

# 2018-2019 Aurora University Catalog Addendum

The 2018-2019 Academic Catalog is comprised of three documents:

1. [2018-19 Aurora University Regulation and Policy Catalog](#)
2. [2018-19 Aurora University Undergraduate Course Catalog](#)
3. [2018-19 Aurora University Graduate Course Catalog](#)

All noted revisions laid out in the following addendum shall supersede content listed in the 2018-2019 Academic Catalog. Any 2018-2019 catalog information not listed in this addendum shall remain in effect. The complete 2018-2019 catalog will consist of the revised content of this addendum and the unrevised content previously listed in the catalog and shall be valid for the 2018-2019 academic year.

## Table of Contents

Regulation and Policy Catalog (Undergraduate and Graduate) .....	3
Additions, Deletions and Revisions .....	3
Undergraduate Course Catalog (Programs and Course Descriptions).....	6
Program Additions, Deletions and Revisions .....	6
Course Additions, Deletions and Revisions .....	6
Graduate Course Catalog (Programs and Course Descriptions) .....	11
Program Additions, Deletions and Revisions .....	11
Master of Arts in Curriculum and Instruction: Teaching Diverse Learners.....	11
Master of Science in Accountancy Plus One Program .....	12
Master of Science in Nursing Plus One Program .....	13
Master of Science in Recreation Administration Plus One Program .....	14
Course Additions, Deletions and Revisions .....	15

# Aurora University Regulation and Policy 2018-2019

Page numbers are those of the [2018-2019 Aurora University Undergraduate and Graduate Regulation and Policy Catalog](#)

## Additions, Deletions and Revisions

- P. 10 Added to subsection "Undergraduate Adult Degree Completion Online Majors"  
Nursing (RN to BSN) – Not accepting students at this time
- P. 11 Added to subsection "GRADUATE DEGREE PROGRAMS"  
Master of Arts in Curriculum and Instruction: Teaching Diverse Learners  
Master of Science in Nursing – *Available beginning summer 2019*  
Master of Science in Recreation Administration - *Available beginning summer 2019*
- P. 12 Added to subsection "Graduate Programs at George Williams College"  
Master of Social Work/Master of Business Administration Dual Degree
- P. 12 Added to subsection "Graduate Programs at Aurora University Woodstock Center"  
Master of Arts in Curriculum and Instruction: Teaching Diverse Learners
- P. 12 Deleted from subsection "Archived Programs – *Not taking applications at this time*"  
*Master of Arts in Curriculum and Instruction (MACI) (Archived)*  
*Master of Science in Nursing (MSN)\* (Archived)*
- P. 13 Revised in subsection "Entering Freshmen"  
— One of the following:  
· ACT composite score of at least 19; or  
· Equivalent combined SAT scores (Math and Critical Reading)
- P. 20 Revised in subsection "Application Process for International Students"  
6. Students from English-speaking countries must submit an official score report from the American College Test (ACT) – minimum composite score of 19 (online college code = 0950); or equivalent Scholastic Aptitude Test (SAT).
- P. 27-28 Added to subsection "Tuition, Fees and Other Expenses Graduate Student Tuition"  
MSW Online \$600 per semester hour
- P. 49 Relocated subsection "Undergraduate Academic Warning and Dismissal" from P 86 to P 49 following subsection "Undergraduate Academic Standards"
- ### Undergraduate Academic Warning and Dismissal
1. When a student's work falls below acceptable standards, the instructor should send an electronic warning notice to the student. The student's academic advisor will be notified. Students are encouraged to meet with their advisor regularly to discuss academic progress.
  2. A student is placed on academic warning when her/his Term GPA is below 2.0. A student will be academically dismissed if their Term GPA is 0.00 in any given term. Fully approved students placed on academic warning for a second time (not necessarily consecutive) may be dismissed for poor scholarship. Freshmen admitted conditionally under the guidelines of the Admissions Review Committee may be dismissed at the conclusion of their first year if their Term GPA is below 2.0. Transfer students admitted on academic warning will be reviewed and may be dismissed for poor scholarship whenever their Term GPA is below a 2.0.
  3. Last Term Warning Status: A student may be placed on last term warning if his or her Term GPA is 1.0 or below but above 0.00. A student who encounters

repeated academic difficulties may also be placed on last term warning. Once a student is placed on this status, he or she remains on last term warning until the student has completed three consecutive terms (excluding Summer Session) with a term GPA of at least 2.0 and Aurora University GPA of at least 2.30, or upon graduation or until the term GPA drops below 2.0, in which case the student is dismissed from the university

4. Students dismissed for poor scholarship may immediately appeal for a full hearing before the Academic Conduct and Integrity Committee. At such a hearing, the student may appear in person to make a statement and answer questions. A letter requesting an appeal and briefly outlining the basis for the appeal must be sent to the Registrar. Should the appeal be granted, the student would be readmitted on Last Term Warning.
5. A student who is dismissed from Aurora University for poor scholarship may apply for readmission after one calendar year. The application is filed with the Academic Conduct and Integrity Committee during the term preceding the term when the student wishes to return to the university.

