academic policies, and course descriptions) at the George Williams College campus, please refer to pages: 190-209.
Doctor of Social Work (D.S.W.)

A weekend degree option at the George Williams College campus in Williams Bay, Wisconsin

The primary objective of the D.S.W. program in the School of Social Work is designed to educate and train doctoral students who can practice at an advanced clinical level as well as teach advanced clinical theory and practice content in any type of undergraduate (B.S.W.) or graduate (M.S.W.) program. Graduating AU D.S.W.s will be prepared to practice Clinical Social Work at a highly advanced post-graduate level, as well as teach advanced clinical theory and practice in B.S.W. and M.S.W. programs throughout the country.

D.S.W. Admission Requirements

Applicants to the D.S.W. program will need:

1. The student must have an M.S.W. degree from a Council on Social Work Education (CSWE) accredited program.
2. The student must also have a Licensed Clinical Social Worker license (LCSW) or equivalent license from their home state.
3. The student’s GPA must be 3.0 on a 4.0 GPA scale (Most programs have this GPA requirement).
4. The student must have at least three years Social Work experience post-M.S.W.
5. The student must submit three letters of recommendation.
6. The student must submit a sample of their writing in the area of Clinical Social Work Theory and Practice.
7. The qualified applicant will also go through a personal interview with the admissions committee.

Students must complete the D.S.W. in Clinical Social Work Program within six years. In certain circumstances students may petition for a one-year extension.

Application Considerations

Potential applicants for the D.S.W. program should note that a criminal background may render them ineligible for a clinical practicum which is a requirement to complete the D.S.W. program. Aurora University and the School of Social Work reserve the right to deny admission to the D.S.W. program based on application materials, previous academic record and records of past conduct, including, but not limited to, the results of a criminal background check or registration of a sex offense.

Provisional Admission

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

On the GWC campus, the D.S.W. is offered in a blended format. Courses consist of a combination of weekend in-class sessions and online sessions. The program requires 64 semester hours of credit.

Note: Refer to pages 209-214 of this catalog for additional information about the D.S.W. Program.

George Williams College Faculty

Full-Time

Richard Boniak
Stephanie Brzuzy
Meredith Harvey
Jason Hunter
Tom Jackson
Christopher Wells
Faith Wilson
Charles Zastrow

Part-Time

Kenneth Gardner
Roger Kriewaldt
Sandra McLaughlin
William Schwartz

Faculty from the School of Social Work on the Aurora campus also teach at George Williams College of Aurora University in Williams Bay, Wisconsin.
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HIPP, JULIE, Assistant Professor of English, 2011-BA, 1994; MA, 1996, University of Notre Dame; MA, 1998; PhD, 2001, Vanderbilt University

HUNTER, JASON, Assistant Professor of Parks and Recreation, 2011-BS, 1990, Plymouth State University; MSS, 1993, United States Sports Academy; PhD, 2005, Madison University

HUSBY, BRIAN, Professor of Education, 2008-BA, 1980; BEd, 1981, University of Lethbridge; MS, 1986, University of Oregon; PhD, 1991, University of Arizona

JACKSON, THOMAS, Assistant Professor of Elementary Education, 2008-BA, 1998, Western Michigan University; MS, 2001; EdD, 2008, Northern Illinois University

JURASKA, MARIBETH, Assistant Professor of Education; Chair MATC/Post-Baccalaureate, 2007-BA, 1985; MS, 1994, Northern Illinois University; EdD, 2007, Aurora University

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

KISCH, TERESA, Assistant Professor of Nursing, 2010-BA, 1989, University of Minnesota; AAS, 1996, Elgin Community College; MSN, 2009, University of Phoenix

KNELLER, MATTHEW, Assistant Professor of Communication, 2003-BA, 2000, Aurora University; MA, 2003; EdD, 2009, Northern Illinois University

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

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

KOWALCHUK, ANDREA, Assistant Professor of Philosophy and General Education, 2010-BA, 2001, University of Alberta; BA, 2002, Concordia University; MA, 2005, University of Alberta; PhD, 2010, University of Dallas

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

KRIEGER, OSCAR, Associate Professor of Athletic Training, 1999-BS, 1981, University of Illinois at Chicago; MS, 1983, University of Arizona

KRIPP, DENNIS, Assistant Professor of Management, 2007-BA, 1969, St. Ambrose College; MBA, 1976, University of Wisconsin-Whitewater; PhD, 1999, Benedictine University

KRONNER, HENRY, Associate Professor of Social Work, 2006-BA, 1988; MSW, 1990, University of Michigan; PhD, 2005, Loyola University Chicago
LENNOX, LINDA, Visiting Instructor of Nursing, 2010-BSN, 1974; MSN, 1975, Medical College of Georgia; MBA, 1998, Marymount University

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

LO VERDE, JANET, Assistant Professor of Nursing, 2010-BSN, 1984; MSN, 1998, Saint Xavier University

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

LOWERY, STEPHEN P., Professor of Art, 1986-BFA, 1966, Herron School of Art; MFA, 1971, Tulane University

MANION, ANDREW, Provost; Associate Professor of Psychology, 1998-BA, 1987, St. Norbert College; MA, 1989; PhD, 1991, Adelphi University

MARVEL, MICHAEL R., Assistant Professor of Chemistry, 2008-BA, 2003, Connecticut College; PhD, 2008, Northwestern University

MCALLISTER, DAN, Associate Professor of Education, 2004-BA, 1965, Carthage College; MS, 1970, University of Wisconsin-Milwaukee; PhD, 1972, University of Wisconsin-Madison

MC KENZIE, FRED, University Professor; Director of the Doctorate in Social Work Program; Director of the School of Social Work, 1991-BA, 1973; MSW, 1982, George Williams College; PhD, 1995, Loyola University Chicago

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

MORAN, CARMELLA, Director of the School of Nursing; Associate Professor of Nursing, 2005-BSN, 1980; MSN, 1986; PhD, 2005, Loyola University Chicago

MORAN, TIMOTHY, Associate Professor of Accounting, 2003-BA, 1980, Loyola University Chicago; MBA, 1999, University of St. Francis

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

OTHMAN, SAIB, Interim Dean of the College of Arts and Sciences; Associate Professor of Mathematics, 2002-BSc, 1988, U.A.E. University, Al-Ain; MS, 1994; PhD, 1996, University of Iowa


PATEL, CHETNA, Professor of Chemistry; Chair Physical Sciences, 1996-BS/BA, 1986; PhD, 1991, University of Illinois at Chicago

PETGES, NANCY, Assistant Professor of Nursing, 2009-BS, 1986, Illinois State University; AAS, 1999, College of DuPage; MSN, 2009, Elmhurst College

