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# **Aurora University Graduate**

## **Course Catalog**

### **2020-2021**

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*See the 2020-2021 Aurora University Regulation and Policy Catalog and/or the Office of Admissions for Program Location Details.*

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## **Graduate Course Levels and Numbering System**

Note: In addition to the courses listed below, each program may offer, as appropriate, the following types of specialized coursework and special learning experiences:

5810-19, 6810-19, 7810-19, 8810-19     Selected Topics

5830, 6830, 7830, 8830     Directed Study

5850, 6850, 7850, 8850     Workshop

5880, 6880, 7880, 8880     Travel Study

5980, 6980, 7980, 8980     Independent Study

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.

Course number is to be composed of four digits, with course number ranges to indicate level:

4000–4999 = advanced undergraduate, “senior” course, normally part of a major

5000–5999 = graduate course that may be open to advanced undergraduates as well

6000-6999 = graduate course, open only to graduate students

7000–8999 = 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

# **Programs**

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

**Leadership in Adult Learning and Higher Education**

**Instructional Leadership: Coaching and Mentoring**

**Leadership in Educational Administration**

The School of Education offers three doctoral degree programs: Leadership in Adult Learning and Higher Education; Instructional Leadership: Coaching and Mentoring; and Leadership in Educational Administration. These programs develop expertise in professional practice and are intended for individuals pursuing advanced careers as school and district administrators, program administrators, instructional coaches, staff developers, curriculum developers, teacher educators, classroom teachers, higher education professionals, and professors of adult students. The programs may be completed in three years and must be completed in six years. The first two and a half years are devoted to coursework, and the remaining time to finishing the dissertation.

Each academic year, a new cohort is admitted and students become part of a stable cohort of students. Faculty members make an effort to create a collegial, friendly and collaborative environment that supports doctoral-level study. The cohort stays together for the first three years of the program.

Faculty members in the EdD program all possess the highest degree in their field, and hold considerable expertise in their subject areas. Because full-time faculty teach only in the doctoral program, they are able to give extensive professional and academic advisement to students.

Other professors across campus and within the School of Education and Human Performance teach courses and participate in dissertation committee work. Adjunct faculty members all possess a terminal degree, and are current practitioners in the field of P-20 education, and recognized as leaders and 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 instructing adults, curriculum and instruction, or the superintendency, as well as individual areas of specialization.

The EdD program has the expressed purpose of developing better practitioner-scholars. This is accomplished by melding theory, academic study, and practice in course readings, assignments, and dissertation studies.

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

## **Admission Procedures for the Doctoral Program**

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

- A completed application form.
- At least two references including:
  - \*A person familiar with the candidate's academic work.
  - \*A person familiar with the applicant's professional leadership work, such as a manager, a principal, a department chair or school board chair.
- One set of official transcripts for all graduate study, showing completion of an appropriate master's degree from a regionally accredited university and, if applicable, all courses that led to the superintendent's endorsement.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's leadership background. Note: Candidates should refer to the web page <https://aurora.edu/academics/graduate/edd/admission-requirements.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 EdD program.

Once the admission portfolio is complete, applicants will be asked to participate in an on-campus interview with faculty members. During this interview, applicants will complete a 30-minute writing sample that will included in their admission portfolio. Students applying to the Leadership in Educational Administration program may be asked to complete a leadership portfolio to be discussed during the on-campus interview.

## **Annual Progress**

After their first year, candidates submit a first year self-reflection on their progress toward the EdD program outcomes. At the end of their second year, students must pass a comprehensive examination to continue in the program.

## **Degree Requirements for the EdD Program**

- minimum of 60 semester hours (beyond the master's degree): 30 hours of content related coursework, 30 hours of research coursework and dissertation hours
- committee approved final dissertation that has been orally defended and published on the ProQuest database
- successful completion of qualifying self-assessment and comprehensive examinations
- completion of all requirements within three years (minimum) or six years (maximum) from first enrollment

## **Deadlines for Final Dissertation Defense**

December Graduation:

Last day for oral defense - November 1

Publication of document to ProQuest – December 1

May Graduation:

Last day for oral defense - March 15

Publication of document to ProQuest – April 15

August Graduation:

Last day for oral defense - July 1

Publication of document to ProQuest – August 1

## **Curriculum/Schedule**

Candidates following the full EdD plan who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened plan can take courses on a part-time basis within the six-year limit to complete coursework. EdD courses generally meet one night a week and on Saturday. Off-campus courses meet at a time that works for the individual cohorts. The summer term consists of course work that meets during May and June terms.

### **60 semester hours**

## **EdD | Leadership in Adult Learning and Higher Education**

### **Year One Courses (19 credits)**

EDU7133 Organizational Theory & Change Management (4)

EDU8170 Equity, Diversity, and Justice in Education (3)

EDU8530 Historical Foundations of Higher Education (3)

EDU7310 Proseminar in Educational Research (4)

EDU7410 Instructional Coaching and Adult Learning in the Professions (5)

Milestone: Qualifying Self-Assessment

### **Year Two Courses (20 credits)**

EDU8010 Introduction to Educational Research Designs (4)

EDU8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting (3)

EDU8100 Quantitative Research (4)

EDU7165 Ethical and Legal Issues of Adult Learning Contexts (4)

EDU8315 Adult Learning & Higher Education Internship (2)

EDU8520 Seminar in Higher Education Administration (3)

Milestone: Comprehensive Exams

**Year Three Courses (21 credits)**

EDU8190 Qualitative Research (4)

EDU8225 Philosophies of Adult Learning (3)

EDU8420 Dissertation Seminar (4)

EDU8800 Dissertation (10)

Milestone: Dissertation Defense

## **EdD | Instructional Leadership: Coaching and Mentoring**

**Year One Courses (19 credits)**

EDU7133 Organizational Theory & Change Management (4)

EDU8170 Equity, Diversity, and Justice in Education (3)

EDU7325 Curriculum and Assessment for K-12 Regular Education (3)

EDU7310 Proseminar in Educational Research (4)

EDU7410 Instructional Coaching and Adult Learning in the Profession (5)

Milestone: Qualifying Self-Assessment

**Year Two Courses (20 credits)**

EDU8010 Introduction to Educational Research Designs (4)

EDU7355 Curriculum and Assessment for Special Populations (3)

EDU8100 Quantitative Research (4)\*\*

EDU8460 Instructional Practices and Learning Theories for School Improvement (4)

EDU8163 Curriculum Internship: Clinical Supervision and Teacher Development (2)

EDU7500 Effective Principles of Mentoring and Professional Conversations (3)

Milestone: Comprehensive Exams

**Year Three Courses (21 credits)**

EDU8190 Qualitative Research (4)\*\*

EDU8255 Program Evaluation and Data Analysis for School Improvement (3)

EDU8420 Dissertation Seminar (4)

EDU8800 Dissertation (10)

Milestone: Dissertation Defense

## **EdD | Leadership in Educational Administration Program with Superintendent Endorsement**

**Year One Courses (18 credits)**

EDU7133 Organizational Theory & Change Management (4)

EDU7335 Advanced School District Finance (3)

EDU7325 Curriculum and Assessment for K-12 Regular Education (3)

EDU7310 Proseminar in Educational Research (4)

EDU7365 Advanced School Law and Human Resources PK-12 (4)

Milestone: Qualifying Self-Assessment

**Year Two Courses (22 credits)**

EDU8010 Introduction to Educational Research Designs (4)

EDU7355 Curriculum and Assessment for Special Populations (3)

EDU8100 Quantitative Research (4)

EDU7345 Advanced Operations and System Management (3)

EDU7715 Illinois School District Superintendent Internship I (2)

EDU7510 School District Superintendent and Board Policy (4)

EDU7725 Illinois School District Superintendent Internship II (2)

Milestone: Comprehensive Exams

**Year Three Courses (20 credits)**

EDU8190 Qualitative Research (4)

EDU7735 Illinois School District Superintendent Internship III (2)

EDU8420 Dissertation Seminar (4)

EDU8800 Dissertation (10)

Milestone: Dissertation Defense

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## **Doctor of Social Work (DSW)**

The primary objective of the DSW program in the School of Social Work is designed to educate and train doctoral students who can practice at an advanced clinical level as well as teach advanced clinical theory and practice content in an undergraduate (BSW) or graduate (MSW) program. Graduates of the DSW program 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 BSW and MSW programs throughout the country.

### **DSW Admission Requirements**

- The student must have an MSW degree from a Council on Social Work Education (CSWE) accredited program or a master's degree in a related area such as counseling psychology, human services, marriage and family therapy, etc.
- The student's GPA must be 3.0 on a 4.0 GPA scale.
- The student must have at least three years of social work experience, pre-, concurrent- or post-MSW.
- The student must submit:
  - Two letters of recommendation
  - One set of official transcripts for all graduate studies, showing completion of an appropriate master's degree from a CSWE accredited program.
  - 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.
- A writing sample demonstrating an understanding of Clinical Social Work Theory and Practice.
  - \*The qualified applicant may also go through a personal interview with the admissions committee upon the committee's discretion.

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

### **Application Considerations**

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

### **Provisional Admission**

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

### **DSW Program Options**

The School of Social Work offers the DSW program on a weekend basis. The program requires 64 semester hours of credit.

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

In the fall semester of their first year, the doctoral student will consult with the Director of the DSW program to secure his or her clinical preceptorship. The clinical preceptorship will begin in the spring semester of the first year in the doctoral program, and run for four consecutive semesters. In addition to a four-course clinical seminar sequence, the doctoral student is required to concurrently spend eight hours a week in a preceptorship, including one hour of weekly consultation. The doctoral student may use his or her place of employment for the preceptorship with the approval of the Director of the DSW program. At the end of the four-course sequence, the doctoral student will construct a comprehensive paper describing the client being presented in a clinical oral examination. This paper will be distributed to the clinical oral committee consisting of three members; the doctoral student's clinical preceptor, the Director of the DSW Program, and a social work faculty member chosen by the student and

approved by the Director of the DSW program. The doctoral student will present his or her clinical case to the committee, demonstrating mastery of a particular clinical theory and its application in clinical practice. The committee will cast a vote of pass or fail at the completion of the clinical oral and discussion. The doctoral student will need at least two out of three favorable votes to pass.

### **DSW Comprehensive Exam**

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

### **DSW Dissertation Process**

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

The doctoral student will then embark upon the clinical dissertation. This process includes successfully completing the four-course research sequence, developing a successful clinical and/or leadership 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 and/or leadership 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 four semester hours of dissertation supervision upon the successful completion of the research-course sequence. They may take all four semester hours at one time in the summer semester of their third year, or enroll in two semester hours each in the summer and fall semesters of the fourth program year. Starting in the beginning of their fifth year in the program, students continuing the dissertation process must register for a one semester hour of dissertation supervision each semester until successfully defending the dissertation. The dissertation must be completed no later than the fifth year in the program. In rare circumstances, students may apply for a one-year extension to complete the dissertation in six years.

## **Deadline for Dissertation Defense**

December Graduation	November 1
May Graduation	March 15
August Graduation	July 1

**64 semester hours**

## **DSW Program Requirements**

### **Year One Courses**

- 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 Courses**

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

### **Year Three Courses**

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

## **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

## **36 semester hours**

### **Degree Requirements for the Master of Arts in Curriculum and Instruction: Teaching Diverse Learners**

#### **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 Strategies for Diverse Learners (3)

EDU6221 Methods and Materials for Teaching Diverse Learners (3)

EDU6071 Introduction to Action Research (2)

EDU6061 Scholarship Applied to Teaching (2)

EDU/SPED6545 Collaboration, Differentiation, Instruction, and Transition for Diverse Learners (3)

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

### **Program Description**

The Master of Arts in Educational Leadership (MAEL) program will lead to a Principal Endorsement. The MAEL with the Principal Endorsement is designed for candidates

who wish to prepare to become a principal, assistant principal or director of special education.

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

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

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

### **All candidates seeking admission to the Principal Endorsement Program must:**

- Hold a professional educator license (early childhood, elementary, secondary, special K–12 or preschool-age 21 or school service personnel).
- Be in a current full-time teaching or school service position and have two or more years of teaching experience or school service work in a PreK–12 setting.

## **Admission Requirements**

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

\*Collect artifacts that you will bring to your interview that document these areas  
Following receipt of the above documents, the candidate is required to attend an interview and orientation to the program.

## **Attendance Policy**

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

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

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

### **36 semester hours**

#### **Degree Requirements for the 12-course Master of Arts in Educational Leadership (MAEL) with Principal Endorsement – 36 credits**

EDU6510 Educational Leadership and Organizational Theory (3)

EDU6515 Technology for School Leaders (3)

EDU6525 The Leader's Role in Human Resources and Supervision of Staff (3)

EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation (3)

EDU6535 The Leader's Role in School-Community Relations (3)

EDU6565 The Leader's Role in Fiscal Management (3)

EDU6570 School Leadership and the Law (3)

EDU6575 School Leadership and the Law for Special Populations (3)

EDU6580 The Leader's Role in Supervision, Assessment and Evaluation in Literacy Learning (3)

EDU6585 Introduction to the Internship (3)

EDU6590 Internship for Educational Leadership I (3)

EDU6595 Internship for Educational Leadership II (3)

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## **Master of Arts in Educational Technology (MAET)**

### **Program Description**

The primary goal of the Master of Arts in Educational Technology (MAET) program is to provide candidates with the knowledge, skills and disposition to become a Technology Specialist in school-based settings. Candidates who complete the program are eligible to take the ISBE Technology Specialist content test (#178/#223) to add an endorsement as a Technology Specialist to their professional educator license. MAET coursework prepares the candidate to develop expertise in instructional technology, as well as, in hardware and networking.