P.49 Revised in subsection "Graduate Academic Standards"

### **Graduate Academic Standards**

Under general university standards, all graduate students must maintain a minimum cumulative program/major GPA of at least 3.0 on a 4.0 scale to remain in good standing. When a student initially fails to meet these minimum academic standards s/he will be placed on academic warning. Following a second semester (not necessarily consecutive) where the cumulative program/major GPA does not meet minimum standards (3.0 or higher), or if at any time more than two grades below "B" are earned while enrolled in a graduate program, a student will be dismissed from the university by action of the Academic Conduct and Integrity Committee. The committee may also impose conditions on a student's continued enrollment. If dismissed for poor scholarship, the student may not be readmitted to the university for at least one full semester following the academic dismissal. A successful petitioning for readmission to the university is required, as well as the filing of a new application for admission. The petition for readmission and application for admission must be submitted by the student to the university for consideration and review, no later than 30 days prior to the start of semester for which readmission is sought. Individual programs may have additional or more stringent academic standards for retention and/or graduation of students in the program. These standards are available to students through the office of each respective program.

### **Graduate Academic Warning and Dismissal**

1. When a student's academic performance does not meet minimum standards, the instructor should send an academic alert to the student.
2. A student is placed on academic warning at the end of any semester when their cumulative program/major GPA is less than 3.0.
3. A student placed on academic warning for a second time (not necessarily consecutive terms) will be academically dismissed for poor scholarship.
4. A student who at any time while enrolled in a graduate program earns more than two grades below "B" will be academically dismissed for poor scholarship.
5. A student will be academically dismissed if their Term GPA is 0.00 in any given semester.
6. A graduate student who is dismissed from Aurora University for poor scholarship may apply for readmission after one full semester away.
7. To be considered for readmission, a new application for admission and a petition for readmission are both required to be filed no less than 30 days prior to the requested semester of return, with the Office of Admissions.

8. The petition will be reviewed by an academic program committee, comprised of the academic program director/chair and two faculty designated by the jurisdictional Dean. The academic program committee may require an in-person meeting with the student as deemed necessary.
9. Should readmission be granted, the student will be readmitted on Academic Warning. Should the cumulative program/major GPA fall below 3.0 in a subsequent semester, the student will be dismissed from the university.
10. A student who has already had their petition for readmission denied by the academic program may appeal the decision to the jurisdictional Dean over the program. This step must be completed in the form of a written request to the Dean within one calendar week after the student has been informed of the program committee decision. The Dean will appoint two faculty members to serve with on an ad hoc committee working to review the student's appeal. The ad hoc appeal committee will review all relevant materials and meet with the student and others, as deemed necessary. The decision of this ad hoc appeal committee is final. The ad hoc appeal committee will then report back to the program and Registrar's Office regarding the final decision and its reasoning.

P.54 Revised in subsection "Graduate Accelerated Load (Overload)"

**Graduate Credit Load**

Full-time status for graduate study is 6 to 17 semester hours in any term. Graduate students may not take more than 17 semester hours per term.

P. 82 Revised in subsection "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.

P. 109 Revised

DURBALA, PEGGY, Visiting Assistant Professor of Spanish/Teacher Licensure, 2016 -- BA, 1983; MA, 2001, Northern Illinois University

# Undergraduate Programs and Course Descriptions 2018-2019

Page numbers are those of the [2018-2019 Aurora University Undergraduate Course Catalog](#)