PHELPS, DONALD W., Associate Professor of Social Work, 2001-BS, 1985, Northern Illinois University; MSW, 1990, Aurora University; PhD, 1997, University of Illinois at Chicago
PLUMMER, MARK, Assistant Dean of the College of Arts and Sciences; Associate Professor in the College of Arts and Sciences, 2009-BM, 1993, South Dakota State University; MM, 1998, Roosevelt University; DA, 2003, University of Northern Colorado

POLLACK, LAWRENCE, Visiting Instructor of Computer Science, 2010-BS, 2004, Benedictine University; MS, 2006, DePaul University

PROLMAN, SANDRA, Associate Professor of Education, 2000-BA, 1968, Brandeis University; PhD, 2000, University of Chicago

RADTKE, SARAH, Associate Professor of Physical Education, 2001-BS, 1998, University of Wisconsin-Stevens Point; MS, 2001; EdD, 2008, Northern Illinois University

RAHN, REGINA, Assistant Professor of Mathematics; Chair Mathematics and Computer Science, 2011-BS, 1988; MS, 1991; PhD, 1995, University of Illinois at Urbana-Champaign

RAMIREZ, ARIEL, Assistant Professor of Mathematics, 2006-BS, 1992, University of Illinois at Urbana-Champaign; MS, 2002, University of Illinois at Chicago; PhD, 2009, Illinois State University


ROUSH, KELLY, Assistant Professor of Theatre, 2011-BA, 1990, Baylor University; MFA, 1993, Louisiana State University

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

RUSEVIC, ALICE, Associate Professor of Education, 2002-BS, 1969, Southern Illinois University; MS, 1970, University of Arizona; EdD, 1996, Northern Illinois University

SCHLUMPF, HEIDI, Associate Professor of Communication, 2007-BA, 1988, University of Notre Dame; MTS, 2000, Northwestern University

SCHROTH, TERRI, Assistant Professor of Foreign Language, 2011-BA, 1999, St. Norbert College; MA, 2002, Arizona State University; EdS, 2007; PhD, 2010, Louisiana State University

SERRANO EVA, Assistant Professor, College of Professional Studies; Administrator of the Latino/a Initiative, 2009-BA, 1983, Mundelein College of Loyola University; MBA, 1986, University of Dallas; EdS, 1996; EdD, 2009, Northern Illinois University

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

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


STEVENS MARCHIGIANI, DEBORAH, Interim Initial Certification Director; Associate Professor of Education, 2001-BA, 1980, Marquette University; MA, 1981, Governors State University; PhD, 1992, Loyola University Chicago
STRASSBERG, BARBARA, Professor of Sociology; Director of International Academic Programming; Chair Sociology and Political Science, 1991-MA, 1970; PhD, 1975, Jagiellonian University, Krakow, Poland


TARLING, MARY, Associate Professor of Accounting; Director of Servant Leadership Initiative, 2006-BS, 1992, Northern Illinois University; MBA, 2001, Benedictine University

THOMAS, CHARLENE, Assistant Professor of Nursing, 2010-BSN, 1973; MSN, 1980; PhD, 1993, University of Illinois at Chicago

THOMAS, JERALD, Associate Professor of Education; Faculty Assessment Coordinator, 2003-BA, 1987, Aurora University; MSEd, 1998; EdD, 2004, Northern Illinois University

THURLOW, JESSICA, Assistant Professor of History; Chair History; Co-Director of the Honors Program, 2007-BA, 1993, Occidental College; MA, 1995; MPhil, 2001, University of Sussex, England; PhD, 2007, University of Michigan

VANDER SCHEE, BRIAN, Associate Professor of Marketing, 2007-BS, 1993, University of Toronto; MA, 1995, Liberty University; MBA, 2003, Northcentral University; PhD, 1998, University of Connecticut

VARNEY, JAMES, Associate Professor of Education, 2006-BS, 1973, Illinois State University; MA, 1976, Northern Illinois University; EdD, 2003, Aurora University

WALTER, MARK, Associate Professor of Philosophy; Chair Religion and Philosophy, 2006-BA, 1990, University of Pittsburgh; MA, 1999; PhD, 2003, DePaul University

WELLS, CHRISTOPHER, Assistant Professor of Recreation Administration, 2008-BA, 2005, Judson College: MS, 2007, Aurora University

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

WICKS, PAMELA, Assistant Professor of Communication, 2011-BA, 1997, Aurora University; MA, 2005; EdD, 2010, Northern Illinois University

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


WOLD, DONALD, Dean, College of Education; Assistant Professor of Education, 2002-BS, 1968; MS, 1971; EdD, 1982, Northern Illinois University

WYMAN, AARON, Assistant Professor of Biology, 2008-BS, 1997, Alma College; MS, 1999, University of North Carolina-Chapel Hill; PhD, 2004, University of Michigan

ZASTROW, CHARLES, Professor of Social Work, 2006-BS, 1964; MS, 1966; PhD, 1971, University of Wisconsin-Madison

ZELMAN, MARK, Associate Professor of Biology, 2005-BS, 1985, Rockford College; PhD, 1991, Loyola University Chicago
ALCOR, SANDRA, Dean of the School of Social Work and Professor of Social Work, 1986-2003; Dean Emeritus, George Williams College of Aurora University, 2003-BA, 1962, Wheaton College; MSW, 1965, University of Pittsburgh; PhD, 1984, Jane Addams College of Social Work, University of Illinois at Chicago

ARTEBERRY, JOAN K., Professor of Nursing and Communication, 1979-2002; Professor Emeritus of Nursing and Communication, 2002-BSN, 1961, University of Wisconsin-Madison; MSN, 1966, University of Illinois Medical Center; PhD, 1974, University of Illinois at Urbana-Champaign


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-BA, 1965; MA, 1969; PhD, 1975, University of Iowa

BERG, ROALD O., Associate Professor of Mathematics and Education, 1967-1999; Associate Professor Emeritus, 1999-BA, 1956, Aurora College, MEd, 1967, University of Florida

BONKOWSKI, SARA E., Professor of Social Work, 1986-2001; Professor Emeritus of Social Work, 2001-BS, 1960, University of Illinois at Urbana-Champaign; MS, 1973, Northern Illinois University; MSW, 1975; PhD, 1981, Jane Addams College of Social Work, University of Illinois at Chicago

CHRISTIANSEN, RAYMOND S., Head of Media Services, Phillips Library; Associate Professor, 1977-2003; Associate Professor Emeritus, University Library, 2003-BA, 1971, Elmhurst College; MSEd, 1974, Northern Illinois University

CHURCH, LAUREL, Poetry Artist in Residence, Professor of Communication, 1985-2003; Professor Emeritus of Communication, 2001-BA, 1966; MA, 1968; PhD, 1975, University of Illinois at Urbana-Champaign