### **Admission Requirements**

All candidates seeking admission to the Educational Technology Program must:

- A valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21).

- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK---12 setting.
- Complete Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Provide transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at [AU-ETranscripts@aurora.edu](mailto:AU-ETranscripts@aurora.edu).
- A current resume documenting required teaching and leadership experience.
- Supply a recommendation from your current building principal or direct supervisor.

## **Attendance Policy**

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

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

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

### **36 semester hours**

#### **Program Requirements**

Thirty-six semester hours are required for the MAET program.

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

All courses must be less than five years old at the time of admission and must be completed with a grade of “B” or better. An official transcript must be provided.

University policy states that a maximum of six semester hours taken as a “Student-At-Large” may be applied toward a graduate degree program.

#### **Degree Requirements for the 12-course Master of Arts in Educational Technology (MAET) – 36 credits**

EDU6060 Scholarship Applied to Teaching (3)

EDU6070 Introduction to Action Research (3)

EDU6210 Planning and Developing Instructional Media I (3)  
EDU6215 Planning and Developing Instructional Media II (3)  
EDU6220 Computer Applications in Education (3)  
EDU6225 Assessment and Evaluation with Technology (3)  
EDU6230 Managing the Instructional Technology Program (3)  
EDU6235 Leading Staff Development in Educational Technology (3)  
EDU6240 Distance Learning (3)  
EDU6250 Issues and Trends in Instructional Design and Technology (3)  
EDU6610 Educational Leadership (3)  
EDU6630 Curriculum Development and Evaluation (3)

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## **Master of Arts in Homeland Security (MAHS)**

Not accepting application at this time.

### **Program Description**

The Aurora University Master of Arts in Homeland Security (MAHS) program is developed in partnership with the Naval Postgraduate School Center for Homeland Defense and Security (CHDS). As the pioneer for graduate education in homeland security, CHDS developed the nucleus of programs and resources utilized by homeland security professionals throughout America. Utilizing many of these resources, the Aurora University MAHS program provides students with the knowledge and skills to:

- Develop strategies, plans, and programs to prevent, mitigate, and respond to disastrous events;
- Build the organizational arrangements needed to strengthen homeland security, including local/tribal/state/federal, civil-military and interagency cooperation;
- Improve homeland security preparedness by conducting “real world” actionable policy and strategy development;
- Complete a capstone project on policy issues confronting local, state, federal, or private sector organizations.

### **Admission Requirements**

Applicants to the Master of Arts in Homeland Security must submit each of the following:

- Graduate Application for Admissions
- Official transcripts for all prior college and/or university credit.
- An earned bachelor's degree from a regionally accredited institution with a grade point average of 2.75/4.0. (Applicants with a GPA of less than 2.75 will be considered on a case-by-case basis.)
- Two letters of 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 homeland security. It should demonstrate the standards for graduate-level writing. In doing so, please address the following:
  - Why are you seeking a master's degree in homeland security studies?

- What are your goals and objectives within your professional/academic aspirations?
- Explain what it meant to demonstrate exemplary values and ethics in homeland security and how a graduate degree will assist you in your career.
- Explain what you would like to see from your coursework and the faculty within the master's program.
- A resume detailing academic achievements, including honors and awards, extra-curricular activities, and relevant work, internship, and volunteer experiences.

The curriculum is structured around the key policy and organizational design problems that current and future homeland security leaders are likely to confront, as well as the analytical skills they will need to meet those challenges.

### **30 semester hours**

#### **Degree Requirements for the Master of Arts in Homeland Security - 30 credits**

- CRJ5005 Introduction to Homeland Security (3)
  - CRJ5015 The Asymmetric Threat to Homeland Security (3)
  - CRJ5025 Cyber Security in the Information Age (3)
  - CRJ5035 Intelligence for Homeland Security (3)
  - CRJ5045 Critical Infrastructure Vulnerability Analysis and Protection (3)
  - CRJ5055 Disaster Preparedness and Emergency Management (3)
  - CRJ6015 Counter-Terrorism in the United Kingdom (3)
  - CRJ6035 Terrorist Financing and State Response (3)
  - CRJ6045 The Psychology of Fear Management and Terrorism (3)
  - CRJ6055 Multi-Discipline Approaches to Homeland Security A Homeland Security Capstone Course (3)
- 

### **Master of Arts in Mathematics Education (MAME)**

This program is offered by AU Online.

#### **Program Description**

This is a unique program designed for mathematics teachers, or for those who wish to teach mathematics. The program requires basic mathematics knowledge including a course in calculus.

The program focuses on deepening the participants' understanding of mathematical concepts and the connections among the various branches, so they are understood as a coherent whole through the K–12 mathematics curriculum. It is designed to introduce teachers to the development of mathematical content standards through the grade levels. It seeks to train them to develop and implement standards-based curricula with deep connections to both previous and later mathematical study. The program further emphasizes effective mathematical reasoning and the development of mathematical reasoning and behaviors in the K-12 curriculum. The content courses are designed to

increase the participants' self-efficacy with school mathematics and higher-level mathematics and to enhance their teaching with additional depth and breadth of content. Each course integrates teaching methods and content seamlessly and emphasizes the pedagogy of the particular course content.

The program trains participants to implement knowledge gained in each course in their own classroom by emphasizing the creation of new lesson plans and learning activities aligned with advanced mathematics content and practices. The program increases teachers' confidence and helps prepare them to become leaders and advocates for mathematics and science education in their own school and district.

### **Program Goals**

- Train teachers to design and implement curriculum based on mathematics content and practices standards.
- Help teachers understand the mathematics curriculum for K–12 as a coherent continuum and see mathematics branches as parts of an integral whole.
- Deepen teachers' understanding of mathematics content knowledge by focusing on concepts and reasoning.
- Help teachers understand and present mathematics as a modeling and a problem-solving technique in a STEM context.
- Improve participants' teaching skills by presenting content and teaching methods seamlessly and emphasize the pedagogy of the content.
- Increase teachers' confidence by training them to become reflective teachers and use educational research to assess and improve their own teaching.
- Increase the focus of participants on improving attainment in their students so they understand, apply and retain mathematics knowledge over time by:
- Designing and delivering lessons aligned with mathematics content and practice standards.
- Presenting a mathematical topic as a part of a coherent whole and connect it to other branches of mathematics as well as other disciplines.
- Focusing on explaining mathematics and science reasoning, and the concepts that lead to the use of a certain procedure to solve a given problem.
- Presenting mathematics as a problem-solving technique in a real world context.
- Using technology, online resources, and manipulatives appropriately and effectively.
- Reviewing and implementing latest research in mathematics education.
- Identifying specific weaknesses students have in solving mathematics problems.

### **37 semester hours**

**Program Requirements:** 36 semester hours + one semester hour field experience

**Required courses in mathematics:** 21 semester hours

MTH5010 Numbers and Mathematical Thinking (3)  
MTH5020 Statistics and Probability (3)  
MTH5030 Understanding and Teaching Algebra (3)  
MTH5040 Understanding and Teaching Geometry (3)  
MTH6010 Calculus Concepts and Applications I (3)  
MTH6030 Applications in STEM (3)  
MTH6060 Calculus Concepts and Applications II (3)

**Complete six semester hours from the following list:**

MTH6020 Mathematical Connections (3)  
MTH6040 Technology in Mathematics Classrooms (3)  
MTH681X Selected Topics in Mathematics (3)

**Required courses in mathematics and science education:** 10 semester hours

NSM5400 Curriculum Development and Assessment in Mathematics and Science (3)  
NSM5900 Field Experience in STEM (1)  
NSM6100 Educational Research in Mathematics and Science I (3)  
NSM6200 Educational Research in Mathematics and Science II (3)

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**Master of Arts in Reading Instruction and Endorsement  
(MARI)**

**Program Description**

The primary goal of the 36-semester hour Master of Arts in Reading Instruction program is to provide candidates with the knowledge, skills and dispositions to become a building or district-level Reading Specialist. Coursework is designed to address the Reading Specialist standards of the International Reading Association (IRA) and the six areas required for licensure by the Illinois State Board of Education (ISBE). The degree is intended for experienced, practicing licensed teachers who seek to become reading coaches or reading specialists. The Reading Specialist must successfully complete the Reading Specialist Content Test (#176).

**Admission Requirements**

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

- A recommendation from your current building principal or direct supervisor.

## **Attendance Policy**

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

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

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

### **36 semester hours**

#### **Program Requirements**

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

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

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

## **Degree Requirements for Masters of Arts in Reading Instruction (MARI)**

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

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

## **Course Requirements for Master of Arts in Reading Instruction (MARI) and Reading Specialist**

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

*Not accepting applications at this time.*

### **Program Description**

The primary focus of this program is to prepare teachers for a Teaching Licensure with a Learning Behavior Specialist I (LBS I) (K– age 22) endorsement. Candidates may be existing teachers, someone who has experience in the schools, or someone with a degree in a related field. Licensure requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, cognitive disabilities, autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the licensure will cover grades K– age 22, candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. The coursework is designed to allow the candidate both to evaluate research and conduct action research in the classroom. Furthermore, varied clinical practice and field experiences are considered an integral part to all courses so that the candidate can apply theory to practice and practice to theoretical conceptualizations. Please note that candidates with an existing licensure will not be required to student teach, but will participate in an internship that will be tailored to broaden the candidate's base of experience in the field. Candidates who do not hold an existing license will be required to student teach, taking SPED6750 instead of SPED6570. While completing the entire master's degree is advised, candidates can apply in one of three tracks: 1.) Endorsement (open only to licensed teachers), 2.) Licensure as an LBS I, or 3.) Master's degree in Special Education with licensure.

Candidates with an existing LBS I licensure will qualify for an endorsement in special education after the first 18 hours of coursework; this endorsement will be for the grade levels of the student's primary licensure. For a candidate with an existing licensure,

completion of the Master of Arts in Special Education (MASE) involves 41 hours of coursework.

For a candidate for whom this will be an initial licensure with student teaching, there are 47 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. Candidates should be aware that the Illinois State Board of Education requires that these additional tests be passed before an LBS I licensure will be issued: the LBS I Content Area test (#155), the Special Education General Curriculum test (#163), and the edTPA assessment, for which Pearson charges a significant fee, during student teaching for candidates who are completing an initial licensure. In fact, state licensure tests #155 and #163 must be passed before the candidate may take more advanced classes (see prerequisites on course listings). Candidates who have an existing license will also complete the edTPA assessment, but she or he will not be required to submit the assessment to Pearson (nor will they have to pay the fee).

### **Admission Requirements for the MA in Special Education**

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://aurora.edu/auapply)).
- Transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution. 3.0 grade point average on a 4.0 scale. If the applicant's grade point average is below that of a 3.0, the applicant may be accepted on a probationary basis. If probationary status is granted, a formal review will be conducted by the program director after completion of the first three courses where a 3.0 average must be maintained or the applicant will not be able to continue the program.
- Two letters of recommendation from individuals familiar with the applicant's professional potential related to this field.
- Passing a National Background Check (Criminal Activity and Sex Offender).
- A TB test.

### **Application Deadline and Notification**

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

### **Academic Standards and Evaluation in the MASE Program**

In addition to feedback to students in the form of grades, full-time candidates' overall performance will be reviewed at the end of each semester (part-time candidates' work will be reviewed every two semesters) to evaluate whether the applicants are integrating the theoretical knowledge and practical applications at a competent level.

At the graduate level, a “C” grade indicates less than complete mastery of the content and methods of the course. A 3.0 grade point average must be maintained to continue in the program. Only two grades of “C” are accepted at the graduate level in the MASE program. If a candidate receives a “C” grade within the first semester, the candidate may be removed from the program by action of the program faculty. As is true of admission to the program, candidates may be allowed to continue on a probationary status at the discretion of their advisor and the program director. Candidates must achieve a “B” grade in the Unified Field Experience to be eligible for the internship or student teaching. Additionally, candidates must pass the two state special education content area tests before beginning their internship or student teaching. A grade of “B” or better must be achieved in the internship or student teaching courses to become licensed.

#### **41-47 semester hours**

#### **Program Requirements**

If a candidate has an existing licensure, 41 semester hours are required for the MASE degree. If a candidate does not have an existing licensure and will need to student teach, the degree will take an additional six hours (47 hours). Thirty-three hours are devoted to content coursework designed to develop expertise across the wide range of disability categories required for the cross-categorical LBS I licensure with the state.