## Program Additions, Deletions and Revisions

- P. 39 Revised in Subsection “Gender Studies Minor; Selected Courses”  
LTS/SOC1300 Latinas and Latinos in the U.S. (4)
- P. 46 Revised in Subsection “Required Survey Courses: Complete 3 of the following courses-”  
HIS1300 World History I (to 1500) (4)  
HIS1400 World History II (since 1500) (4)
- P. 47 Revised in Subsection “MAJOR IN HISTORY for Secondary Social Studies Licensure – 99 semester hours; Required Courses”  
HIS1300 World History I (to 1500) (4)  
HIS1400 World History II (since 1500) (4)
- P. 50 Revised in Subsection “Latin American and Latino/a Studies Minor; Required Courses”  
LTS/SOC1200 Introduction to Latino Cultural Studies (4)
- P. 50 Revised in Subsection “Latin American and Latino/a Studies Minor; Selected Courses”  
LTS/SOC1300 Latinas and Latinos in the U.S. (4)
- P. 52 Revised in Section “Leadership Studies; Global Service Concentration”  
LTS/SOC1200 Introduction to Latino Cultural Studies (4)
- P. 62 Revised in Subsection “RN to BSN Completion Track”  
*This major is not accepting applicants at this time.*
- P. 62 Revised in Subsection “Bachelor of Science in Nursing”, paragraph three  
American Heart Association
- P. 63 Deleted from Subsection “Admission Requirements for Freshman Direct Admission”  
A minimum ACT math sub score of 23 or SAT-R math sub score of 560, and
- P. 88 Revised in Section “Sociology; Selected Courses”  
SOC3570 Politics of Intimate Relations (4)
- P. 90 Revised in Section “Spanish; Select Courses”  
LTS/SOC1200 Introduction to Latino Cultural Studies (4)  
LTS/SOC1300 Latinas and Latinos in the U.S. (4)
- P. 93 Revised in Section “Spanish K-12 Educator Licensure; Required Courses”  
LTS/SOC1200 Introduction to Latino Cultural Studies (4)  
LTS/SOC1300 Latinas and Latinos in the U.S. (4)

## Course Additions, Deletions and Revisions

- P. 120 Addition  
**BIO1310 Biology of Cells for Nursing**

This course for nursing students examines the cell as the basic unit of life. Topics include prokaryotic and eukaryotic cell structure, the structure and roles of biologically important molecules and essential metabolic processes such as aerobic and anaerobic cellular respiration. The topics of cell division, molecular and transmission genetics, cell signaling and an introduction to mammalian tissue structure are also addressed. The connections between disease, cellular functions and human metabolism will be explored through the use of case studies. Nursing majors only.

Semester hours: 4

P. 131 Revised Prerequisite – **BIO3820 Secondary Methods in Biology**

Removed “Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19”

P. 171 Revised Prerequisite – **ECS3100 Curriculum and Classroom Environment – Birth to age 8**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 172 Revised Prerequisite – **ECS3200 Observation and Assessment of the Young Child – Birth to age 8**

Removed “Acceptance to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

Pp. 172-173 Revised Prerequisite – **ECS3300 Collaborating with Families, Professionals and the Community**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 173 Revised prerequisite – **ECS3400 Methods and Practices for Infants and Toddlers**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

Pp. 173-174 Revised Prerequisite – **ECS3410 Methods and Practices for Preschoolers**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 174 Revised Prerequisite – **ECS3420 Methods of Teaching Early Reading and Writing**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

Pp. 174-175 Revised Prerequisite – **ECS3430 Methods of Teaching Early Mathematical Thinking**

Removed “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 175 Revised Prerequisite – **ECS3440 Methods of Teaching Early Science, Social Studies**

**and the Arts**

**Removed** “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

Pp. 175-176 **Revised** Prerequisite – **ECS4100 Early Childhood Practicum Field Experience – Birth to age 3**

**Removed** “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 176 **Revised** Prerequisite – **ECS4200 Early Childhood Practicum Field Experience – Preschool**

**Removed** “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

Pp. 176-177 **Revised** Prerequisite – **ECS4300 Early Childhood Field Experience –K-2**

**Removed** “Admission to the School of Education includes passing the TAP (Test of Academic Proficiency) OR ACTPlus Writing (Composite of 22 AND combined English/Writing score of 19).”

P. 180 **Revised** Prerequisite – **EDU3120 Methods and Materials for Teaching ESL**

**Removed** “Acceptance the School of Education, including a) passing the TAP, ACT, or SAT; b).”

Pp. 180-181 **Revised** Prerequisite – **EDU3170 Methods and Materials for Teaching in Bilingual Programs**

**Removed** “passing the TAP, ACT, or SAT; d).”

Pp. 181-182 **Revised** Prerequisite – **EDU3330 Science Inquiry Methods**

**Removed** “Acceptance into the School of Education including passing the Test of Academic Proficiency (TAP).”

Pp. 182-183 **Revised** Prerequisite – **EDU3360 Mathematics Methods**

**Removed** “Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP).”

P. 183 **Revised** Prerequisite – **EDU3365 Methods of Reading and Language Arts in Primary Grades**

**Removed** “Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP).”

P. 184 **Revised** Prerequisite – **EDU3380 Methods of Reading and Language Arts in Grades 3-6**

**Removed** “Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP).”

P. 186 **Revised** Prerequisite – **EDU3610 Linguistics for Teaching English Language Learners/SPED3610 Oral Language Development for Special Education and English Language Learners**