CRANE, CAROL D., Associate Professor of Biology, 1968-1971, 1978-2006; Professor Emeritus of Biology, 2006-BS, 1965, Aurora College; MA, 1968, University of North Carolina

CREWS, DORIS B., Assistant Professor of Physical Education, 1955-1975; Assistant Professor Emerita of Physical Education, 1975-BS, 1939, Stetson University

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, WILLIAM 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-AB, 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


GLENN, MARY, Associate Professor of Nursing, 1984-2004; Associate Professor Emeritus, School of Nursing, 2004-BSN, 1959, St. Ambrose College; MS, 1966; PhD, 1987, University of Illinois at Chicago

GUDENAS, JOHN, Professor of Computer Science, 1991-2010; Professor Emeritus of Computer Science, 2010-BS, 1968, Illinois Benedictine College; MS, 1971; PhD, 1995, Illinois Institute of Technology

JANASKIE, CRYSTAL R., Assistant Dean, Director of Academic Advisement and Associate Professor of Economics and Business, 1959-1977; Professor Emerita of Economics and Business, 1977-BS, 1955, Aurora College; MBA, 1960, University of Chicago


LOCKLIN, MARYANNE, Director, School of Nursing; Associate Professor of Nursing, 1995-2006; Associate Professor and Director Emeritus, School of Nursing, 2006-BS, 1979, Elmhurst College; MS, 1983; DNS, 1994, Rush University

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

MULL, CAROLYN, Professor of Nursing, 1987-2003; Professor Emeritus of Nursing, 2003-BA, 1969, Bethel College; BSN, 1983, Aurora College; MS, 1985; PhD, 1988, University of Illinois at Chicago

NELSON, KAY, Associate Professor of English and Communication, 1991-2003; Associate Professor Emeritus of English, 2003-BA, 1964, Elmira College; MA, 1969; PhD, 1978, University of Chicago

OLENIK, KENNETH A., Associate Professor of Sociology, 1966-1996; Professor Emeritus of Sociology, 1996-BA, 1955, University of Nebraska; MDiv, 1958, Trinity Evangelical Divinity School

PALMER, SUSAN L., Professor of History; Curator of Jenks Collection, 1973-2010; Professor Emeritus of History, 2010-BA, 1971, Aurora College; MA, 1973; PhD, 1987, Northern Illinois University

PAROLINI, ROGER K., Director of Endowment and Associate Professor of Music, 1954-1992, Associate Professor Emeritus of Music, 1992-BA, 1949, Aurora College; BM, 1958; MM, 1960, American Conservatory of Music

PEICHL, CHARLOTTE G., Associate Professor of Music, 1974-1994; Associate Professor Emeritus of Music, 1994-BM, 1951, North Central College; MM, 1952, Northwestern University

PIET, MARIANNE, Associate Professor of Social Work, 1996-2006; Associate Professor Emeritus of Social Work, 2007-BA, 1984; MSW, 1986, University of Illinois at Chicago; DSW, 1998, Loyola University Chicago

RAMER, RONALD, Associate Professor of Philosophy/Interdisciplinary Studies, 1991-2010; Associate Professor Emeritus, 2010-BA, 1963; MA, 1965, City University of New York; MA, 1967, Michigan State University; PhD, 1973, Syracuse University

ROSS, SUSAN, Professor of Social Work, 1995-2010; Professor Emeritus of Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

SAWDEY, MICHAEL, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011-BA, 1966, University of Michigan; MA, 1968; PhD, 1974, University of Illinois at Urbana-Champaign

SCARSETH, SONJA, Catalog Librarian, Phillips Library, (Associate Professor), 1964-1998; Associate Professor Emeritus, University Library, 1998-AB, 1953, Luther College; MLS, 1954, University of Michigan

SCHRAGE, HAROLD, BSW Program Director 1987-1991; Field Coordinator of Field Placement 1991-1992; Professor Emeritus of Social Work, 1994-BS, 1951, University of Wisconsin; MSSW, 1952, University of Wisconsin; PhD, 1971, University of Minnesota

SUBLETTE, WALTER E., Associate Professor of Communication, 1987-2006; Professor Emeritus of Communication, 2006-BA, 1970; MA, 1977, University of Illinois at Chicago; PhD, 1991, Northern Illinois University

VANKO, JOHN G., Associate Professor of Education, 1996-2008; Associate Professor Emeritus of Education, 2008-BS, 1959; MS, 1960, Western Illinois University; EdD, 1973, Loyola University Chicago


YANOS, JANET, Professor of Social Work, 1986-2010; Professor Emeritus of Social Work, 2010-BA, 1969, University of Illinois at Chicago; MSW, 1971; PhD, 1980, Jane Addams College of Social Work, University of Illinois at Chicago

YERKES, RITA, Dean, School of Experiential Leadership; Professor of Leisure Studies, 1987-2008; Dean Emeritus, School of Experiential Leadership, 2008-BA, 1970, University of Kentucky; MA, 1973, University of Missouri; EdD, 1980, Northern Illinois University

ZIMMERMAN, CRAIG A., Professor of Biology, 1975-2000; Professor Emeritus of Biology, 2000-BS, 1960, Baldwin-Wallace College; MS, 1962; MS, 1964; PhD, 1969, University of Michigan

PART-TIME FACULTY

Listing includes those part-time faculty who taught for the University as of the 2011-2012 academic year.

AL SHARO’A MOHAMMAD, Mathematics, 2009-BS, 1998; MS, 2000, Jordan University of Science & Technology; PhD, 2004, Illinois Institute of Technology

ALBERT, JAY, Business, 2007-BA, 1975, Ohio Northern University; MBA, 1977, Miami University-Ohio

AMENDARIZ-MAX, CYNTHIA, Education, 2012-BA, 1985, Loyola University Chicago; MS, 1989, Northwestern University; EdD, 2010, Aurora University

AMENDT, JULIE, Special Education, 2011-BA, 1995, Northern Illinois University; MA, 2006, University of Northern Iowa

ANDAY, SHARON, Education, 2005-BA, 1994, Mount Senario College; MA, 2000, Saint Xavier University

ANDERSON, KURTIS, Education, 1996-BS, 1968, Iowa Wesleyan College; MS, 1972, Northern Illinois University; EdD, 1999, Loyola University Chicago

*ANDERSON, MARGARET, Education, 2002-BA, 1970, Wheaton College; MS, 1975, Northern Illinois University; EdD, 2002, Loyola University Chicago

ARASTOPOUR, GOLNAZ, Mathematics, 2009-BS, 2007, University of Illinois at Urbana-Champaign; MA, 2008, Columbia University