Each of these content classes focuses on both theory and clinical and educational application. The remaining eight hours are devoted completely to supervised clinical experience in applying theory to practice in the field. In these experiences, candidates will be exposed to a range of ages and educational/life impact on the student(s). As noted earlier, licensure may be granted with the 42 semester hours of core courses (48 hours if student teaching is required), composed of 34 hours of content coursework and eight hours of supervised clinical experiences (14 hours if student teaching), but the applicant is strongly encouraged to complete the MASE curriculum. The objective of the MASE is to give the candidate the expertise to understand and teach not only the student, who may have a range of disabilities that manifest differentially at different points in his or her life, but also to be able to understand and collaborate with significant members within the context of the student’s family, school and community.

The sequence of courses for the MASE program anticipates that the candidate will generally begin the program in the fall semester. Applicants may attend either full or part time.

#### **Degree Requirements for MASE**

- 34 semester hours in content classes, with accompanying clinical field exposure
- Eight semester hours of supervised clinical practica (assumes that a candidate has an existing teaching licensure, these hours include an internship)
- 8 semester hours plus 2 additional seminar semester hours if student teaching, for a total of 10 hours

## **Licensure Requirements for LBS I General Content Area and Practicum Classes Required for Licensure**

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 and Disorders (3)  
SPED5540 Diversity and Disability Issues: Students, Families, Schools and the Community (2)  
SPED5555 Prosocial Skills and Challenging Behaviors (3) (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)  
SPED5610 Psychoeducational Assessment of Students with Disabilities (4) (E)  
SPED5640 Mathematics and Sciences Interventions for Students with Disabilities (2)  
SPED6520 Reading Disabilities Theory and Interventions (3)  
SPED6530 Written Language Development and Disorders (3)  
SPED6550 Introduction to Educational Research (2)  
SPED6560 Unified Field Experience (4)  
SPED6570\* Internship and Action Research Seminar (assumes previous student teaching experience/licensure) (4)  
OR  
SPED6750\* Student Teaching in Special Education (8)  
SPED6760 Seminar for Student Teaching in Special Education (2)
- \*Candidates take one of the above courses, dependent on whether student teaching is required.  
Total hours for the MASE degree: 41 hours; 47 hours if student teaching is required.
- 

## **Director of Special Education Endorsement**

### **Program Description**

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**

- A valid Professional Educator License with an LBS 1 endorsement or school service area of school social work, school psychology or speech/language pathology; a Type#75 Administrative License or Principal Endorsement, and current position.
- A current resume documenting required teaching and leadership experience.

- One letter of recommendation.
- At least two years of professional experience working with special populations in a Pre-K through 12/age 21 setting, using LBS1 or school service area PEL.

## **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."

### **12 semester hours**

#### **Program Requirements**

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

#### **Course Requirements**

SPED6600 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)

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## **Master of Business Administration (MBA)**

The MBA is offered in an Evening, Online, and a Full-Time Plus-One format (see below)

#### **Program Description**

The Master of Business Administration offers a comprehensive curriculum designed to give students a broad understanding of business operations and hone their problem-solving and team-building skills. The MBA core courses provide a strong foundation in fundamental business concepts, including marketing, organizational behavior, accounting, finance, operations management, and strategic management. Building on this foundation, elective courses allow students to pursue concentrations that have direct relevance to their careers and future professional goals.

Aurora University business students will apply business theory and research to current business trends and real-world case studies, and learn from professors who are established experts in their industries. Students will gain knowledge and skills that can be put immediately to work in their profession, maximizing the ROI from the degree program.

#### **Admission Requirements**

- The general admission requirements can be found in the "Graduate Admission Requirements" section. Requirements for admission include:
- Completed Application for Admission.

- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-etranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- A professional resume.
- Applicants may be required to complete an interview with the program director and provide letters of recommendation.

## **Attendance Policy**

Attendance is mandatory for all class sections. If a student is to be absent for any reason, the student must discuss the expected absence with the course instructor before it occurs.

## **Academic Standards and Evaluation**

Grades will be assigned to each student at the conclusion of each course according to the procedures outlined in the section "Graduate Grading System."

At the graduate level, a "C" grade indicates less than complete mastery of the content of a course. Only two grades of "C" are accepted at the graduate level in the MBA program and they must be balanced by two grades of "A." If a "C" is received within the first three courses, the student may be removed from the program by action of the program director.

## **Residency Requirement**

A minimum of 30 semester hours of graduate credit must be earned at Aurora University to receive the MBA degree. A maximum of six (6) semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the director. See the section "Transfer of Credit" for the conditions governing the transfer of credit.

## **MBA Program Detail**

Aurora University's MBA program accepts students from all academic backgrounds and an undergraduate degree in business is not required. There are no prerequisite courses required for admission to the MBA program. In the interest of ensuring student success, the program director may require limited foundational coursework for students whose academic and experiential backgrounds suggest they would benefit from such preparation. Decisions about required foundational business courses are made collaboratively with students and are based on review of academic transcripts, professional experience and the results of a personal interview.

## **36 semester hours**

## **Degree Requirements**

The MBA degree requires 36 semester hours: 21 semester hours of required core courses plus 15 semester hours from electives and/or special topics courses.

### **MBA Required Core Courses: 21 semester hours required**

- MBA6020 Marketing Management (3)
- MBA6030 Leadership and Organizational Behavior (3)
- MBA6045 Managerial Accounting (3)
- MBA6050 Corporate Finance (3)
- MBA6075 Operations Management (3)
- MBA/MPA6170 Applied Research, Insights, and Evaluation (3)
- MBA6100 Strategic Management (3)

### **MBA Electives: 15 Semester hours required**

Students must complete 15 semesters of approved elective coursework. MBA students may also select up to two non-MBA classes in ACC, MPA, or MKT graduate programs to the MBA elective requirements (maximum total of six non-MBA elective semester hours).

- MBA6130 Economics (3)
  - MBA6200 Human Resource Management (3)
  - MBA6250 Data Analytics (3)
  - MBA6310 Design Thinking (3)
  - MBA6380 Communication Management (3)
  - MBA681X Selected Topics in Business Administration (3)
  - MBA6940 MBA Internship (3-6)
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## **MBA Plus One Program**

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

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

or withdraw from the cohort and finish the MBA through other MBA degree delivery modalities.

### **36 semester hours**

#### **Degree Requirements**

- MBA 6020 Marketing Management (3)
  - MBA 6030 Leadership and Organizational Behavior (3)
  - MBA 6045 Managerial Accounting (3)
  - MBA 6050 Corporate Finance (3)
  - MBA 6075 Operations Management (3)
  - MBA/MPA6170 Applied Research, Insights, and Evaluation (3)
  - MBA 6100 Strategic Management (3)
  - MBA 6250 Data Analytics (3)
  - MBA 6310 Design Thinking (3)
  - MBA 6380 Communication Management (3)
  - MBA 6940 MBA Internship (6)
- 

#### **Masters of Public Administration (MPA)**

The MPA is offered in an Evening, Online and a Full-Time Plus-One format (see below)

#### **Program Description**

The Masters of Public Administration (MPA) degree is the professional degree for students seeking a career in the public sector or nonprofit management. The MPA program develops the skills and techniques used by managers to implement policies, projects, and programs that resolve important problems within their organization and in society.

Sound leadership and management are vital to organizational and governmental effectiveness. The Aurora University MPA program prepares graduates for senior-level positions in an organization that implements and manages public sector policies. The MPA is divided into two parts, the MPA core and MPA electives. Upon completion of the MPA graduates will gain a comprehensive understanding of how leadership, management, policy, and politics intersect, along with the tools to enhance communication, collaboration, and ethical, data-driven decision-making.

Graduates with an MPA serve in various roles including local, state, and national government, nonprofit management, and industry.

#### **Admission Requirements**

The general admission requirements can be found in the “Graduate Admission Requirements” section. Requirements for admission include:

- Completed Application for Admission.

- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-etranscripts@aurora.edu.
- Bachelor's degree from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- A professional resume.
- Applicants may be required to complete an interview the program director and provide letters of recommendation.

## **Attendance Policy**

Attendance is required for all class sections. If a student is to be absent for any reason, s/he 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 MPA 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 director.

## **Residency Requirement**

A minimum of 30 semester hours of graduate credit must be earned at Aurora University in order to receive the MPA degree. A maximum of six (6) semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Any coursework substituted for transfer must be approved by the program director. See the section "Transfer of Credit" for the conditions governing the transfer of credits.

## **MPA Program Detail**

Aurora University's MPA program accepts students from all academic backgrounds and an undergraduate degree in public administration is not required. There are no prerequisite courses required for admission to the MPA program. In the interest of ensuring student success, the program director may require limited foundational coursework for students whose academic and/or experiential backgrounds suggest they would benefit from such preparation. Decisions about required foundational courses are made collaboratively with students and are based on a review of academic transcripts, professional experience, and the results of a personal interview.

## **36 semester hours**

## **Degree Requirements**

The MPA degree requires 36 semester hours: 21 semester hours of required core courses plus 15 semester hours from electives, concentrations, and/or special topics courses.

### **MPA Core Courses:** 21 semester hours

The MPA core curriculum requires the completion of all the following courses:

MBA6130 Economics (3)

MPA6110 Administration of Public Institutions (3)

MPA6120 Public Policy and Analysis (3)

MPA6130 Government and Community Relations (3)

MPA6140 Public Finance and Budgeting (3)

MPA/MBA6170 Applied Research, Insights, and Evaluation (3)

MPA6200 Advanced Seminar in Applied Public Administration (3)

### **MPA Selected Electives** (15 semester hours)

Students must complete 15 semesters of approved elective coursework. MPA students may also select up to two non-MPA classes in ACC, MBA, or MKT graduate programs to the MBA elective requirements (maximum total of six non-MBA elective semester hours).

MPA6640 Principles of Community & Economic Development (3)

MPA6350 Nonprofit Management and Leadership (3)

MPA6360 Grant Writing, Philanthropy, and Advancement (3)

MPA6450 Public Safety Administration (3)

MPA6460 Public Sector Law & Civil Liability (3)

MPA681X Selected Topics in Public Administration (3)

MPA6940 Public Administration Internship (3-6)

\*Since MBA6130 Economics is part of the MPA core course requirements, it does not count toward MPA elective courses.

## **MPA Plus One Program**

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

The MPA Plus One program and registration for its courses are limited to student admitted to the MPA Plus One program. As a cohort, all MPA Plus One students are required to take the following prescribed MPA curriculum. Students seeking to fulfill

the MPA degree requirements through other courses than those prescribed by the MPA Plus One will be required to receive special dispensation from the program director or withdraw from the cohort and finish the MPA through other MPA degree delivery modalities.

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### **36 semester hours**

#### **Degree Requirements**

MBA6130 Economics (3)

MBA6310 Design Thinking (3)

MPA6110 Administration of Public Institutions (3)

MPA6120 Public Policy and Analysis (3)

MPA6130 Government and Community Relations (3)

MPA6140 Public Finance and Budgeting (3)

MPA/MBA6170 Applied Research, Insights, and Evaluation (3)

MPA6200 Advanced Seminar in Applied Public Administration (3)

MPA6350 Nonprofit Management and Leadership (3)

MPA6450 Public Safety Administration (3)

MPA6940 Public Administration Internship (6)

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## **Master of Science in Accountancy (MSA)**

#### **Program Description**

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 MSA is designed to align with the Aurora University undergraduate Accounting degree such that completion of both will provide the required credits and content necessary to qualify to take the Uniform Certified Public Accountant Examination.

#### **Admission Requirements**

- Completed Application for Admission.
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AU-etranscripts@aurora.edu.
- Bachelor's degree in Accounting or related field from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- A professional resume.
- Applicants may be required to complete an interview with the program director and provide letters of recommendation.

## **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 grade point of 3.0 (B) must be maintained, as a "C" (2.0) grade indicates less than complete mastery of the content of a course. Students must meet the graduate catalog minimum academic performance standards to successfully complete the MSA.

## **MSA Program Detail**

The MSA is a 30 SH graduate degree. Students admitted to the MSA program without a bachelor's degree in accounting from an accredited institution of higher learning may be required to complete additional foundational coursework as a condition of admission to the program. These situations will be handled on a case by case basis by the program director.

### **30 semester hours**

#### **Degree Requirements**

##### **Required Core Courses:** 24 semester hours

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)

##### **Required Elective Courses:** 6 semester hours

Students must complete 6 semester hours of approved elective coursework. MSA students may choose to select one non-MSA class from the MBA or MPA graduate programs to fulfill the MSA elective requirement (in total no more than 3 semester hours of MBA or MPA coursework can be applied to the MSA required elective courses).

ACC6140 Governmental and Not-for-Profit Accounting (3)

ACC6150 Accounting Information Systems (3)

ACC681X Selected Topics in Accounting (3)

ACC6940 Accounting Internship (3-6)

MBA6310 Design Thinking (3)

## **MSA Plus One Program**

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 MSA 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.