**Removed** “EDU1030” and “...and passage of the ISBE TAP/Basic Skills Test.”

Pp. 186-187 **Revised** Prerequisite – **EDU3620 Teaching and Assessing Diverse Learners in the Secondary Classroom**



**Removed** “Acceptance into the College of Education including passing the Basic Skills Test.”

P. 187 **Revised** Prerequisite – **EDU3720 Reading Across the Curriculum**

**Removed** “Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP).”

Pp. 197-198 **Revised** Prerequisite – **ENG3820 Secondary Methods in English**

**Removed** “Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19.”

P. 212 **Revised** – Course number change

HIS1300 World History I (to 1500) (4)

P. 212 **Revised** – Course number change

HIS1400 World History II (since 1500) (4)

P. 226 **Revised** – Added cross-listing with SOC

LTS/SOC1200 Introduction to Latino Cultural Studies (4)

LTS/SOC1300 Latinas and Latinos in the U.S. (4)

P. 240 **Revised** Prerequisite – **MTH3820 Secondary Methods in Mathematics**

**Removed** “Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19.”

P. 312 **Revised** Prerequisite – **SBS3820 Secondary Methods in Social Studies**

**Removed** “Acceptance into the School of Education, including passing the TAP or ACT Plus Writing with a score of 22 and combined English/Writing score of 19.”

P. 312 **Addition**

**SOC/LTS1200 Introduction to Latino Cultural Studies**

This introductory course will explore the effects of migration, urbanization and acculturation on the Latino population in the United States. Special attention will be paid to diversity of Latino groups in the U.S. along with exploration of Latinos in Chicago and surrounding suburban communities. This course will be taught in English.

*Semester hours: 4*

P. 312 **Addition**

**SOC/LTS1300 Latinos and Latinas in the United States**

This course will provide an in-depth study of the various contributions of Latinos in the United States mainstream culture. The history and integration of Latinos in the U.S. landscape in venues such as politics, education, economics and healthcare will be explored. Key individuals who have enabled these contributions will also be identified. This course will be taught in English.

*Semester hours: 4*

Pp. 321-322 **Revised** Prerequisite – **SPED3560 Reading Methods: Differentiated & Direct Instruction**

**Removed** “Acceptance into the School of Education and Human Performance; special education major, including passing the Basic Skills Test/TAP/SAT/ACT.”

P. 322 **Revised** Prerequisite – **SPED3610 Oral Language Development for Special Education and English Language Learners/EDU3610 Linguistics for Teaching English Language Learners**

**Removed** “EDU1030” and “...and passage of the ISBE TAP/Basic Skills Test.”

Pp. 325-326 **Revised** Prerequisite – **SPED4500 Mathematics and Science Methods for Students with Disabilities**

**Removed** “Acceptance into the School of Education and Human Performance including passing the TAP and a special education major.”

P. 326 **Revised** Prerequisite – **SPED4550 Reading Disabilities Theory and Interventions**

**Removed** “Acceptance into the School of Education and Human Performance, including passing the Basic Skills Test/TAP/ACT/SAT; “

P. 326 **Revised** Prerequisite – **SPED4610 Written Language Development and Disorders**

**Removed** “Acceptance into the School of Education and Human Performance, including passing the Basic Skills Test/TAP/SAT/ACT.”

# Graduate Programs and Course Descriptions 2018-2019

Page numbers are those of the [2018-2019 Aurora University Graduate Course Catalog](#)

## Program Additions, Deletions and Revisions

### Program Addition – Master of Arts in Curriculum and Instruction: Teaching Diverse Learners

P. 10 Addition of Program

### Master of Arts in Curriculum and Instruction: Teaching Diverse Learners

#### Program Description

This program offers a path to a Master of Arts in Curriculum and Instruction: Teaching Diverse Learners degree, along with Illinois State Board of Education issued endorsements for Learning Behavioral Specialist 1 (LBS1) and English as a Second Language (ESL). This program will enable students to develop enhanced teaching strategies, focusing specifically on diverse learners in a PK-12 school setting. Courses will focus on planning, instruction and assessment practices for students with special learning and language needs. Additionally, courses will address curriculum development for and researched-based approaches to serve special populations.

This graduate degree program can be completed within two years according to the scheduled program of study.