BAILEY, CASSIE, Education, 2010-BA, 2004, University of Saint Francis; MA, 2009, Olivet Nazarene University

BAINES, CATHY, Education, 2001-BS, 1994, Northern Illinois University; MSEd, 1994, National-Louis University
BALDONADO, JO BELLE, Education, 2004-BS, 1970; MS, 1976, Northern Illinois University

BARSANGER, JACK, Education, 2007-BA, 1974; MS, 1989; EdD, 1995, Northern Illinois University


BEATTY, ANNE, Education, 2005-BA, 1972, Illinois State University; MAT, 1997, Aurora University


BERG, MARTHA, Education, 2005-BS, 1968; MS, 1971, Indiana State University

BERGBREITER, LISA, Education, 2008-BA, 1994, University of Colorado at Colorado Springs; MEL, 2003, Aurora University

*BERTRAND, DAN, Education, 2006-BS, 1978, Quincy University; MA, 1982, Northeast Missouri State University; EdD, 2005, Northern Illinois University

BILS, JACK, Education, 2000-BA, 1965, Knox College; MAT, 1966; PhD, 1973, Northwestern University

BINGHAM, MARGARET, Education, 2011-BA, 1992; MT Ed, 1992, University of Virginia

BLANCO, PATRICIA, Education, 2010-BS, 1982, Illinois State University; MEd, 1986, University of Arizona


BOGNER, FRANK, Education, 2011-BS, 1980, Illinois State University; MS, 1993, Western Illinois University; EdD, 2006, University of Illinois at Urbana-Champaign


*BROUHN, DEBORAH, Special Education, 2009-BA, 1975, Marquette University; MEd, 1976, Duke University

BUCKBERG, PATRICIA, Nursing, 2010-BA, 1992, National-Louis University; MSN, 1999; DNP, 1999, Rush University
BUTCHER, ANN, Education, 2003-BA, 1989, Aurora University; MS, 1994, Northern Illinois University; EdD, 2003, Aurora University

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


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

CASTANUELA, MARY, Social Work, 2012-BS, 1973, Loyola University; MSW, 1981, University of Illinois at Chicago

*CHAPMAN, RACHAEL, Physical Education, 2008-BA, 2006, North Central College; MS, 2008, Northern Illinois University


CHUPICH, LISA, Special Education, 2010-BA, 1997, Loras College; MA, 2003, Rockford College

COLLETTE, TERRY, Special Education, 2009-BS, 1999, Northern Illinois University; MA, 2002, Aurora University

COLOSIMO, CHRISTOPHER, Special Education, 2010-BS, 2001; MS, 2005, University of Wisconsin-Whitewater


CONTRERAS, ANGEL, Business, 2011-BA, 1993, University of Iowa; MBA, 2005, Aurora University


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

CRONSELL, MICHELE, Education, 2009-BS, 1992, Aurora University; MSEd, 2007, Northern Illinois University


CUDWORTH, KYLE, Natural Sciences, 2011-BS, 1969, University of Minnesota; PhD, 1974 University of California, Santa Cruz
DAGENAIS, RAYMOND, Education, 2008-BS, 1969, University of Illinois at Chicago; MS, 1974, Purdue University; EdD, 1990, Northern Illinois University


*DAUGHERTY, ROBERT, Social Work, 2007-BA, 1965, Southeast Missouri State University; MSW, 1990; PhD, 2003, University of Louisville


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


DONNELLAN, JOHN, Education, 2002-BS, 1984; MS, 1990, Northern Illinois University


DOWD, RYAN, Social Work, 2010-BA, 2000, North Central College; MPA/JD, 2003, Northern Illinois University


DULANY, DONNA, Business, 2010-BA, 2005; MBA, 2008, Aurora University

EMORY, LAURA, Special Education, 2010-BA, 1981, St. Mary’s College; MS, 1987, Northern Illinois University

ENCK, MARY, Education, 2008-BA, 1967, University of Illinois at Urbana-Champaign; MS, 1973; MS, 1974; EdD, 1992, Northern Illinois University


ERICKSON, JESSICA, Education, 2007-BA, 1997; MEd, 2006, National-Louis University

ESARCO, BRYAN, Business, 2006-BA, 1997, Cardinal Stritch University; MS, 2000, University of Wisconsin-Milwaukee
*ESPOSITO, CAROLE, Mathematics, 2006-BS, 1992, Benedictine University; MA, 2002, DePaul University


EVERT, THOMAS, Education, 2009-BS, 1969; MS, 1971, University of Wisconsin-Eau Claire; PhD, 1987, University of Wisconsin-Madison

FAGAN, JOHN, Education, 2005-EdB, 1963, Rhode Island College; MS, 1972, College of William and Mary; EdD, 1974, University of Massachusetts


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


FUHRER, LINDA, Social Work, 2004-AB, 1962, Taylor University; MSW, 1965, University of Illinois at Urbana-Champaign


GENENBACHER, BETHANY, Social Work, 2009-BSW, 1995, Quincy University; MSW, 2004, Aurora University


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

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

GOESKE, BARBARA, Special Education, 2011-BA, 1994, Columbia College; MS, 1997, Northern Illinois University

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

GUST, JOSEPH, Education, 2012-BS, 1997, Western Illinois University; MEd, 1999, Benedictine University; EdD, 2009, Loyola University Chicago

HAGEMAN, BARBARA, Special Education, 2010-BS, 1972, Northern Illinois University; MS, 2000, Saint Xavier University

*Hammack, Susan, Education, 2005-BA, 1981, Concordia University; MEd, 1985, University of Toledo; EdD, 2009, Aurora University
HANCOCK, HEIDI, Education, 2009-BS, 2005, University of Wisconsin-Eau Claire; MAT, 2008, Aurora University


*HARRINGTON, JACK, Business, 2009-BS, 1962, University of Denver; MBA, 1984, University of Northern Colorado; EdD, 2009, Benedictine University

HART, CASSANDRA, Business, 2011-BS, 1971, University of Wisconsin-LaCrosse; MBA, 1982, St. Cloud State University

HART, JANELL, Social Work, 2011-BA, 1985, California State University; PhD, 1996, University of California, Los Angeles


HAYS, DEBORAH, Education, 2009-BS, 1975, Illinois State University; MS, 1979, Northern Illinois University

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


*HESS, JEAN, Special Education; Director, Applied Behavioral Analysis, 2009-BS, 1986, Russell Sage College; MS, 1989, College of St. Rose; EdD, 2004, University of Kentucky

HOBBS, DENISE, Education, 2001-BS, 1977, Northern Illinois University; MEd, 1984, National-Louis University; EdD, 1999, Loyola University Chicago