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### **30 semester hours**

#### **Degree Requirements**

##### **Required Courses**

- 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)
  - ACC6940 Accounting Internship (6)
  - MBA6250 Data Analytics (3)
- 

## **Master of Science in Applied Behavior Analysis (ABA)**

### **Program Description**

Applied Behavior Analysis (ABA) is a field that utilizes basic behavioral principles to address behavior challenges of social significance. This program emphasizes a natural science approach to the study of human behavior and will introduce you to ways of viewing everyday behavior that differs from the way behavior is typically talked about in everyday speak. You will be introduced to the basic and applied research that serves as the foundation for applied behavior analysis and effective behavioral treatments. The course sequence is designed to meet the requirements of the [Behavior Analyst Certification Board's] (BACB) 5th Edition Task List, and includes practicum courses that will require you to use skills learned in the classroom in clinical settings.

## **Program Goals**

- Train effective and informed applied behavior analysts
- Provide hands-on training both inside and outside of the classroom

## **Admission Requirements**

- Complete the Graduate Application for Admission at [aurora.edu/auapply](http://aurora.edu/auapply).
- Possess a bachelor's degree from an accredited college or university (minimum 3.00 GPA on a 4.0 scale).
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at [AU-etranscripts@aurora.edu](mailto:AU-etranscripts@aurora.edu).
- Submit your current curriculum vita or detailed resume.
- Submit three letters of recommendation from individuals acquainted with your professional or academic abilities.
- Submit a Statement of Purpose. Your personal statement should be typewritten, double-spaced narrative of two to three pages and reflect standards of graduate-level writing. It should describe your motivation and aspiration for becoming a behavior analyst. The following questions may be used as a guide:
  - How did you become interested in Applied Behavior Analysis?
  - What are your current interests in Applied Behavior Analysis?
  - What are your future goals in relation to Applied Behavior Analysis?

\*Admission interviews are generally not required. However, the ABA committee may request an interview for additional candidate information.

## **Transfer of Graduate Credit**

- A maximum of six semester credit hours of graduate course work from a regionally accredited institution may be applied towards the MS in Applied Behavior Analysis.
- Transfer credits will be approved at the discretion of the Director of the Applied Behavior Analysis Department.
- The student must have earned an A or B in the course.
- No practicum or student-directed research courses (e.g., thesis, dissertation, capstone) will be accepted for transfer credit.

## **39 semester hours**

### **Degree Requirements**

#### **Required Courses**

#### **Courses designed to meet BACB requirements:**

ABA5100 Concepts and Principles of Behavior Analysis (3)

ABA5300 Clinical and Research Methods in Applied Behavior Analysis (3)

ABA5400 Behavioral Assessment (3)

ABA6100 Theory and Philosophy (3)

ABA6200 Behavioral Interventions (3)

ABA6300 Advanced Applied Behavior Analysis (3)  
ABA6400 Professional and Ethical Issues (3)  
ABA6450 Personnel Supervision & Management (3)

### **Practicum Course**

ABA6900 Intensive Practicum (9)

### **Additional Required Courses**

ABA5200 Introduction to Applied Behavior Analysis (3)  
ABA6500 Capstone Course (3)

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## **Master of Science in Athletic Training (MSAT)**

### **Program Description**

Athletic training is an allied health profession dedicated to the prevention, care, and rehabilitation of injuries to people who are physically active. Potential employment opportunities include working in high schools, colleges, universities, sports medicine clinics, hospital-based physical therapy clinics, fitness centers, industrial health care facilities, law enforcement, the military, and professional sports. Entry-level athletic trainers must successfully pass the Board of Certification (BOC) examination to practice athletic training.

The Master of Science degree in Athletic Training is designed to fulfill BOC examination eligibility and Illinois state licensing requirements necessary to practice in the state of Illinois. Students will participate in a rigorous academic program that includes practicum course clinical rotations to physical therapy clinics, high schools, colleges, hospitals and physician offices.

All students (3+2 and 2-year program) must satisfy university graduate degree requirements including academic standards, to continue in and graduate from the degree program. Please review those policies in the Graduate Regulations and Policies Catalog for details.

### **Master of Science in Athletic Training - 5 (3+2) years option Dual Degree Program in Exercise Science and Athletic Training**

Aurora University offers students the opportunity to earn a Bachelor of Science in Exercise Science and a Master of Science in Athletic Training in five years. Students majoring in Exercise Science – Athletic Training Emphasis will apply to the master's degree program during their junior year (third year). If admitted, they will begin their master's degree coursework during their fourth year while concurrently completing their Bachelor of Science Degree in Exercise Science.

For the 3+2 Dual Degree Program, students will be accepted into the program following the spring semester of their third year. Aurora University maintains the right to admit only the most highly qualified students from those who have met the

admission requirements. Students are encouraged to review Aurora University's Policy for Students with Disabilities found in the university catalog. Admission requirements and technical standards for athletic training students are found in the Athletic Training Program Policies and Procedures Handbook and on the program website.

## **Masters of Science in Athletic Training 3+2 Program Entrance Requirements**

- Minimum undergraduate cumulative GPA of 3.0 at the point of application to the 3+2 program
- Complete all pre-requisite course requirements
- TB Test – within six months of entrance
- Proof of current Immunizations or waiver
- Technical Standards Form completed
- Criminal Background Check
- Drug Screen

## **Master of Science in Athletic Training - 2 year option**

Aurora University also offers students the opportunity to earn a Master's Degree in Athletic Training in two years if the candidate has a bachelor's degree in a related field and has completed the following pre-requisite coursework:

Anatomy and Physiology

Psychology

Nutrition

First Aid/CPR for the Professional Rescuer or Healthcare Provider (Certification must be valid throughout enrollment in the program)

Prevention and Care of Athletic Injuries

Strength Training and Conditioning

Kinesiology or Biomechanics

Physiology of Exercise

General Statistics

Physics

Chemistry

Once admitted, students will complete all of the necessary athletic training coursework in 2 years and will then become eligible to sit for the Board of Certification (BOC) examination.

## **Masters of Science in Athletic Training 2 Year Program Entrance Requirements**

- Minimum undergraduate cumulative GPA of 3.0 at the point of application to the 3+2 program
- Complete all pre-requisite course requirements
- TB Test – within six months of entrance
- Proof of current Immunizations or waiver
- Technical Standards Form completed
- Criminal Background Check

- Drug Screen

**60 semester hours**

### **Degree Requirements for Master of Science in Athletic Training - 60 semester hours**

ATR5510 Assessment of the Lower Extremity (4)\*  
ATR5530 Assessment of the Upper Extremity (4) \*  
ATR5500 Principles of Athletic Training (4)\*  
ATR5550 Principles in Therapeutic Intervention (4)\*  
ATR5560 Taping and Bracing (2)\*  
ATR5200 Emergency Medical Response (4)\*  
ATR5750 Athletic Training Practicum I (3)\*  
ATR5760 Athletic Training Practicum II (3)\*  
ATR6100 Athletic Training Internship (4)  
ATR6600 Applied Therapeutic Modalities (2)  
ATR6350 Applied Sport and Human Performance (2)  
ATR6500 Medical Aspects of Athletic Training (4)  
ATR6150 Administration of Athletic Training (4)  
ATR6750 Athletic Training Practicum III (3)  
ATR6760 Athletic Training Practicum IV (3)  
ATR6800 Research in Athletic Training I (2)  
ATR6820 Research in Athletic Training II (2)  
ATR6020 Applied Manual Therapy (2)  
ATR6900 BOC Exam Preparation (2)  
ATR6550 Applied Therapeutic Rehabilitation (2)

\*These courses will be taken during the fourth year by students who are admitted to the Master of Science in Athletic Training Dual Degree 3 + 2 Program.

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### **Master of Science in Digital Marketing & Design (MSDMD)**

The MSDMD is offered in an Online and a Full-Time Plus-One format.

#### **Program Description**

The Master of Science in Digital Marketing & Design offers a comprehensive curriculum designed to give students a broad understanding of strategic brand communication. Students will emerge from the program highly skilled in data-driven consumer insight, digital production, and user experience design. This innovative curriculum breaks students out of traditional business roles and into creative, innovative marketing roles that will evolve with technology.

The student experience is highly experiential—students will extract insight from data to solve marketing challenges. They will become the managers of customer experience, creating value at each step of the customer journey. The program culminates in an option for an internship, portfolio project, and/or marketing innovation capstone experience.

Students from this program will be prepared to manage Marketing Communication teams from the vantage point of: brand, converged media, marketing data analytics, communication production, and design. Examples of job titles may include: content manager, creative director, email and omnichannel marketing manager, marketing analyst, data storyteller, marketing automation specialist, media planner, social media manager, user experience designer.

## **Admission Requirements**

The general admission requirements can be found in the “Graduate Admission Requirements” section. Requirements for admission include:

- Completed Application for Admission.
- Submit transcripts (official, sealed in envelope) for all prior college and/or university credit. Aurora University accepts official electronic transcripts at AUtranscripts@aurora.edu.
- Bachelor’s degree from a regionally accredited institution with a grade point average of 3.0 or greater (on a 4.0 scale). Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- A professional resume.
- Applicants may be required to complete an interview the program director and provide letters of recommendation.

## **Attendance Policy**

Attendance is mandatory for all class sections. If a student is to be absent for any reason, the student 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 MSDMD 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 director.

## **Residency Requirement**

A minimum of 30 semester hours of graduate credit must be earned at Aurora University to receive the MSDMD degree. A maximum of six (6) semester hours of graduate credit may be transferred from an accredited college or university and applied to the requirements of this degree. Any coursework submitted for transfer must be approved by the director. See the section “Transfer of Credit” for the conditions governing the transfer of credit.

## **Digital Marketing & Design Program Detail**

Aurora University's MSDMD program accepts students from all academic backgrounds and an undergraduate degree in business is not required. There are no prerequisite courses required for admission to the MSDMD program. In the interest of ensuring student success, the program director may require limited foundational coursework or software training for students whose academic and experiential backgrounds suggest they would benefit from such preparation. Decisions about required foundational business courses are made collaboratively with students and are based on review of academic transcripts, professional experience and the results of a personal interview.

**36 semester hours**

## **Digital Marketing & Design Course Requirements**

The MSDMD degree requires 36 semester hours: 30 semesters of required courses and 6 semester hours of elective courses.

### **Digital Marketing & Design Required Core Courses: 30 semester hours**

- MBA6020 Marketing Management (3)
- MKT6119 Consumer Insight for Marketing Decisions (3)
- MKT6200 Design for Communication (3)
- MKT6330 Marketing Analytics & Data Storytelling (3)
- MKT6350 Design for User Experience (3)
- MKT6400 Converged Media Strategy (3)
- MKT6410 Content Marketing Creation & Curation (3)
- MKT6420 Coding Lab for Marketers (3)
- MKT6530 Brand & Campaign Planning (3)
- MKT6910 Marketing Innovation Capstone (3)

### **Digital Marketing & Design Selected Electives: 6 semester hours**

Students must complete 6 semesters of approved elective coursework. MSDMD students may also select up to two non-MKT classes in MBA or MPA graduate programs to meet the Digital Marketing & Design elective requirements (maximum total of six non-MKT elective semester hours).

- MKT681X Selected Topics in Digital Marketing & Design (3-6)
- MKT6940 Digital Marketing & Design Internship (3-6)\*
- MKT6950 Portfolio Project (3)

## **Digital Marketing & Design Plus One Program**

AU offers a select Master of Science in Digital Marketing & Design Plus One program designed for early career professionals. The MSDMD Plus One program is full-time, day cohort version for completing the MSDMD program, generally intended for

students who have completed their bachelor's degree within 24 months preceding the start of the cohort. Since the MSDMD Plus One program is designed for early career professionals with typically fewer years of professional experience, the cohort emphasizes not only MSDMD content found in other delivery modalities, but development of professional skills and dispositions through a required internship experience (fulfilling the 6 semester hours of elective coursework in the MSDMD). The MSDMD Plus One program and registration for its courses are limited to student admitted to the MSDMD Plus One program. As a cohort, all MSDMD Plus One students are required to take the following prescribed MSDMD curriculum. Students seeking to fulfill the MSDMD degree requirements through other courses than those prescribed by the MSDMD Plus One will be require to receive special dispensation from the program director or withdraw from the cohort and finish the MSDMD through other MSDMD degree delivery modalities.

### **36 semester hours**

#### **Digital Marketing & Design Course Requirements: 36 semester hours**

MBA6020 Marketing Management (3)

MKT6119 Consumer Insight for Marketing Decisions (3)

MKT6200 Design for Communication (3)

MKT6330 Marketing Analytics & Data Storytelling (3)

MKT6350 Design for User Experience (3)

MKT6400 Converged Media Strategy (3)

MKT6410 Content Marketing Creation & Curation (3)

MKT6420 Coding Lab for Marketers (3)

MKT6530 Brand & Campaign Planning (3)

MKT6910 Marketing Innovation Capstone (3)

MKT6940 Digital Marketing & Design Internship or MKT6950 Portfolio Project (3-6)

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## **Master of Science in Exercise Science (MSES)**

This program is offered in an Online and a Full-Time Plus-One format.