#### Master of Arts in Curriculum and Instruction: Teaching Diverse Learners Graduate Program Admission Requirements

Applicants seeking to enter the program must submit:

- A completed graduate application for admission
- Official transcripts from all previous undergraduate and graduate institutions attended
- One letter of reference from an individual able to attest to the student's academic and/or professional potential
- Personal statement of past professional experience and future educational goals
- Current resume

Additional Requirements Include:

- Valid Teaching Professional Educator License (PEL)
- Currently employed as a classroom teacher
- Undergraduate/Graduate GPA of 3.0 or higher

#### Degree Requirements:

The Master of Arts in Curriculum and Instruction: Teaching Diverse Learners degree program includes 36 semester hours.

#### Required Core Curriculum: 36 Semester hours

SPED6515 Characteristics and Identification of Disabilities and the Law for Diverse Populations (3)

EDU6115 Foundations for Language Minority Education of Diverse Learners (3)

SPED6525 Cognitive Development and Disabilities of Diverse Learners (2)

SPED6565 Strategies and Assistive Technology for Students with Multiple Disabilities and

Diverse Learners (2)  
EDU/SPED6501 Assessment of Diverse Learners: Special Education and ESL (4)  
EDU6125 Linguistics for Teaching Diverse Populations (3)  
EDU6200 Cross Cultural Curriculum for Diversity (3)  
EDU6630 Curriculum Development and Evaluation (3)  
SPED6555 Prosocial and Problematic Behavior Strategies for Diverse Learners (3)  
EDU6221 Methods and Materials for Teaching Diverse Learners (3)  
EDU6071 Introduction to Action Research (2)  
EDU 6061 Scholarship Applied to Teaching (2)  
EDU/SPED6545 Collaboration, Differentiation, Instruction and Transition for Diverse Learners (3)

### **Program – Addition to MSA – Master of Science in Accountancy Plus One**

P. 33 Addition to the Master of Science in Accountancy (MSA) after subsection “Required Elective Courses”

#### **MSA Plus One Program - Available beginning summer 2019**

In addition to the evening MSA program, AU offers a select MSA Plus One program designed for early career professionals. The MSA Plus One program is a full-time, day cohort version for completing the MSA program, generally intended for students who have completed their bachelor’s degree in Accounting within 24 months preceding the start of the cohort. Since the MSA Plus One program is designed for early career professionals with typically fewer years of professional experience, the cohort emphasizes not only MSA content found in the evening program, but development of professional skills and dispositions through a required internship experience.

The MSA Plus One program and registration for its courses are limited to students admitted to the MSA Plus One program. As a cohort, all MSA Plus One students are required to take the following prescribed MSA curriculum. Students seeking to fulfill the MSA degree requirements through other courses than those prescribed by the MSA Plus One will be required to receive special dispensation from the program director or withdraw from the cohort and finish the MSA through the evening MSA program.

ACC6100 Business Concepts and Environments (3)  
ACC6110 Accounting Theory, Practice and Reporting (3)  
ACC6120 Advanced Cost and Managerial Accounting (3)  
ACC6160 Advanced Attest Services (3)  
ACC6180 Taxation of Corporations, Partnerships and Not-for-Profits (3)  
ACC6190 Business Regulation (3)  
ACC6200 Seminar in Professional Accounting Research and Practice (3)  
MBA6250 Data Analytics (3)  
ACC 6940 Accounting Internship (6)

## **Program Addition - Master of Science in Nursing (MSN) Plus One Program**

### **P. 39 Addition of Program - Master of Science in Nursing (MSN) Plus One Program**

#### **Master of Science in Nursing (MSN) Plus One Program**

*This program is offered at the Aurora University Aurora campus and/or Orchard Center campus. Available beginning summer 2019.*

#### **Program Description**

The MSN degree program prepares nurses with the broad knowledge and practice expertise that builds and expands on baccalaureate-level nursing practice. This preparation provides graduates with a fuller understanding of the discipline of nursing in order to engage in higher-level practice and leadership in a variety of settings and commit to lifelong learning. The MSN degree program builds nurses' expertise in leadership, education, ethics, financial management, quality improvement, evidence-based practice, clinical prevention and population based practice, and interprofessional care coordination.

#### **Program Mission**

To prepare a diverse population of professional nurses for ethical practice, transformational leadership and life-long learning.

#### **Program Vision**

To prepare advanced nurse generalists to transform healthcare delivery in a rapidly changing world.

#### **Program Goals:**

1. Prepare graduates for a variety of roles and areas of nursing practice, including areas of practice that focus on leadership with aggregates, systems, or organizations;
2. Prepare graduates for life-long learning; and
3. Prepare graduates for a research or practice-focused doctoral program.

#### **Roles for which the MSN Program is Preparing its Graduates**

The MSN program prepares nurses for advanced nurse generalist and leadership roles in healthcare settings.