HOPKINS, DONNA, Education, 2005-BS, 1971; MS, 1996, Northern Illinois University

HORLER, NORM, Education, 2006-BS, 1970; MEd, 1975, University of Illinois at Urbana-Champaign

HOWERTON, ED, Education, 2011-BA, 1988, University of Illinois at Chicago; MS, 1995, Northern Illinois University; EdD, 2004, Aurora University

HUFTALIN, AMY, Education, 2010-BS, 1988, University of Illinois at Urbana-Champaign; MAT, 1995, Rockford College

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

JONES, JOHN, Mathematics, 2007-BS, 1984, University of Wisconsin-Parkside; MA, 1998, Aurora University

JOSEPH, JOHN, Business, 2010-BA, 1979, Ohio Wesleyan University; MBA, 1981, Indiana University

KALB, AMY, Social Work, 2008-BSW, 1997, Valparaiso University; MSW, 1999, University of Michigan


*KEEFER, PEGGY, Education, 2011-BA, 1977; MA, 1985, Northeastern Illinois University; EdD, 2000, Loyola University Chicago


*KIBBONS, PAMELA, Education, 2002-BA, 1989, Elmhurst College; ME, 1994, National-Louis University; PhD, 1999, Loyola University Chicago


*KLEIN, STEVEN, Education, 2006-BS, 1970; EdM, 1974, Temple University; EdD, 2000, Loyola University Chicago

KLUSENDORF, DONALD, Education, 2001-BS, 1961; MS, 1965, Northern Illinois University; EdD, 1985, Vanderbilt University

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

KNORR, PAMELA, Education, 2007-BS, 1978; MS, 1979, University of Wisconsin-LaCrosse


*KOBER, RALPH, Education, 2004-BA, 1982; MS, 1983, University of Illinois at Chicago; MSEd, 1992; EdD, 2000, Northern Illinois University


KONCILJA, COLLEEN, Social Work, 2010-BS, 1991, Bradley University; MSW, 1996, University of Illinois at Chicago


*KRIEWALDT, ROGER, Education, 2004-BS, 1971, Wisconsin State University-Stevens Point; MSEd, 1975, Northern Illinois University


KUEHNE, MICHAEL, Education, 2010-BS, 1979, University of Wisconsin-Whitewater; MS, 1983; PhD, 1996, University of Wisconsin-Madison
LARSON, SIDNEY, Education, 2009-BA, 1972, Luther College; MS, 1998, University of Wisconsin-Whitewater; MS, 2006, Cardinal Stritch University


LASSE, CHRISTOPHER, Business, 2009-BA, 2001, Wheaton College; MBA, 2005, Aurora University


LEBRON, RICHARD, Education, 2011-BS, 1994, Universidad de Puerto Rico; MA, 2005, University of Phoenix; EdD, 2011, Aurora University

LECLERE, SHIRLEY, Education, 2003-BA, 1983, Aurora College; MAT, 1988, Aurora University


LEVITT, SHANNON, Education, 2012-BA, 2000, University of Illinois at Chicago; MA, 2004, Webster University

LIVORSI, DAWN, Social Work, 2008-BA, University of Illinois at Chicago; MSW, 2004, Aurora University

LOCHNER, RICK, Business, 2011-BS, 1979, United States Military Academy at West Point; MS, 1986, The University of Southern Mississippi; MBA, 2003, Keller Graduate School of Management

*LOCKLIN, MARYANNE, Nursing, 1995-BSN, 1979, Elmhurst College; MS, 1983; DNS, 1994, Rush University

LUNDEGREN, DENNIS, Education, 2010-BM, 1975, Western Michigan University; MM, 1979, Andrews University


MAJKA, RICHARD, Education, 2003-BA, 1968, University of Illinois at Chicago; MEd, 1971, Loyola University Chicago; JD, 1985, Illinois Institute of Technology, Chicago-Kent College of Law

MALNAR, JENNIFER, Social Work, 2010-BSW, 2004; MSW, 2005, Aurora University


MANN, ANTHONY, Business, 2011-BS, 1997, University of Wisconsin-Stevens Point; MBA, 2009, Aurora University

MARCK, PAMELA, Education, 2007-BS, 1975; MS, 1979, Northern Illinois University


MC AVOY, NATALIE, Education, 2007-BS, 1991; MS, 2000, University of Wisconsin-Whitewater

MC KAY, JAMES, Education, 2011-BS, 1989, North Dakota State University; MA, 2004, Aurora University


MC LAUGHLIN, SANDRA, Special Education, 1998-BA, 1975, University of Wisconsin-Whitewater; MA, 1997, Aurora University


MEDINA, FELIX, Education, 2004-BA, 1982, University of Puerto Rico; MA, 1988, Webster University; MEd, 1996, Turabo University


*MILLER, SANDRA, Education, 2009-BA, 1970, Augustana College; MA, 1971; CAS, 2001, University of Illinois at Urbana-Champaign


MOORE, ELINORE, Business, 2010-BS, 1987, Westfield State College; MS, 2002, Benedictine University


PATTERSON, CAROL, Education, 2009-BS, 1971, Illinois State University; MAT, 1997, Aurora University

PATTERSON, KEVIN, Education, 2007-BS, 1974, Indiana University; MS, 1986, Illinois State University


PELLETTIERE, VINCENT, Business, 2011-BBA, 1976; MS, 1978, Loyola University Chicago; MBA, 1991, Lake Forest Graduate School of Management; PhD, 2005, Benedictine University

PENSTONE, ANN, Education, 2011-BS, 1974, University of Illinois; MS, 1980, Purdue University

PEPPER-GRAHAM, KENDRA, Social Work, 2008-BSW, 1990, Lewis University; MSW, 1993, Aurora University


PIVONKA, CATHY, Education, 2005-BS, 1982; MS, 1991, Northern Arizona University

POGUE, PHILIP, Education, 2009-BS, 1968; EdS, 1978, Western Illinois University; MA, 1971, University of Illinois at Urbana-Champaign; EdD, 1985, Northern Illinois University

*POLAD, RICHARD, Natural Science, 2006-BA, 1984; MS, 1995, Northeastern Illinois University


POMARANSKI, CATHY, Education, 2006-BS, 1979; MEd, 1987, University of Wisconsin-Whitewater


PRINCE, NOAH, Mathematics, 2008-BS, 2004; MA, 2007; PhD, 2008, University of Illinois at Urbana-Champaign

QUALS, LISA, Social Work, 2011-BSW, 1998, Tennessee State University; MSW, 1999, University of Kentucky; PhD, 2008, Capella University

REDDIN, KAREN, Education, 2010-BS, 1983, University of Wisconsin-Whitewater; MEd, 2006, Olivet Nazarene University