### **Program Description**

The Master of Science in Exercise Science (MSES) prepares candidates for mid- and high-level positions in a variety of fitness, sports, and health care settings working with diverse populations. The MSES core curriculum provides students with a strong foundation in the areas of exercise physiology, sports nutrition, sports psychology, research methods, and program organization and administration. Based on this foundation, students develop expertise in one of two chosen specializations: Sports Performance or Clinical Exercise Physiology. Through additional course work and an internship or capstone experience students will be qualified to sit for the American College of Sports Medicine's (ACSM) Clinical Exercise Physiologist (CEP) exam or the National Strength and Conditioning Association's (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam.

## **Admission Requirements**

- Graduate Application for Admissions
- Official transcripts for all prior college and/or university credit.
- Complete a baccalaureate degree from a regionally accredited institution of higher learning with a major in exercise science, kinesiology, or related area with a 3.0/4.0 GPA. Those without the appropriate major must complete the prerequisite courses as listed below.
- Prerequisite required courses: Anatomy and Physiology, Exercise Physiology, and College Algebra.
- Bridge courses are available for those not meeting the above prerequisite courses
- Submit a current TB screen/test (within past 12 months). Cost incurred by student.
- Complete a criminal background check through the university. Cost incurred by student.

## **Bridge Courses (for those not meeting program prerequisites):**

BIO2650- Essentials of Anatomy and Physiology

PED3230- Physiology of Exercise

MTH1100- College Algebra

## **30 semester hours**

### **Degree Requirements**

The MSES degree requires 30 semester hours: 18 semester hours of required core courses plus the completion of either the sports performance or clinical exercise physiology specialization (12 semester hours).

#### **MSES Core Courses:** 18 semester hours

PED6010 Research Methods in Exercise and Sport (3)

PED6100 Advanced Exercise Physiology (3)

PED6110 Advanced Exercise Physiology Lab (3)

PED6020 Nutrition for Sports Performance (3)

PED6030 Applied Sports and Exercise Psychology (3)

PED6040 Management in Exercise and Sport (3)

#### **Sports Performance Specialization: 12 semester hours**

PED6250 Advanced Methods of Strength and Conditioning (3)

PED6260 Program Evaluation and Analysis (3)

PED6270 Applied Biomechanical Principles (3)

PED6400 Exercise Physiology Graduate Internship (3)

#### **Clinical Exercise Physiology Specialization: 12 credits**

PED6350 Advanced Exercise Assessment and Prescription (3)

PED6360 Advanced Cardiovascular Physiology and ECG Interpretation (3)  
PED6370 Advanced Clinical Exercise Physiology (3)  
PED6400 Exercise Physiology Graduate Internship (3)

## **Master of Science in Exercise Science Plus One Program**

In addition to the online MSES program, AU offers a select MSES Plus One program designed for early career professionals. The MSES Plus One program is full-time, day cohort version for completing the MSES program, generally intended for students who have recently completed their bachelor's degree in a related field. The MSES Plus One program and registration for its courses are limited to students admitted to the MSES Plus One program. As a cohort, all MSES Plus One students are required to take the following prescribed MSES curriculum. The program will culminate in an intensive internship experience (150 hours) during the final semester.

The Master's program will provide students with core foundational courses along with specialized courses in the area of sports performance. Students satisfy the requirements for the USAW Certification as part of their coursework. Students will also be well prepared to sit for certifications with the National Strength and Conditioning Association (NSCA) such as the Certified Strength and Conditioning Specialist (CSCS) and Tactical Strength and Conditioning Facilitator (TSAC-F) exams. Graduates will be prepared for positions in fitness and strength and conditioning facilities in schools and professional settings.

### **Program Prerequisites:**

Anatomy and Physiology  
Exercise Physiology  
College Math

**30 semester hours**

### **Degree Requirements (30 credits):**

PED6010 Research Methods in Exercise and Sport (3)  
PED6100 Advanced Exercise Physiology (3)  
PED6110 Advanced Exercise Physiology Lab (3)  
PED6020 Nutrition for Sports Performance (3)  
PED6030 Applied Sports and Exercise Psychology (3)  
PED6040 Management in Exercise and Sport (3)  
PED6250 Advanced Methods of Strength and Conditioning (3)  
PED6260 Program Evaluation and Analysis (3)  
PED6270 Applied Biomechanical Principles (3)  
PED6400 Exercise Physiology Graduate Internship (3)

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## **Master of Science in Mathematics (MSM)**

### **Program Description**

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

### **Admission Requirements**

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

### **Residency Requirements**

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

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

### **Academic Standards and Evaluation**

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

### **36 semester hours**

## **Degree Requirements**

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

### **Section A: Required courses in mathematics:** 24 semester hours

MTH5100 Foundations of Higher Mathematics (3)

MTH5200 Modern Geometries (3)

MTH5300 Number Theory (3)

MTH5400 Probability and Statistics (3)

MTH6100 Abstract Algebra I (3)

MTH6200 Abstract Algebra II (3)

MTH6300 Advanced Calculus I (3)

MTH6400 Advanced Calculus II (3)

### **Section B: Required courses in education:** 12 semester hours

MTH5500 Technology in the Mathematics Classroom (3)

MTH5600 Assessment and Curriculum Development in Mathematics (3)

MTH5701 Research Seminar I (1)

MTH5702 Research Seminar II (1)

MTH5703 Research Seminar III (1)

MTH5704 Research Seminar IV (1)

MTH6701 Research Project (2)

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

### **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

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
- Have an academic record indicative of a high probability of success in graduate study with an undergraduate cumulative GPA of 3.0 or higher.

### **33 semester hours**

#### **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)

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### **Master of Social Work (MSW)**

This program is offered at the Aurora University Aurora/Orchard campus, Online, and at the George Williams campus

#### **Program Description**

The primary objective of the MSW program in the School of Social Work is to prepare students for clinical social work practice. The MSW program prepares students to assist individuals, families and communities, and to advance social change to improve the well being of vulnerable populations.

The generalist curriculum provides social work knowledge, values and skills in a generalist practice model. The generalist curriculum prepares students to assess, engage, treat and evaluate individuals, families, groups, organizations and communities. Field instruction during the generalist year consists of 15 clock hours per week (225 clock hours per semester) during each semester for a total of 450 clock hours for the academic year.

In the clinical specialization curriculum, students enter the specialization-level courses in social work theory, policy and practice; psychopathology, advanced social work electives; and advanced social work research. Field instruction during the concentration year consists of approximately 20 clock hours per week (300 clock hours

per semester) during each semester for a total of 600 clock hours for the academic year. Students may pursue a track during the specialization curriculum.

## **Admission Requirements**

- The student must have a bachelor's degree from a regionally accredited institution with an average GPA of 3.0 on a 4.0 scale. Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics.
- Students must submit the following:
  - A completed Graduate Application for Admission.
  - Two letters of recommendation from individuals familiar with the professional or academic abilities of the student.
  - A professional Statement of Purpose.
  - 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 experiences.
  - All transcripts from previous institutions and previous degrees.

\* Upon admission to the program, a background check must be completed by the student prior to beginning course work.

Personal characteristics indicative of the capacity for professional practice as evidenced by:

- personal maturity
- a high level of personal integrity, readiness to identify with the values and ethical principles of the social work profession
- commitment to social justice and to improvement of the condition of vulnerable and oppressed groups

## **Admission Review Process**

The School of Social Work strives to recruit a diverse group of students who have had relevant and significant work and life experiences, and who can relate to diverse and vulnerable populations. The MSW Admission Committee will consider factors relating to the applicant's academic ability, work, service and extracurricular experience, especially as they relate to promotion and development of resilient communities, organizations, social groups, families and individuals. In reviewing applications, MSW Admission Committee members evaluate all transcripts, the "Statement of Purpose" and letters of recommendation.

## **Application Considerations**

Potential applicants for the MSW program should note that a background indicating convictions may render them ineligible for a field internship which is a requirement to complete the MSW program. The applicant may also be ineligible for licensure after

graduation. Aurora University and the School of Social Work reserve the right to deny admission to the MSW program based on application materials, previous academic record and records of past conduct, including but not limited to, the results of a criminal background check or registration of a sex offense.

### **Provisional Admission**

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

### **Conditional Acceptance**

On occasion, an applicant may be accepted into the program conditionally. Conditional acceptance requires that an applicant meet certain conditions either prior to beginning the MSW program or concurrent with enrollment in the MSW program. Applicants being accepted conditionally are notified in writing of the necessary conditions that must be addressed prior to full acceptance being granted. Full acceptance is required if students are to be permitted to continue in the MSW program.

### **Advanced Standing Students**

Students who have earned a BSW degree within the last five years from a CSWE-accredited institution and who have demonstrated outstanding scholarship in social work courses and excellence in the field may apply for advanced standing for up to one-half of the semester hours (30 semester hours) required for the MSW program at Aurora University.

Special admission procedures and standards apply to advanced standing applicants. (For additional information on advanced standing, please refer to the MSW Policy Handbook).

### **MSW Program Options**

The School of Social Work offers several graduate program options leading to the Master of Social Work degree, including two-year full-time and three-year part-time. The full-time program requires 15 semester hours of coursework for four semesters. The part-time program requires nine semester hours for the first four semesters (first two years) and then 12 semester hours per semester in the third year. Advanced standing students may complete the program either as full- or part-time students. Full-time advanced standing for those who receive full credit for the BSW degree complete 15 semester hours of coursework for two semesters in addition to summer, which requires three semester hours. Part-time advanced standing requires six semester hours of coursework in each semester in year one, and nine semester hours of coursework in each of the semesters in year two. Students will make a choice of which plan they will pursue at the time of admission.

## **Specific Program Components**

### **Internships (Field Instruction)**

Field instruction provides students with opportunities to practice and integrate social work theory in the field under the guidance and instruction of an experienced social work field instructor. Students may select a field placement from affiliated agencies in consultation with the Director of Field Instruction at the School of Social Work.

First-year students typically complete a minimum of 15 clock hours of field instruction per week over two semesters for a required total of a minimum of 450 cumulative hours for the academic year. Second-year students typically complete a minimum of 20 clock hours of field instruction per week over two semesters for a required total of a minimum of 600 cumulative hours for the academic year.

## **Program Academic Policies**

### **Student Evaluation**

Professional social work education requires high standards of academic, personal and professional conduct. The educational program at the graduate level (MSW) requires the development of ethics and values as well as knowledge and skills.

In accordance with Aurora University regulations, the School of Social Work reserves the right to maintain academic standards for admission and retention in the social work program at the MSW level, above and beyond compliance with the general academic standards of the university.

Also recognizing that there are professional competencies and conduct not measurable by academic achievement alone, the School of Social Work reserves the right to make decisions regarding admission and retention based on high standards of personal and professional conduct. Because social work education involves a significant amount of internship experience and preparation for helping vulnerable populations, student evaluation will honor not only the rights of students, but also the rights and well-being of clients and others to whom students relate in a professional role.

### **Four-Year Limit**

Students must complete the program on or before a date four years from the date of matriculation. A statute of limitations of five years applies for re-application to the MSW program or transfer of credit.

### **Credit for Life Experience**

In accordance with the standards of the Council on Social Work Education (CSWE), credit may not be given for life experiences.

Note: Please refer to the MSW Policy Handbook for complete policies and procedures of the School of Social Work and Aurora University.

**60 semester hours**

**Program Requirements:** 60 semester hours

**Generalist Curriculum:** 27 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** 9 semester hours

SWK6370 Social Work Practice I: Individuals and Families (3)

SWK6381 Social Work Practice II: Group Work (3)

SWK6382 Social Work Practice II: Community Practice (3)

**Research** 3 semester hours

SWK6250 Social Work Research Methods (3)

**Generalist Field Instruction** 6 semester hours

SWK6730 Field Instruction I: Generalist Internship (3)

SWK6740 Field Instruction II: Generalist Internship (3)

**Specialization Curriculum** 18 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)

**Advanced Field Instruction** 6 semester hours

SWK6750 Field Instruction III: Specialization Internship (3)

SWK6760 Field Instruction IV: Specialization Internship (3)

**Social Work Electives** 15 semester hours

Social work electives may be used to complete tracks or coursework of interest.

**Optional Track Coursework** (not all tracks are offered at all locations):

**Track in Addictions**

The Addictions Track prepares students to work with populations impacted by substance use within a primary substance abuse treatment setting. The coursework focuses on educating students about various aspects of substance use, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various sub-populations of substance use. Within the clinical concentration,

students complete a field internship at an approved addictions site. Upon successful completion of this track, students are eligible to take the Illinois Certified Alcohol and Other Drug Abuse Counselor (CADC) examination for state licensure. Students interested in declaring the Addictions Track must meet with the Coordinator to complete an interview and required declaration paperwork. Additional coursework (SWK5600 Co-Occurring Substance Use and Mental Health Disorders) will assist the student in pursing credentialing as a Board registered Co-occurring Substance Use and Mental Health Disorder Professional (CODPI). Students interested in pursing the CODP I credential must consult with the Additions Track Coordinator.