#### **Program Standards**

The MSN degree program is based on the American Association of Colleges of Nursing's *The Essentials of Master's Education in Nursing* (2011).

#### **Student Learning Outcomes**

Upon completion of the program, MSN graduates will be able to:

1. Integrate theory from nursing, arts and sciences in the planning and delivery of patient-centered, population-focused care.
2. Identify and utilize best practice evidence to inform practice in education, leadership, care coordination and management of quality care outcomes.
3. Champion ethical decision-making and social justice in all aspects of practice as related to self, patients, family, populations, health care delivery systems and educational systems.
4. Demonstrate expanded expertise within clinical specialization, including the application of advanced pathophysiological, pharmacological and health assessment knowledge and skills to improve health outcomes.
5. Commit to a plan for life-long learning and professional growth while demonstrating competence in the areas of education, leadership, care

- coordination and management of quality care outcomes.
6. Safely and appropriately utilize technology to assist in the critical analysis and application of information and research to improve the quality of healthcare outcomes.
  7. Utilize communication and collaborative skills as a leader, advocate and change agent in healthcare and educational systems to enhance the delivery of health care and influence health policy.
  8. Develop and implement transformational leadership strategies within the interprofessional team to improve health outcomes.
  9. Exhibit an understanding of complex micro and macro organizational systems and demonstrate the ability to use relevant theory to design, deliver and evaluate health care.
  10. Incorporate strategies for prevention, wellness and risk reduction for diverse populations across the continuum of care.
  11. Develop a level of scholarship that lays the foundation for doctoral study.

### **Admission**

The number of students admitted to the program may be limited. Preference is given to those who attend the BSN program at Aurora University.

Admission requirements include:

- Completion of
  - NUR5130 Scientific Inquiry and Research (3 credits)
  - NUR5270 Leadership and Professional Role Development (3 credits)
- Completed application to the MSN Plus One Program
- An undergraduate cumulative GPA 3.0 or above

### **Degree Requirements**

Students complete the following MSN Courses (36 semester hours)

NUR5130: Scientific Inquiry and Research (3)  
NUR5270: Leadership and Professional Role Development (3)  
NUR5125: Health Care Policy and Financing (3)  
NUR5140: Advanced Nursing Concepts in Pathophysiology, Pharmacology and Physical Assessment (4)  
NUR6180: Theoretical Foundations of Nursing Education (3)  
NUR6191: The Business of Healthcare and Human Resource Management (3)  
NUR 6220: Clinical Prevention and Population Based Practice (3)  
NUR 6320: Managing Continuous Quality Improvement Outcomes (3)  
NUR6420: Interprofessional Care Coordination (3)  
NUR5120: Ethical Principles and Global Social Considerations (3)  
NUR6210: Practicum: Role Concentration (5)

### **Program Addition - Master of Science in Recreation Administration Plus One Program**

P. 39 Addition of Program

#### **Master of Science in Recreation Administration Plus One**

*Available beginning summer 2019*

### **Program Description**

This program offers a streamlined path to a Master of Science degree in Recreation Administration. This program will enable students to develop personally and professionally and 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 can be completed within one year by full-time students.

### **Admission Requirements**

AU undergraduate students seeking to enter the Recreation Administration Plus One program must submit:

- A completed graduate application for admission
- A cumulative undergraduate GPA of 3.0 or higher

External applicants seeking to enter the Recreation Administration Plus One program must submit:

- A completed graduate application for admission
- Official transcripts from all previous undergraduate and graduate institutions attended
- Two letters of reference from persons able to attest to the student's academic and/or professional potential
- Personal statement
- Resume
- An academic record indicative of a high probability of success in graduate study with an undergraduate cumulative GPA of 3.0 or higher.

### **Degree Requirements for Master of Science in Recreation Administration Plus One**

– 33 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)  
REC6340 Political and Policy Implications for Recreation Administration (3)  
REC6350 Administration of Recreation and Leisure Services (3)  
REC6370 Facilities Management (3)  
REC5020 Adventure Education Administration (3)  
REC6670 Strategic Planning for Recreation Services (3)  
REC6780 Recreation Administration Internship (6)

P. 44 Title Revision in “Specialization in Leadership Administration through the Dunham School of Business and Public Policy MBA and MPA Programs”

## **Course Additions, Deletions and Revisions**

P. 59 Revised

**ACC 6940 Accounting Internship**

The purpose of the graduate Accounting Internship is to enable Aurora University students to apply course concepts in a real world, applied. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The graduate Accounting Internship provides a practical experience in a structured accounting-related context.