RENAUT, ROBERT, Business, 2009-BS, 1976, University of Cincinnati; MBA, 1986, Illinois Benedictine College
*RHODES, JOHN, Education, 2008-BS, 1969; MS, 1970; CAS, 1974; EdD, 1979, Northern Illinois University

*ROGINA, RAYMOND, Education, 1997-BS, 1969; MS, 1972, Illinois State University

ROSEN, JOHN, History, 2010-BA, 1998, University of California-Santa Cruz; MA, 2003, San Francisco State University

ROSENTRETER, CHERYL, Education, 2006-BA, 1983, Moorhead State University; MEd, 1996, National-Louis University; EdD, 2006, Aurora University

ROSS, DELIA, Special Education, 2007-BA, 1974, Northern Illinois University; MAEL, 2001; EdD, 2006, Aurora University

ROSS, SUSAN, Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

ROSS, V. ELAINE, Education, 2009-BS, 1964; MA, 1969, Michigan State University; PhD, 1999, Northern Illinois University


ROUNDY, JAMES, Accounting, 2011-BS, 1995, University of Illinois; MBA, 2006, Keller Graduate School of Management


SCENT, REBECCA, Education, 2006-BS, 1985, Western Illinois University; MEd, 1994, St. Xavier University; EdD, 1998, Nova Southeastern University

SCHEPPLER, JUDITH, Biology, 2011-BS, 1981, Bradley University; PhD, 1989, Emory University

SCHMIDT, HEIDI, Education, 2008-BS, 1981, University of Wisconsin-Platteville; MS, 1987; PhD, 2005, University of Wisconsin-Madison

SCHNEIDER, TERESA, Education, 2008-BS, 1982, Florida State University; MSeD, 1992, University at Albany, SUNY

SCHROEDER, JOE, Education, 2008-BS, 1988; MS, 1995; PhD, 2001, University of Wisconsin-Madison


*SCOTT, JAMES, Mathematics, 1985-BA, 1961, Luther College; MS, 1967, Illinois State University
SEERUP, WENDY, Social Work, 2010-BS, 1987; MSW, 2000, University of Illinois at Urbana-Champaign


SINOPOLI, LISA, Teacher Leadership, 2011-BA, 1996, Northern Illinois University; BS, 1998, National University of Health Services; MA, 2004, Dominican University


SORENSEN, JAMES, Education, 1997-BME, 1974, University of Wisconsin-Eau Claire; MS, 1983, University of Wisconsin-Milwaukee; PhD, 1995, University of Wisconsin-Madison

*SPINOS RUDEK, ANNA-MARIE, Psychology, 2008-BA, 1998, St. Louis University; MA, 2001, Loyola University Chicago

STALTER, PAULETTE, Education, 2008-BS, 1997, University of Illinois at Urbana-Champaign; MS, 2005, Illinois State University


STEVENS, MICHAEL, Education, 2005-BS, 1968, Western Illinois University; MS, 1971, Northern Illinois University

STIRN, TODD, Education, 2006-BA, 1986; MS, 1999, Concordia University; EdD, 2005, Aurora University


SUEDEBECK, KIMBERLYN, Education, 2011-BA, 1984, University of Dubuque; MEd, 1987, Georgia Southwestern University; MEd, 2005, Northern Illinois University

SUMMERS, KELLY, Education, 2009-BA, 2001, North Central College; MA, 2006; PhD, 2008, Northern Illinois University

SWIMMER, NICOL, Off-Campus Education Technology, 2011, BA, 1996, Mount Mary College; MEd, 1999, Lesley College


TAYLOR, JENNIFER, English, 2007-BS, 1999, University of Wisconsin-Whitewater; MA, 2006, Aurora University

THOMAS, GREGORY, Criminal Justice, 2009-BA, 1994, Lewis University; MBA, 1996, Aurora University

THOMPSON, MELISSA, Social Work, 2009-BA, 2001, DePaul University; MSW, 2007, Aurora University

TODNEM, NANCY, Education, 2010-BS, 1970; MS, 1987, Northern Illinois University


TREMBACKI, DEBRA, Special Education, 2010-BS, 1980; MS, 1981, University of Illinois at Urbana-Champaign

*TUGMAN, BECKY, Physical Education, 2004-BS, 1995, University of Wyoming; MS, 1998, University of Utah


VAZQUEZ, KATIE, Education, 2011-BS, 2004, Evangel University; MEd, 2011, Concordia University


WARREN, MICHAEL, Social Work, 2009-BA, 1980, Drake University; MHS, 1992, Governors State University


WEBER, RHONDA, Education, 2009-BS, 1991; MS, 1995, University of Wisconsin-Milwaukee
WEBSTER, JOHN, Social Work, 2000-BA, 1970; BTh, 1971, Kentucky Christian University; MDiv, 1976, Lincoln Christian Seminary; MSW, 1994, Aurora University; PhD, 2000, University of Illinois-Chicago


WICKS, CAROL, Education, 2011-BS, 1996; MEd, 2006, Northern Illinois University

WICKS, LESLY, Social Work, 2010-BSW, 1994; MSW, 1995, George Williams College


WILKINSON, MARY ELLEN, Education, 2001-BS, 1975, Northern Illinois University; MEd, 1991, University of Illinois at Urbana-Champaign

WILLIAMS, LORI J., Education, 2008-BA, 1987, University of Northern Iowa; MS, 2006, Aurora University

WILSON, CRAIG, Education, 2005-BS, 1992; MS, 1994; PhD, 1998, Oklahoma State University

WINDSOR, LORA, Social Work, 2005-BA, 1969, Purdue University; MSW, 1994, Indiana University


WOLFE, NANCY, Education, 2009-BS, 1973, University of Illinois at Urbana-Champaign; MEd, 2002, Roosevelt University

WORRELL, GAIL, Education, 2008-BA, 1973, Luther College; MA, 1985, University of Northern Iowa; EdD, 1996, University of Missouri-St. Louis

*WULFFEN, ROBERT, Education, 2002-BA, 1968, University of Illinois at Chicago; MA, 1968, University of Chicago; EdD, 1988, Northern Illinois University