**Track Courses (must obtain a "B" or higher in all track courses)**

- SWK6340 Psychopharmacology of Substance Use Disorders (3)
- SWK5420 Addictions Counseling I (3)
- SWK6400 Addictions Counseling II (3)

**Track in Leadership Administration through the Dunham School of Business and Public Policy MBA and MPA Programs**

MSW students may take some of their electives from the MBA (Master of Business Administration) and MPA (Master of Public Administration) track. To complete the Leadership Administration track in the MSW, students are required to complete the following courses:

**Track Courses (must obtain a "B" or higher in all track courses)**

- Required
- MBA6030 Leadership and Organizational Behavior (3)
- MPA6350 Nonprofit Management and Leadership (3)

Selected: Choose one

- MBA6075 Operations Management (3)
- MPA6110 Administration of Public Institutions (3)
- MPA6450 Public Safety Administration (3)

Completing the two core and one selected courses for a total of 9 semester hours results in a Track in Leadership Administration, along with the MSW degree. This specialization administration curriculum is ideal for MSW students interested in learning more about management and administration in the field of Social Work and Human Services. Please refer to the MBA section of the graduate catalog for course details.

**Track in Child Welfare**

The courses in the Child Welfare Track 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 track will gain competitive positions aimed directly at serving the needs of children and families involved in the child welfare system.

The School of Social Work has been, and continues to be, committed to making a positive difference in the lives of children. Developing a track in child welfare, coursework and field placement internships will address the educational needs of the students while enhancing their work toward improving the lives of children and their families.

The Child Welfare Track is a three-course sequence. The students will participate in at least one internship specific to the field of child welfare in the first or second year of the social work program with an agency that focuses on child welfare. The thrust of this track is to develop an interdisciplinary curriculum designed to provide comprehensive child welfare education.

Upon completion of the coursework and field work, students will be eligible to test for their Child Welfare Employee License (CWEL) credential. Students interested in declaring the Child Welfare Track must meet with the Coordinator to complete an interview and required declaration paperwork.

**Track Courses (must obtain a "B" or higher in all track courses)**

SWK6700 Effects of Trauma on Children (3)

SWK6720 Vulnerable Children and Families (3)

SWK6725 Child Welfare Services (3)

### **Track in Faith-Based Social Work**

The Faith Based Track prepares students to integrate the understandings of spirituality and faith within the social work profession, and how these experiences shape their practice. Faith-Based Track students will also build effective relationships, understand ethical and cultural considerations, social justice issues, and advocacy issues related to faith-based professional.

The MSW graduate with this track will be able to recognize the interpersonal complexities within faith-based practice in order to work towards the individual and family as well as encouraging social reforms that support well-being for all populations

It is open to students of all faith traditions who desire to better understand how their faith contributes to their views and practice as professional social workers...

The faith-based track student can span the direct practice of faith-based social work in faith-based environments, such as child welfare agencies, individual and family counseling centers, hospitals, private practice, as well as in religious institutions such as Christian churches, Jewish synagogues, and Muslim community centers, to mention but a few.

The faith-based program of study includes one core course, SWK5598 Spirituality, Meaning Making, and Faith-Based Practice, with either a generalist (450 hours) or a specialization faith-based field placement (600 hours).

### **Faith-Based Track Program of Study**

Not all courses are offered each year, so please plan accordingly. Check current University Class Schedule to confirm course availability and any prerequisites. Dual tracks between the Faith-Based Track and the Addictions Track, the Child Welfare Track, and the Health Care Track are possible, and require additional course work.

#### **Track Courses (must obtain a "B" or higher in all track courses)**

Required

SWK5598 Spirituality, Meaning Making, and Faith-Based Practice (3)

Selected: Choose one

Faith-Based Generalist Field Placement (6)

Faith-Based Specialization Field Placement (6)

### **Track in Forensic Social Work**

The Graduate Forensic Social Work Track prepares students to use legal expertise to work in the social work field. The National Organization of Forensic Social Work (NOFSW) defines forensic social work as the “application of social work principles to questions and issues relating to law and legal systems.” The coursework focuses on educating students in forensic social work practice and theory, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various subpopulations of forensics. In addition to the coursework, students complete a field internship at an approved site involving forensic involved populations.

#### **Track Courses (must obtain a "B" or higher in all track courses)**

SWK5300 Forensic Social Work (3)

SWK6720 Social Work with Vulnerable Children and Families (3)

SWK6721 Mediation (3)

### **Track in Gerontology**

Students may specialize in Gerontology within the Health Care Track. The focus of this track is to provide comprehensive gerontology education to MSW students in order to enable them to be effective practitioners in the field of geriatric services. The track courses fulfill the elective requirements for the MSW program. In addition, students complete their advanced field placement in an approved social work gerontology agency.

#### **Track Courses (must obtain a "B" or higher in all track courses)**

SWK6010 Medical Social Work (3)

SWK5100 Social Work Gerontology: Assessment and Intervention (3)

SWK5110 Social Work Gerontology: Biology and Health of Aging (3)

Internship with aging populations to be completed in the specialization year.

For students wishing to obtain the Health Care Track in addition to the Gerontology Track, one additional Health Care elective is needed.

## **Track in Health Care**

Students interested in medical environments may elect to specialize in Health Care to prepare for the myriad of Social Work roles in healthcare systems across the United States. The understanding of basic medical terminology, brief and chronic illness and respective treatments, ethics, insurance, Medicare and Medicaid, policy and patient advocacy are considered important components of best practice in health care Social Work.

### **Track Courses (must obtain a "B" or higher in all track courses)**

Required

SWK6010: Medical Social Work (3)

Selected: Choose two:

SWK5100 Social Work Gerontology: Assessment and Intervention (3)

SWK5110 Social Work Gerontology: Biology and Health of Aging (3)

SWK5250 Infertility and Assisted Reproduction (3)

SWK5410 Psychopharmacology (3)

SWK5610 Social Work with the Exceptional Child (3)

SWK5400 Co-Occurring Substance Use and Mental Health Disorder Professional (CODP I) (3)

SWK6030 Bereavement Counseling (3)

SWK6035 Hospice SWK (3)

SWK6045 Psychiatric Hospital Social Work (3)

SWK6050 Self-Injury and Eating Disorders (3)

SWK6055 Oncology SWK (3)

SWK6581 Mindfulness (3)

Internship within a medical environment to be completed in the specialization year.

## **Track in School Social Work - Policy and Procedures for Illinois**

### **Professional Educator License with School Social Work**

#### **Endorsement (excluding Post Graduate MSW students)**

1. All graduate social work students interested in taking coursework toward the Illinois Professional Educator License with School Social Work Endorsement must be in good standing with the School of Social Work and will be required to complete the following procedures:
2. Take and pass the Illinois School Social Work Exam (184) by the end of their MSW studies. School social work students are recommended to complete this exam in the fall of their Specialization MSW placement.
3. Pass SWK5610: Social Work Practice with the Exceptional Child, which meets HB150 guidelines. The course is recommended to be completed prior to the start of their specialization MSW 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 between January - March of the academic year preceding the specialization-year (school) field placement. Only MSW Specialization placements can be completed in public school districts, under the supervision of a school social worker who has their Professional Educator License, in order to qualify for the school social work track and the Illinois Professional Educator License in Social Work.

Students who complete these procedures follow the MSW program, clinical concentration structure outlined in this book. Note: Illinois State Board of Education Requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.

Upon successful completion, students are eligible to apply for the Illinois Professional Educators' License with School Social Work Endorsement (PEL:SSW).

**Track Courses (must obtain a "B" or higher in all track courses)**

SWK5610 Social Work Practice with the Exceptional Child (3)

SWK6410 School Social Work Policy and Practice I (3)

SWK6420 School Social Work Policy and Practice II (3)

SWK6600 Reading Content & Reading Methods for School Social Workers (3)

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## Dual Degrees

### **Dual Master of Social Work/Master of Business Administration (MSW/ MBA)**

The Dual Master of Social Work/Master of Business Administration (MSW/MBA) program is designed to enable graduate students to expand the scope of their studies and simultaneously pursue the MSW and MBA degrees.

Social service agencies are in need of social work professionals who also have the skills, knowledge and ability to expertly lead. To meet such a need, the School of Social Work and MBA program have teamed to provide MSW students who are earning the Leadership Administration track an opportunity to simultaneously earn their MBA degree.

Students in the program will receive substantial business education that complements their social work education and will prepare them for leadership roles in social service. The program also maintains the integrity of both the MSW and MBA degrees and makes the dual degree attainable at 54 semester hours (with advanced social work standing) or 84 hours (without advanced social work standing). Students must meet the requirements of the MSW program for admission, will be jointly advised by the Social Work and MBA programs, and will be billed a hybrid tuition rate.

The foundation of the MSW/MBA dual degree program is the MSW curriculum. Students who complete the MSW Leadership Administration track (which is composed of three MBA and MPA courses totaling nine semester hours) may apply those hours to their MBA studies as well.

Students must successfully complete all MSW and MBA/MPA courses in order to graduate with both degrees. Consequently, a MSW student in the Leadership Administration track may also complete the MBA by successfully completing the following additional courses:

- MBA6020 Marketing Management (3)
  - MBA6030 Leadership and Org Behavior (3)
  - MBA6045 Managerial Accounting (3)
  - MBA6050 Corporate Finance (3)
  - MBA6075 Operations Management (3)
  - MBA/MPA6170 Applied Research, Insights, and Evaluation (3)
  - MBA6100 Strategic Management (3)
  - MBA6200 Human Resource Management (3)
  - MBA6250 Data Analytics (3)
  - MBA6380 Communication Management (3)
  - MPA6350 Nonprofit Management and Leadership (3)
- 

## **Dual Master of Social Work/Master of Public Administration (MSW/ MPA)**

The Dual Master of Social Work/Master of Public Administration (MSW/MPA) program is designed to enable graduate students to expand the scope of their studies and simultaneously pursue the MSW and MPA degrees.

Government, public sector, nonprofit, and social service agencies are in need of social work professionals who also have the skills, knowledge and ability to expertly lead. To meet such a need, the School of Social Work and MPA program have teamed to provide MSW students who are earning the Leadership Administration track an opportunity to simultaneously earn their MPA degree.

Students in the program will receive substantial public administration education that complements their social work education and will prepare them for administrative leadership roles in social service. The program also maintains the integrity of both the MSW and MPA degrees and makes the dual degree attainable at 54 semester hours (with advanced social work standing) or 84 hours (without advanced social work standing). Students must meet the requirements of the MSW program for admission, will be jointly advised by the Social Work and MPA programs, and will be billed a hybrid tuition rate.

The foundation of the MSW/MPA dual degree program is the MSW curriculum. Students who complete the MSW Leadership Administration track (which is composed of three MBA and MPA courses totaling nine semester hours) may apply those hours to their MPA studies as well.

Students must successfully complete all MSW and MBA/MPA courses in order to graduate with both degrees. Consequently, a MSW student in the Leadership Administration track may also complete the MPA by successfully completing the following additional courses:

MBA6130 Economics (3)

MBA6030 Leadership and Organizational Behavior (3)

MPA6110 Administration of Public Institutions (3)

MPA6120 Public Policy and Analysis (3)

MPA6130 Government & Community Relations (3)

MPA6140 Public Finance and Budgeting (3)

MBA/MPA6170 Applied Research, Insights, and Evaluation (3)

MPA6200 Advanced Seminar in Applied Public Administration (3)

MPA6350 Nonprofit Management and Leadership (3)

MPA6360 Grant Writing, Philanthropy, & Advancement (3)

MPA6450 Public Safety Administration (3)

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## **Post MSW: Professional Educator License (PEL)**

Post Graduate MSW students Policy and Procedures for Illinois Professional Educator License with School Social Work Endorsement

The applicant must have earned a Master of Social Work degree from a CSWE-approved program.

Aurora University offers a curriculum designed to meet Illinois State Board of Education (ISBE) requirements to become endorsed as school social workers in Illinois. The program is available as a track for students currently enrolled in the Master of Social Work degree, or as an endorsement-only program for students who have already completed an MSW degree and wish to add the endorsement.

AU will guide students through the ISBE licensure process for ISBE's academic testing requirements and Illinois School Social Work content test.

### **Admission Process**

- A completed Graduate Application for Admission.
- Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.

- Master of Social Work degree from a CSWE-approved program with an average GPA of 3.0 on a 4.0 scale. Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- Two letters of recommendation from individuals familiar with the student's professional and/or academic abilities.
- 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.

Applicants are recommended to have passed the Illinois State Board of Education required academic testing prior to beginning their school social work placement. The School Social Work Content Exam (184) may be completed while in the school social work placement and must be completed prior to licensure. Information about the #184 content-area exam can be found at [il.nesinc.com/](http://il.nesinc.com/).

### **15 semester hours**

#### **Program Requirements**

The program must be completed within four consecutive semesters from the first semester after being officially accepted into the endorsement program. Students are not required, but are encouraged to enroll in elective course offerings related to school social work practice as a means of rounding out their training experience.