**Semester hours:** 3 - 6

**Prerequisite(s):** Instructor approval.

**P. 71 Addition****EDU6061 Scholarship Applied to Teaching**

This course integrates skills, knowledge, attitudes and habits needed to support “best practice” instruction for diverse learners. Each candidate will have conducted action research (identified in EDU 6071) allowing direct application of coursework into the classroom. Candidates will submit written projects, present results and participate in cohort discussions reflecting on research findings.

Semester hours: 2

Prerequisite: EDU 6071.

**P. 71 Addition****EDU6071 Introduction to Action Research**

This course initiates a professional conversation among individual candidates, 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 MACI program classes. This seminar develops and clarifies topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the candidate’s classrooms through the process of action research.

Semester hours: 2

**P. 71 Addition****EDU6115 Foundations for Language Minority Education of Diverse Learners**

Introduces students to the theoretical, philosophical, political, social and educational issues that have contributed to public policy regarding services for English language learners (ELLs) in the United States. A comprehensive focus will be placed in the theoretical foundations of English as a second language and effective instructional practices for English language learners in the schools.

Semester hours: 3

**P. 72 Addition****EDU6125 Linguistics for Teaching Diverse Populations**

This course introduces educators to the study of the nature, structure and acquisition of language. It examines the first and second language acquisition processes and the cultural implications of language and classroom instruction. The course focuses on the integration of theory and practice in the ELL classroom, exploring the areas of linguistics: semantics, pragmatics, syntax, phonetics and grammar.

Semester hours: 3

**P. 73 Addition****EDU6200 Cross Cultural Curriculum for Diversity**

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.



Semester hours: 3

**P. 73 Addition**

**EDU6221 Methods and Materials for Teaching Diverse Learners**

Participants will analyze the language learning processes of English learners and the appropriate order for learning academic basic skills in two languages. This 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.

Semester hours: 3

**P. 77 Addition**

**EDU/SPED6501 Assessment of Diverse Learners: Special Education and ESL**

Participants will examine the assessment issues that affect ELLs and students with special needs. Candidates will review the types of assessments used to identify, place and reclassify ELLs and students in special education programs. Candidates will learn to evaluate assessments as a means of generating educational recommendations for an IEP or other academic assessment measures.

Semester hours: 4

**P. 79 Addition**

**EDU/SPED6545 Collaboration, Differentiation, Instruction and Transition for Diverse Learners**

Remedial theories and models of intervention for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. Current trends in service provision will be explored, such as response to intervention, multi-tiered support system and PBIS models. Transition services and how they are structured based on student needs, as impacted by the qualifying disability, will be an additional area of focus. Candidates will be exposed to resources to develop a professional plan and personal philosophy of working with students with ESL and/or special education needs.

Semester hours: 3

**P. 82 Revised Course Description for EDU6630 Curriculum Development and Evaluation**

This course will involve candidates in the consideration of multiple perspectives of the PK-12 design, analysis, selection, implementation, evaluation and formal reporting processes of academic curriculum development. Emphasis will be given to the backward design orientation and the three stages identified in the *Understanding by Design* curriculum model, curriculum development through mapping, standards based design and curriculum assessment to enhance the candidate's knowledge and abilities in working with diverse populations and community expectations.

**P. 116 Addition**

**NUR5120 Ethical Principles and Global Social Considerations**

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.

Semester hours: 3

**P. 116 Addition**

**NUR5125 Health Care Policy and Finance**

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.

Semester hours: 3

P. 116 **Addition**

**NUR5130 Scientific Inquiry and Research**

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.

Semester hours: 3

P. 116 **Addition**

**NUR5140 Advanced Nursing Concepts in Pathophysiology, Pharmacology and Physical Assessment**

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.

Semester hours: 4

P. 116 **Addition**

**NUR5270 Leadership and Professional Role Development**

This course provides the student with theoretical principles and skills to develop their professional leadership role within complex health care systems. Transition into advanced nursing practice roles is facilitated. The nursing profession, advanced nursing practice roles, leadership responsibilities of nurses in advanced practice roles, the requirements for and regulation of these roles are discussed. The importance of working effectively with inter-professional teams to deliver health care is emphasized. The professional expectation that the master's prepared nurse exerts leadership not only within the profession, but also in the health care delivery system is critical to professional role development.

Semester hours: 3

P. 116 **Addition**

**NUR6180 Theoretical Foundations of Nursing Education**

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.

Semester hours: 3

Prerequisites: All 5000-level courses

P. 116 **Addition**

**NUR6191 The Business of Healthcare and Human Resources Management**

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.