* Pro Rata Faculty - faculty teaching half-time or more, but not full-time.
# INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic regulations and procedures</td>
<td>14, 21</td>
</tr>
<tr>
<td>Academic standards</td>
<td>24</td>
</tr>
<tr>
<td>Accreditation</td>
<td>8</td>
</tr>
<tr>
<td>Adding and dropping courses</td>
<td>19</td>
</tr>
<tr>
<td>Administration directory</td>
<td>258</td>
</tr>
<tr>
<td>Admission</td>
<td>14</td>
</tr>
<tr>
<td>conditional</td>
<td>16</td>
</tr>
<tr>
<td>doctoral students</td>
<td>145, 209</td>
</tr>
<tr>
<td>international students</td>
<td>15</td>
</tr>
<tr>
<td>graduate students</td>
<td>14</td>
</tr>
<tr>
<td>general University procedures</td>
<td>14</td>
</tr>
<tr>
<td>provisional status</td>
<td>16</td>
</tr>
<tr>
<td>student-at-large</td>
<td>16</td>
</tr>
<tr>
<td>Advisement</td>
<td>17</td>
</tr>
<tr>
<td>Affirmative Action</td>
<td>9</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>20</td>
</tr>
<tr>
<td>Billing Policy</td>
<td>18, 19</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>254</td>
</tr>
<tr>
<td>Calendar, academic</td>
<td>288</td>
</tr>
<tr>
<td>Campus Ministries</td>
<td>39</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>39</td>
</tr>
<tr>
<td>Career Services</td>
<td>40</td>
</tr>
<tr>
<td>Catalog statements, policy on</td>
<td>11</td>
</tr>
<tr>
<td>Center for Adult and Graduate Studies</td>
<td>13</td>
</tr>
<tr>
<td>Certificate in Nursing Administration</td>
<td>187</td>
</tr>
<tr>
<td>Certificate in Nursing Education</td>
<td>187</td>
</tr>
<tr>
<td>Certification programs</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Conduct Policy</td>
<td>32</td>
</tr>
<tr>
<td>Course Enrollment and Classroom Environment Policy</td>
<td>32</td>
</tr>
<tr>
<td>Code of Academic Integrity</td>
<td>28</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>6, 49</td>
</tr>
<tr>
<td>College of Education</td>
<td>6, 73</td>
</tr>
<tr>
<td>College of Professional Studies</td>
<td>6, 155</td>
</tr>
<tr>
<td>Core Values</td>
<td>6</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>40</td>
</tr>
<tr>
<td>Course numbering system</td>
<td>36</td>
</tr>
<tr>
<td>Director of Special Education Endorsement</td>
<td>139</td>
</tr>
<tr>
<td>Disability Policy</td>
<td>40</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>144, 241</td>
</tr>
<tr>
<td>Doctor of Social Work</td>
<td>209, 251</td>
</tr>
<tr>
<td>Directories</td>
<td>253</td>
</tr>
<tr>
<td>Dunham School of Business</td>
<td>6, 156</td>
</tr>
<tr>
<td>Enrollment definitions</td>
<td>19</td>
</tr>
<tr>
<td>Exceptions to academic policies</td>
<td>11, 21</td>
</tr>
<tr>
<td>Facilities</td>
<td>10</td>
</tr>
</tbody>
</table>
Faculty directory ...................................................................................................261
Family Educational Rights and Privacy Act ...........................................................45
Financial Aid .....................................................................................................23, 42
Food service .......................................................................................................39
George Williams College of Aurora University at Williams Bay, WI..............221
Governance .........................................................................................................7
Grading system and policies .................................................................................25
Graduate degree programs ..............................................................................11, 12
Graduation requirements and policies .................................................................33
Health service (Wellness Center) .........................................................................40
History of Aurora University ...............................................................................5
I.D. cards .............................................................................................................18
Learning Center ..................................................................................................40
Learning Disabilities, Policy for Students ............................................................40
Leave of absence ..................................................................................................22
Master of Arts in Communication Management .................................................50
Master of Arts in Curriculum and Administration/Secondary Certification Program .................................................................89
Master of Arts in Curriculum and Instruction (M.A.C.I.) ..................................86, 231
Master of Arts in Curriculum and Instruction (M.A.C.I.)
    - Bilingual/ESL Education .............................................................................90, 232
Master of Arts with Early Childhood and Special Education
    Endorsement (M.A.E.C.S.E.) ...........................................................................97
Master of Arts in Educational Leadership (M.A.E.L) .........................................108, 235
Master of Arts in Educational Technology (M.A.E.T.) .......................................111
Master of Arts in Leadership for Service (M.A.L.S.) ..........................................216
Master of Arts in Life Science Education ............................................................62
Master of Arts in Mathematics Education ..........................................................58
Master of Arts in Mathematics and Science Education ........................................67
Master of Arts in Reading Instruction (M.A.R.I.) ................................................115, 236
Master of Arts in School and Professional Counseling ......................................121
Master of Arts in Special Education (M.A.S.E.) ..................................................130, 238
Master of Arts in Teaching with Certification (M.A.T.C.) ..................................75, 229
Master of Business Administration (M.B.A.) .....................................................161
Master of Science in Accountancy .....................................................................156
Master of Science in Applied Behavioral Analysis/Autism Spectrum
    Disorders ..........................................................................................................170
Master of Science in Criminal Justice .................................................................172
Master of Science in Earth and Space Science Education ....................................223
Master of Science in Mathematics ......................................................................54
Master of Science in Nursing (M.S.N.) .................................................................181
Master of Science in Recreation Administration .................................................242
Master of Social Work (M.S.W.) ........................................................................192, 249
    Specialization in Addictions ............................................................................197
    Specialization in Child Welfare .........................................................................198
    Specialization in Gerontology ...........................................................................198
    Specialization in Leadership (through School of Business M.B.A. Program) .............................................................................199
Mission Statement ..............................................................................................6
Multiple degrees, earning ................................................................. 16
Nondiscrimination Policy ................................................................. 9
Off-Campus Graduate Education Courses and Programs .......... 141
Post-Baccalaureate Teaching Certification ................................. 81
Post-M.S.W. Type 73 Program ......................................................... 195
Provisional admission ..................................................................... 16
Reading Teacher Endorsement ...................................................... 119, 237
Registration ..................................................................................... 17
  Adding and dropping courses ...................................................... 19
  Late registration ............................................................................. 18
School of Nursing ........................................................................... 179
  School of Nursing Bridge Option ................................................. 186
  Post-Graduate Nursing Administration Certificate ..................... 187
  Post-Graduate Nursing Education Certificate ......................... 187
School of Social Work .................................................................. 189
Second master’s degree ................................................................. 16
Special educational experiences and credit .................................. 37
Student-at-large status ................................................................. 16
Student services ............................................................................. 39
Time limit for completion of master’s degrees ............................ 32
Transcript regulations ..................................................................... 35
Transfer of credit ............................................................................ 17
Tuition and fees ............................................................................. 18, 23
Veterans’ benefits ......................................................................... 17
Vision Statement ........................................................................... 7
Wackerlin Center for Faith and Action ........................................... 215
Waivers, academic policies ......................................................... 11
Woodstock Center ...................................................................... 5, 161, 197
Note: Actual class schedules for some AU programs may differ from the official term dates listed below. Contact the program office or the Office of the Registrar (630-844-5462) for details.