To earn the endorsement, students must successfully complete the following courses with grades of B or higher:

SWK6430 School Social Work Licensure Course (3)

SWK5610 Social Work Practice with the Exceptional Child (3)

SWK6600 Reading Content and Reading Methods for School Social Worker (3)

SWK6650 Advanced PEL School Field Instruction I (3)

SWK6660 Advanced PEL School Field Instruction II (3)

Note: Illinois State Board of Education Requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.

Note: Information regarding the exams can be found by calling Pearson Education Inc. at 800-989-8532 or [il.nesinc.com](http://il.nesinc.com/).

# **Course Descriptions**

## **Special Course Offerings**

Note: In addition to the courses listed below, each program may offer, as appropriate, the following types of specialized coursework and special learning experiences:

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### **<SUBJECT>5810-19, 6810-19, 7810-19, 8810-19 Selected Topics**

This course will address a specific area of study in the subject not already covered by other course offerings. Prerequisites vary by topic. Regular tuition is charged and additional fees may apply.

**Semester hours:** Variable

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### **<SUBJECT>5830, 6830, 7830, 8830 Directed Study**

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

**Semester hours:** Variable

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### **<SUBJECT>5850, 6850, 7850, 8850 Workshop**

This course is designed to introduce and cultivate concepts, ideas, practical skills, and techniques, in an application and discussion rich setting. The course delivery is highly participatory, and relies upon intense in class participation and application to foster growth and reflection, under the guidance of a faculty member. Regular tuition is charged and additional fees may apply.

**Semester hours:** Variable

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## **<SUBJECT>5880, 6880, 7880, 8880 Travel Study**

This course incorporates short-term overnight travel to expose students to new ways of thinking, living, and viewing the world via a culturally-immersive, high-impact experience. The course fosters cross-cultural communication, international knowledge, adaptability, and resilience in an increasingly global economy. Regular tuition is charged and additional fees may apply.

**Semester hours:** Variable

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## **<SUBJECT>5980, 6980, 7980, 8980 Independent Study**

Descriptions of independent studies are contained in the petition by which the learning experience was approved. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the instructor, program chair and academic dean. Regular tuition is charged. In most cases, Independent Study should be within the field of the student's major and should be something that cannot be pursued through established courses. These are pursued on campus under the direct supervision of an Aurora University faculty member. Regular tuition is charged and additional fees may apply.

**Semester hours:** Variable

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For information on currently offered Selected Topics courses in each program, consult the Class Schedules. For information on directed studies, travel study, independent studies, undergraduate research opportunities, and internships in any academic department, contact the Program Chair, Advisement or Registrar's Office.

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## **ABA5100 Concepts and Principles of Behavior Analysis**

This course provides a foundation for beginning graduate students in the experimentally derived principles of respondent and operant conditioning and the role of those principles in accounting for the behavior of humans and non-humans. This course, the first in a sequence of courses, provides an in-depth introduction to the philosophy, concepts, and principles of behavior analysis.

**Semester hours:** 3

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## **ABA5200 Introduction to Applied Behavior Analysis**

This course is an introduction to applied behavior analysis, which is a field dedicated to the application of behavioral principles and procedures. We will cover basic principles such as reinforcement, stimulus control, extinction, etc. and we will address how these principles are commonly used in addressing behavioral problems of social significance. In addition, we will cover particular topics such as drug and alcohol abuse, classroom management, developmental disabilities, among others.

**Semester hours:** 3

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## **ABA5300 Clinical and Research Methods in Applied Behavior Analysis**

This course covers behavior measurement systems and single subject (within subject) experimental designs. Sound understanding of these topics is critical to the success of any practicing applied behavior analysts. In the class you will learn how to construct behavioral definitions, data collection systems, critically evaluate research, and methods for evaluating the effectiveness of clinical interventions.

**Semester hours:** 3

**Prerequisite(s):** ABA5100; ABA5200.

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## **ABA5400 Behavioral Assessment**

This course covers the topic of behavioral assessment. Behavioral assessment is a large part of any practicing applied behavior analyst's daily duties. In this course students will take what they have learned in previous courses and practicum experience and apply it to behavior problems of social significance. Specifically, students will define behavioral excesses and deficits in behavioral terms, define

environmental variables in observable and measurable terms, identify critical information in records, design and implement behavioral assessments, and learn how to interpret assessment results. Additionally, students will be required to explain the results of these assessments in non-technical language and participate in simulated interdisciplinary team meetings.

**Semester hours:** 3

**Prerequisite(s):** ABA5100; ABA5200.

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### **ABA6100 Theory and Philosophy for ABA Practitioners**

This course will familiarize students with some of the historical, theoretical, and philosophical viewpoints that characterize radical behaviorism...the philosophy that gave rise to applied behavior analysis. During the course students will be presented with the various theoretical and philosophical positions that define radical behaviorism. During the course each of the topics will be addressed and the practical significance of each of these positions will be discussed.

**Semester hours:** 3

**Prerequisite(s):** ABA5300; ABA5400.

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### **ABA6200 Behavioral Interventions**

This course is designed to further students' working knowledge of behavioral interventions. In this course students will explore the scholarly research that has given rise to common behavioral treatments and discuss the benefits and limitations of various behavioral interventions. Additionally, students will be required to develop interventions targeting both skill acquisition and behavior reduction.

**Semester hours:** 3

**Prerequisite(s):** ABA6100; ABA6300.

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### **ABA6300 Advanced Applied Behavior Analysis**

This course is designed to further students' working knowledge of various intellectual and developmental disabilities and contemporary issues that applied behavior analysts encounter in the workplace. Throughout the course students will lead discussions describing the etiology, behavioral characteristics, special considerations, and areas of issues future research for various intellectual and developmental disabilities.

**Semester hours:** 3

**Prerequisite(s):** ABA5300; ABA5400.

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## **ABA6400 Professional and Ethical Issues**

This course is designed to familiarize students with the Guidelines for Responsible Conduct for Behavior Analysts that was developed by the Behavior Analysis Certification Board (BACB). Throughout the course, students will review scholarly work and cases relevant to each of the guidelines outlined by the BACB.

**Semester hours:** 3

**Prerequisite(s):** ABA6100; ABA6300.

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## **ABA6450 Personnel Supervision & Management**

This course will provide an overview of contemporary research and practices in the field of Organizational Behavior Management (OBM), also sometimes referred to as Performance Management in organizational settings. Performance Management is a behaviorally-based area of specialization within the broad field of Industrial-Organizational Psychology; however, concepts and techniques used in Performance Management originated from the field of behavior analysis. The application of principles of learning to produce socially significant changes in behavior is the purview of Applied Behavior Analysis and when applied to problems within organizational settings such as training, safety, productivity, and quality deficits, the collective set of procedures is termed “Performance Management within the field of OBM. The purpose of this course is to introduce students to both research and practice techniques in Performance Management and to provide students with the necessary skills to apply the fundamental principles of ABA to a variety of performance problems within the organizational settings. Additionally, this course is required for the MS in Applied Behavior Analysis Behavior Analysis at Aurora University and satisfies the 30 hours of classroom instruction requirements in personnel supervision and management set forth by the Behavior Analysis Certification board's (BACB) 5th edition task list.

**Semester hours:** 3

**Prerequisite(s):** ABA6200; ABA6400.

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## **ABA6500 Capstone Course**

This course is designed to serve as a final evaluation for graduating students. Students will be required to complete a capstone project that demonstrates basic the competencies of a practicing behavior analyst and pass a comprehensive examination.

**Semester hours:** 3

**Prerequisite(s):** ABA6200; ABA6400.

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## **ABA6900 Intensive Practicum**

This course is designed to meet the Behavior Analyst Certification Board's (BACB) Intensive Practicum requirements. Students will be required to complete 20 hours a week of supervised experience that focuses on the development of new behavior-analytic skills (see bacb.com for more information about activities that qualify). This course is repeatable for credit (three semester hours each taken over three semesters).

**Semester hours:** 3

**Prerequisite(s):** ABA5100; ABA5200.

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## **ACC5210 Financial Accounting and Reporting I**

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. ACC3110 or equivalent may be substituted for ACC5210.

**Semester hours:** 3

**Prerequisite(s):** ACC2020 or equivalent.

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## **ACC5220 Financial Accounting and Reporting II**

This course will help students understand and utilize financial statement information for decision making. Topics will include determining product costs, cost behavior, how volume effects cost, different approaches to profit reporting and operational efficiency. Methods of budgeting, standard costing and variance analysis will be discussed as it relates to product costing and measuring operational performance. Activity-based costing and the “just-in-time” philosophy will also be addressed. ACC3120 or equivalent may be substituted for ACC5220.

**Semester hours:** 3

**Prerequisite(s):** ACC5210.

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## **ACC5230 Advanced Accounting**

The study of accounting principles and practices as they relate to consolidated reporting, business combinations, segment and interim reporting, legal reorganizations, liquidations and partnerships. ACC4140 or equivalent may be substituted for ACC5230.

**Semester hours:** 3

**Prerequisite(s):** ACC5220.

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## **ACC5240 Attest Services**

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.

ACC4410 or equivalent may be substituted for ACC5240.

**Semester hours:** 3

**Prerequisite(s):** ACC5220.

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## **ACC6100 Business Environment and Concepts**

The Business Environments and Concepts class reviews business concepts and the associated skills required of a professional accountant. The class focuses on understanding the business environment and its impact on an entity's business strategy. Concepts considered include corporate governance; information technology; operations management; economic concepts and analysis, and financial management. From the knowledge students develop, they will prepare case analyses needed for sound, ethical decision-making. Open to MSA students only.

**Semester hours:** 3

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## **ACC6110 Accounting Theory, Practice and Reporting**

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.

**Semester hours:** 3

**Prerequisite(s):** ACC3120.

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### **ACC6120 Advanced Cost and Managerial Accounting**

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. Open to MSA students only.

**Semester hours:** 3

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### **ACC6130 International Accounting and Reporting**

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.

**Semester hours:** 3

**Prerequisite(s):** ACC5220.

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### **ACC6140 Governmental and Not-for-Profit Accounting**

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. Open to MSA students only.

**Semester hours:** 3

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## **ACC6150 Accounting Information Systems**

A study of the flow of accounting information through accounting systems and other information systems. The course integrates student knowledge of the various branches of accounting with computerized information systems. Special emphasis will be given to the analysis, design and auditing of computerized accounting information systems. This course is intended to be an interactive learning experience with students making liberal use of the accounting information laboratory. Open to MSA students only.

**Semester hours:** 3

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## **ACC6160 Advanced Attest Services**

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.

**Semester hours:** 3

**Prerequisite(s):** ACC4410.

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## **ACC6170 Taxation of Persons, Trusts, Gifts and Estates**

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. Open to MSA students only.

**Semester hours:** 3

**Prerequisite(s):** Admission to the program.

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## **ACC6180 Taxation of Partnerships, Corporations and Not-for-Profits**

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.

**Semester hours:** 3

**Prerequisite(s):** ACC3120; ACC6140.

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## **ACC6190 Business Regulation**

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. Open to MSA students only.

**Semester hours:** 3

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## **ACC6200 Seminar in Professional Accounting Research and Practice**

A study of positive and negative examples of accounting practice. This case-based course is intended to impress upon students the serious responsibility of accountants and the ways in which failure to properly execute professional responsibility can impact society. It also emphasizes the need for and technique of accounting research in making informed accounting decisions. The key concepts of the course include judgment, materiality, conservatism, valuation, disclosure, tangible vs. intangible balance sheet captions, contingencies, and the nature of the accountant/client relationship. The Seminar in Professional Accounting Practice is intended to assist students make a transition of the theoretical accounting construct of the educational institution to their practice as professionals.

**Semester hours:** 3

**Co/Prerequisite(s):** ACC6160.

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## **ACC6940 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. Permission of the instructor required.

**Semester hours:** 3 - 6

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

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## **ATR5200 Emergency Medical Response**

This course is designed to provide athletic training students with the knowledge and skills necessary to work as an Emergency Medical Responder (EMR) to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. Students will develop an evidence-based approach to the assessment and treatment of emergency medical conditions. The course content and activities will prepare the student to make appropriate decisions about the care to provide to the patient in a medical emergency. This course teaches the skills that athletic trainers need to act as a crucial link in the Emergency Medical Services (EMS) system. Upon completion of this course, students who qualify will be certified by the American Red Cross as an Emergency Medical Responder with additional certifications in CPR for the Professional Rescuer and Health Care Provider, Bloodborne Pathogens, and Oxygen Administration. Additional fee applies.

**Semester hours:** 4

**Prerequisite(s):** PED1800 or approved equivalent with a grade of C or higher.

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## **ATR5500 Principles of Athletic Training**

This course is designed to give athletic training students a basic foundation in the prevention and care of acute athletic injuries and illnesses. Injury prevention, identification of acute injuries/illnesses, and on-site injury evaluation and care will be emphasized. Must be accepted into the Master's Degree Program or advanced standing in the BS in Exercise Science Athletic Training major.