Semester hours: 3

Prerequisites: All 5000-level courses

P. 116 **Addition**

**NUR6210 Practicum: Role Concentration**

The graduate student will operationalize the theoretical principles and behavior norms 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.

Semester hours: 5

Prerequisites: All 5000-level and 6000-level courses

P. 116 **Addition**

**NUR6220 Clinical Prevention & Population Based Practice**

This course provides nurses an in-depth understanding of concepts related to illness prevention, risk reduction and health promotion of populations within the local, national and global health care context. Environmental, socioeconomic, epidemiologic and cultural factors will be explored. Students will analyze processes and outcomes of healthcare systems and clinical prevention services compared to research on promoting and preserving healthy lifestyles in a variety of populations.

Semester hours: 3

P. 116 **Addition**

**NUR6320 Managing Continuous Quality Improvement Outcomes**

This course includes concepts and skills necessary for evaluation activities that support the management of quality and health care outcomes. Emphasis will include the identification of critical outcome indicators that measure care quality and became catalysts for quality improvement. Students will focus on qualitative and quantitative benchmarks derived from extant and emerging information systems.

Semester hours: 3

P. 116 **Addition**

**NUR6420 Interprofessional Care Coordination**

This course explores communication principles to promote collaborative and interdepartmental decisions with other healthcare professionals to create a comprehensive plan of care. Challenges associated with ethical dilemmas of the medically underserved are explored.

Semester hours: 3

P. 116 **Addition**

**REC5020 Adventure Education Program Administration**

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.

Semester hours: 3

- P. 116 **Addition**  
**REC5100 Commercial Recreation Management**  
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.  
Semester hours: 3
- P. 116 **Addition**  
**REC6000 Research in Recreation Administration**  
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.  
Semester hours: 3
- P. 116 **Addition**  
**REC6030 Leisure Philosophy and Behavior in Recreation Services**  
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.  
Semester hours: 3
- P. 116 **Addition**  
**REC6340 Political and Policy Implications for Recreation Administration**  
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.  
Semester hours: 3
- P. 116 **Addition**  
**REC6350 Administration of Recreation and Leisure Services**  
Administration relations, practices, organization, supervision, financing and budgeting in community recreation, municipal park and other recreation agency services.  
Semester hours: 3
- P. 116 **Addition**  
**REC6370 Facilities Management**  
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.  
Semester hours: 3
- P. 116 **Addition**  
**REC6670 Strategic Planning for Recreation Services**  
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.  
Semester hours: 3

P. 116 **Addition**

**REC6750 Leisure Services Administration Assessment and Evaluation**

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.

Semester hours: 3

P. 114 **Addition**

**REC6780 Recreation Administration Internship**

Student completes a 290-300 hour internship at a professional agency in a leisure and/or environmental resources setting. Consent of supervising instructor and recreation department chairperson required prior to registration.

Semester hours: 6

P. 118 **Revised Prerequisite – SPED5530 Oral Language Development and Disorders**

**Removed** “Requires passage of TAP/SAT/ACT at the level specified by ISBE.”

P. 121 **Addition**

**SPED6515 Characteristics and Identification of Disabilities and the Law for Diverse Populations**

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools including subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Concepts of Least Restrictive Environment (LRE), Free Appropriate Public Education (FAPE) and the value of educating all students in the public schools will be addressed.

Semester hours: 3

P. 122 **Addition**

**SPED6525 Cognitive Development and Disabilities of Diverse Learners**

This course addresses 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. Contrasts will be drawn between the impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory functions. The development of more metacognitive tasks will also be discussed, particularly for the middle and high school years.

Semester hours: 2

P. 123 **Addition**

**SPED6555 Prosocial and Problematic Behavior Strategies for Diverse Learners**

This course will span the teaching of both prosocial and challenging behaviors. It will address the current theories of social-emotional development and the disorders for the school-aged years through adulthood. Focus will be placed on identification, assessment and intervention of social deficits as they impact both students with social-emotional disorders and the school community. Environmental modifications, techniques of non-aversive behavior control, methods to maintain attention and effective reinforcement techniques will be explored.

Semester hours: 3

P. 123 **Revised Prerequisite – SPED6560 Unified Field Experience**

**Removed** “Requires passage of TAP/SAT/ACT at the level specified by ISBE.”

P. 123 **Addition**

**SPED6565 Strategies and Assistive Technology for Students with Multiple Disabilities and Diverse Learners**

This course will focus on intervention techniques, adaptations and assistive technology for students with more severe disabilities. Functional adaptation of curriculum will be addressed, as well as resources available in the community. Study will span the needs of students in relation to life skills and how to develop appropriate goals and objectives and implement them effectively to meet those needs.

Semester hours: 3