2012-2013 Academic Year
Opening Week – Faculty Orientation/Meetings ................................August 21-23
New Student Orientation ...............................................................August 23-26

Fall Semester Classes Begin .................................................................August 27
End of Add/Drop for day classes; evening classes may be added prior to second class meeting:
End of 100% refund for fall semester ...........................................September 1

*8-week Fall Module I ..........................................................August 27 - October 20
Labor Day – no classes .................................................................September 3
Founders Convocation (no classes after 1:05 p.m.) .................October 5
Module I – last day to drop with automatic “W” .......................October 6
Fall Weekend – no traditional day classes ............................October 19-21

*8-Week Fall Module II ........................................................October 22 - December 15
Last day to drop fall semester classes with automatic “W” ..........November 10
Thanksgiving Holidays .................................................................November 21-25
Module II – last day to drop with automatic “W” .................December 1
Final Examinations .................................................................December 10-15
Grades due to Registrar ..............................................................December 18

Spring Semester Classes Begin ..................................................January 7
End of Add/Drop for day classes; evening classes may be added prior to second class meeting .............................January 12
End of 100% refund for spring semester ...................................January 12

*8-Week Spring Module I ........................................................January 7 - March 2
Martin Luther King, Jr., Day – no classes ...................................January 21
Module I – last day to drop with automatic “W” ..................February 16
Spring Break .................................................................March 3-10

*8-Week Spring Module II ........................................................March 11 - May 4
Easter Break – no classes Friday – Sunday ..............................March 29-May 4
Last day to drop spring semester classes with automatic “W” ..........April 1
Module II – last day to drop with automatic “W” ....................April 20
Final Examinations .................................................................April 29-May 4
Spring Commencement .................................................................May 5
Grades due to Registrar .............................................................May 7

May Term (3 weeks) ...............................................................May 6-25
Memorial Day – no classes ............................................................May 27

Summer Term (5 or 10 week sessions) .................................June 3 - August 10

*Summer Term I (5 weeks) ........................................................June 3 - July 6
Independence Day – no classes ....................................................July 4
*Summer Term II (5 weeks) ........................................................July 8 - August 10
*Summer Term III (10 weeks) ....................................................June 3 - August 10
2013-2014 Academic Year

Opening Week – Faculty Orientation/Meetings ...........................................August 20-22
New Student Orientation ...........................................................................August 22-25

Fall Semester Classes Begin .................................................................August 26
End of Add/Drop for day classes; evening classes
    may be added prior to second class meeting ...........................................August 31
End of 100% refund for fall semester .......................................................August 31
*8-week Fall Module I ...........................................................................August 26 - October 19
Labor Day – no classes ............................................................................September 2
Module I – last day to drop with automatic “W”......................................October 5
Fall Weekend – no traditional day classes ..............................................October 21-23
Founders Convocation (no classes after 1:05 p.m.) Date TBA with Homecoming
*8-Week Fall Module II ...........................................................................October 21 - December 14
Last day to drop fall semester classes with automatic “W” ...............November 9
Thanksgiving Holidays ..............................................................................November 27-December 1
Module II – last day to drop with automatic “W” ...................................November 23
Final Examinations ...................................................................................December 9-14
Grades due to Registrar ..........................................................................December 17

Spring Semester Classes Begin ..............................................................January 6
End of Add/Drop for day classes; evening classes
    may be added prior to second class meeting ...........................................January 11
End of 100% refund for spring semester ...................................................January 11
*8-Week Spring Module I .........................................................................January 6 - March 1
Martin Luther King, Jr., Day – no classes .................................................January 20
Module I – last day to drop with automatic “W”.....................................February 15
Spring Break..............................................................................................March 2-9
*8-Week Spring Module II .......................................................................March 10 - May3
Last day to drop spring semester classes with automatic “W” .............March 29
Honors Convocation (no classes after 1:05 p.m.) .....................................April 11
Easter Break – no classes Friday – Sunday ...............................................April 18-20
Module II – last day to drop with automatic “W” ....................................April 19
Final Examinations ...................................................................................April 28- May3
Spring Commencement .............................................................................May 4
Grades due to Registrar ..........................................................................May 6

May Term (3 weeks) ..................................................................................May 5-24
Memorial Day – no classes .......................................................................May 26

Summer Term (5 or 10 week sessions) .....................................................June 2 - August 9
*Summer Term I (5 weeks) ......................................................................June 2 - July 5
Independence Day – no classes ................................................................July 4
*Summer Term II (5 weeks) .....................................................................July 7 - August 9
*Summer Term III (10 weeks) ..................................................................June 2 - August 9
Directions to Aurora University
Aurora Campus

From the East
Follow I-88 to Orchard Road exit. Exit Orchard Road south to Galena Boulevard.
Turn left (east) on Galena Boulevard and follow until you reach Randall Road.
Turn right (south) on Randall Road. AU is located at the end of Randall Road.

From the West
Follow Rte. 47 south to Galena Boulevard. Go left (east) on Galena Boulevard to
Randall Road. Turn right (south) on Randall Road. AU is located at the end of
Randall Road.

From the North
Follow I-294 south to I-88 west or I-39/51 south to I-88 east; exit Orchard Road
south to Galena Boulevard. Turn left (east) on Galena Boulevard to Randall Road.
Turn right (south) on Randall Road. AU is located at the end of Randall Road.

From the South
Follow Rte. 30 to Orchard Road (north); follow until you reach Prairie Road.
Turn right (east) on Prairie Road. Turn left (north) on Gladstone Avenue. AU is
one block north.
Directions to George Williams College
of Aurora University

From Milwaukee
Take Interstate 43 south to Highway 67 south through Williams Bay.
The campus is located at the western edge of Williams Bay.

From Madison
Take I-90 east to HWY 14 east then to HWY 11 east. Stay on HWY 11 through Delavan to HWY 50. Follow HWY 50 east to HWY 67 south through Williams Bay.
Alternate route: Take I-90 east to HWY 43 north at Beloit. Proceed north on HWY 43 to HWY 50, east to HWY 67, south to Williams Bay.

From Rockford
Take NW Tollway (I-90) west to HWY 43. Take HWY 43 east to Delavan (HWY 50). Take HWY 50 east to HWY 67. Go south on HWY 67 to the village of Williams Bay.

From Chicago
Take I-94 west to HWY 50. Follow 50 west for about 30 miles through Lake Geneva and seven miles further to the intersection of HWY 50 and 67. Take HWY 67 south to Williams Bay.
Alternate route: I-90 west to HWY 20, then north to HWY 23, north to HWY 14, west to HWY 67, north into Williams Bay.