**Semester hours:** 4

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## **ATR5510 Assessment of the Lower Extremity**

This course emphasizes the theory and practical application of orthopedic injury assessment for the lower extremity. Students will develop an evidence-based approach to orthopedic injury assessment and differential diagnosis by integrating current peer-reviewed research with anatomical considerations and injury pathology. Standard orthopedic assessment techniques will be learned and applied to injuries and illnesses of the lower extremity. Students will learn guidelines for proper documentation and appropriate physician referral as part of the overall assessment process. Must be accepted into the Master's Degree Program or advanced standing in the BS in Exercise Science Athletic Training major.

**Semester hours:** 4

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## **ATR5530 Assessment of the Upper Extremity**

This course emphasizes the theory and practical application of orthopedic assessment for the upper extremity and axial skeleton. Students will develop an evidence-based approach to orthopedic injury assessment and differential diagnosis by integrating current peer-reviewed research with anatomical considerations and injury pathology. Students will develop a foundation for orthopedic injury assessment and differential diagnosis by investigating anatomical considerations associated with injury pathology. Standard orthopedic assessment techniques will be learned and applied to injuries and illnesses of the upper extremity and axial skeleton. Students will learn guidelines for proper documentation and appropriate physician referral as part of the overall assessment process.

**Semester hours:** 4

**Prerequisite(s):** ATR5510.

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## **ATR5550 Principles of Therapeutic Interventions**

The chief purpose of this course is to investigate the study and practice of therapeutic interventions used in treating sports-related injuries. This course offers a study of current theories, peer-reviewed research, and applications in the use of evidence-based practice in therapeutic modalities and therapeutic exercise. The student will be able to plan, implement, document, and evaluate therapeutic intervention programs for the treatment, rehabilitation and reconditioning of the injuries and illnesses of those involved in physical activity. Additional fee applies.

**Semester hours:** 4

**Prerequisite(s):** ATR5500.

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## **ATR5560 Principles of Taping and Bracing**

This course is designed to give athletic training students a basic foundation and skill-set in taping, wrapping, and bracing techniques. Students will master the art and science of athletic taping and bracing through an understanding of the scientific principles and will spend a significant amount of time learning and perfecting the various taping and bracing psychomotor skills. Additional fee applies. Must be accepted into the Master's Degree Program or advanced standing in the BS in Exercise Science Athletic Training Major.

**Semester hours:** 2

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## **ATR5750 Athletic Training Practicum I**

The emphasis of this practicum is the practice and application of clinical integrated proficiencies appropriate for the first year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical integrated proficiencies, and a clinical site reflection report. This practicum course includes 225 hours of clinical experiences. Acceptance into the Master's Degree Program or advanced standing in the BS in ES Athletic Training Major required.

**Semester hours:** 3

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**Prerequisite(s):** Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR5760 Athletic Training Practicum II**

The emphasis of this practicum is the practice and application of clinical integrated proficiencies appropriate for the first year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical integrated proficiencies and a clinical site reflection report. This practicum course includes 225 hours of clinical experiences.

**Semester hours:** 3

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**Prerequisite(s):** ATR5750. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR6020 Applied Manual Therapy**

This course offers the applications in the use of evidence-based practice in manual therapy. The chief purpose of this course is to investigate the advanced study and practice of manual therapy techniques used in treating sports-related injuries. The student will be able to evaluate a patient, select and design the appropriate manual therapy technique, apply the technique, and reevaluate for its effectiveness. An emphasis is placed on hands-on application and development of mastery in techniques such as joint mobilizations, strain-counterstrain, myofascial release, and active release. Additional fee applies.

**Semester hours:** 2

**Prerequisite(s):** ATR5550.

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## **ATR6100 Athletic Training Internship**

The emphasis of this Athletic Training Summer Internship is to provide the opportunity for the graduate athletic training student to experience a full immersion clinical experience. The athletic training Summer internship is a multiple week, full immersion field experience under the supervision of a certified athletic trainer in an approved school, university, clinical, corporate, public, private, commercial, performing arts, or military setting related to athletic training. This athletic training summer internship has the following components; completion of 320 clinical education hours over the course of 10 weeks, completion of the clinical contract and expectations form, clinical field experiences, clinical case study, and a clinical site reflection report.

**Semester hours:** 4

**Prerequisite(s):** ATR5760. Must pass a TB test within the current academic year (cost incurred by student). Must have a drug screen on file.

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## **ATR6150 Administration of Athletic Training**

This course is a study of the standards, policies and practices in the organization, supervision and administration of athletic training programs. Emphasis will be placed upon planning, developing, organizing and directing an athletic training program in a variety of settings. Healthcare administration, professional development, ethics, and legal concepts will be investigated.

**Semester hours:** 4

**Prerequisite(s):** ATR6750.

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## **ATR6350 Applied Sport and Human Performance**

This course is designed to provide students with the opportunity to apply fitness/wellness, strength and conditioning, and nutrition concepts to physically active individuals. The course will allow students to utilize fitness, strength and conditioning, and nutrition assessment techniques. Students will develop and implement nutrition and strength and conditioning programs based on individual needs.

**Semester hours:** 2

**Prerequisite(s):** ATR6750.

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## **ATR6500 Medical Aspects of Athletic Training**

This course addresses the various medical aspects encountered in the athletic training profession while caring for athletes. Each major body system will be addressed including common conditions and disease states, specifically in relationship to their effect on sports participation. Students will learn about the etiology, clinical presentation, diagnosis through physical evaluation, and possible treatment options for these conditions. Strategies in prevention and athlete education will occur in each section. Evidence-based practice and peer-reviewed research will be integrated into each topic to establish a foundation for the clinical assessment, diagnosis, and treatment of general medical conditions. All competencies required in the areas of anatomical relationships, mechanism of injury, illness/injury management, pharmacology, and current research will be introduced. Additional fee applies.

**Semester hours:** 4

**Prerequisite(s):** ATR5500.

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## **ATR6550 Applied Therapeutic Rehabilitation**

This course offers the applications in the use of evidence-based practice in therapeutic rehabilitation. The chief purpose of this course is to investigate the advanced study and practice of therapeutic exercise used in treating sports-related injuries. The student will be able to plan, implement, document, and evaluate therapeutic exercise programs for the rehabilitation and reconditioning of the injuries and illnesses of those involved in physical activity. Additional fee applies.

**Semester hours:** 2

**Prerequisite(s):** ATR5550.

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## **ATR6600 Applied Therapeutic Modalities**

This course offers the applications in the use of evidence-based practice in therapeutic modalities. Emphasis will be placed on the selection and proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities. Clinical proficiencies associated with the scientific foundations and proper use of therapeutic modalities in the clinic will be mastered. Practical application procedures and standard therapeutic modality protocols of therapeutic heat and cold and electrical currents will be emphasized. Additional fee applies.

**Semester hours:** 2

**Prerequisite(s):** ATR5550.

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## **ATR6750 Athletic Training Practicum III**

The emphasis of this practicum is the practice and application of clinical integrated proficiencies appropriate for the second year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components; the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical integrated proficiencies, and a clinical site reflection report. This practicum course includes a one-hour lab/seminar class and 225 hours of clinical experiences.

**Semester hours:** 3

**Prerequisite(s):** ATR5760; passing a TB test within the current academic year (cost incurred by student); a drug screen on file.

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## **ATR6760 Athletic Training Practicum IV**

The emphasis of this practicum is the practice and application of clinical integrated proficiencies appropriate for the second year graduate level athletic training student. Successful completion of these proficiencies is required for BOC examination eligibility. This Athletic Training Practicum has the following components, the completion of the clinical education contract and expectations for clinical experience with a formal meeting between the student and the assigned preceptor, clinical field experiences, completion of clinical integrated proficiencies, and a clinical site reflection report. This practicum course includes 225 hours of clinical experiences.

**Semester hours:** 3

**Prerequisite(s):** ATR6750 passing a TB test within the current academic year (cost incurred by student); a drug screen on file

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## **ATR6800 Research in Athletic Training I**

This course is designed to develop fundamental skills in research design, as well as to enhance the student's understanding of literature searching, reading, and synthesizing of information in athletic training. Students will develop a question in preparation for their research experience culminating in a critical review of literature and formulation of an authentic research design related to their chosen topic. Students will be required to submit a proposal to the university Institutional Review Board for approval to conduct research.

**Semester hours:** 2

**Prerequisite(s):** ATR5500.

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## **ATR6820 Research in Athletic Training II**

This course is the second and final research course in Athletic Training culminating in the presentation of authentic research at the graduate research conference. Students will continue their investigation of a selected topic, problem, or question in athletic training or the healthcare field. Advance quantitative and qualitative research design will be investigated and applied to student directed research. This course will outline the procedures for piloting and collecting data, and will provide guidelines for writing results, discussion and the development of a paper acceptable for submission for publication. Following IRB approval (ATR6800) students will conduct a qualitative or quantitative research project and present their findings at the university graduate research conference.

**Semester hours:** 2

**Prerequisite(s):** ATR6800.

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## **ATR6900 BOC Examination Prep**

This course represents the culmination of the student's preparation for professional practice as a Certified Athletic Trainer. The components in this course are designed to assess the student's knowledge of the NATA competencies that have been instructed and evaluated over the previous five semesters. Students will demonstrate competency by preparing for the BOC Exam and successfully completing all practice exercises and exams.

**Semester hours:** 2

**Prerequisite(s):** ATR6800.

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## **CRJ5005 Introduction to Homeland Security**

This course provides an overview of the essential ideas that constitute the ever-changing discipline of homeland security. It has two central objectives: to expand the way participants think, analyze and communicate about homeland security; and to assess knowledge in critical homeland security knowledge domains.

**Semester hours:** 3

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## **CRJ5015 The Asymmetric Threat to Homeland Security**

The purpose of this course is to provide an introduction to the operational and organizational dynamics of terrorism. It considers those who act as individuals, in small groups or in large organizations; it considers indigenous actors as well as those who come to the United States to raise money, recruit or commit their acts of violence. In every instance, its focus is on violent clandestine activity that, whatever its motivation, has a political purpose or effect.

**Semester hours:** 3

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## **CRJ5025 Cyber Security in the Information Age**

This course provides individuals involved in homeland security a broad overview of homeland security technology, information systems, inspections and surveillance technology, communications, knowledge management and information security. The course focuses on technology as a tool to support homeland security personnel regardless of functional specialty. The methodology used in the course will frame technology in terms of its contribution to deterrence; preemption; prevention; protection; response after an attack.

**Semester hours:** 3

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## **CRJ5035 Intelligence for Homeland Security**

The 11 September 2001 terrorist attacks on the World Trade Center and Pentagon and the ensuing War on Terror have focused the nation's attention on homeland security. This course examines key questions and issues facing the U.S. intelligence community and its role in homeland security and homeland defense. Students will have the opportunity to fully address policy, organizational and substantive issues regarding homeland intelligence support.

**Semester hours:** 3

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## **CRJ5045 Critical Infrastructure: Vulnerability Analysis and Protection**

This course develops a network theory of vulnerability analysis and risk assessment called “model-based vulnerability analysis” used to extract the critical nodes from each sector, model the nodes’ vulnerabilities by representing them in the form of a fault-tree, and then applying fault and financial risk reduction techniques to derive the optimal strategy for protection of each sector. At the completion of the course, students will be able to apply the model-based vulnerability technique to any critical infrastructure within their multi-jurisdictional region, and derive optimal strategies and draft policies for prevention of future terrorist attacks.

**Semester hours:** 3

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## **CRJ5055 Disaster Preparedness and Emergency Management**

The purpose of this course is to provide participants with an understanding of the risks and hazards associated with planned events as well as natural and man-made disasters. The importance of an effective emergency response plan will be stressed and specific focus will be given to the recognition, planning, mitigation, response, and recovery from the risks from these types of events.

**Semester hours:** 3

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## **CRJ6015 Counter-Terrorism in the United Kingdom**

This course addresses counterterrorism in the United Kingdom. Tracing the UK response to violent subnational terrorism back to its efforts against the PIRA in the 1970s through the 1990s, the course modules demonstrate how the UK counterterrorism community recognized long ago the serious threat to national security that subnational violence poses, and how its response to the recent violent terrorist activities of al-Qaeda is situated within an environment informed by the earlier “Irish Troubles.”

**Semester hours:** 3

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## **CRJ6035 Terrorist Financing and State Response**

The goal of this course is to develop the knowledge to critically assess claims about terrorist financing and the tools to think seriously about how to combat it. Students will learn about how terrorist organizations raise, store, and transfer funds. Specific

attention will be given to how government agencies have addressed terrorist network funding.

**Semester hours:** 3

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### **CRJ6045 The Psychology of Fear Management and Terrorism**

Service providers and government agencies involved in homeland security need to understand the psychological consequences of mass-casualty terrorist attacks and other disasters. This course serves as an introduction to terrorism as a psychological phenomenon for professionals who are charged with the responsibility providing needed services to communities faced with the tragedy of man-made or natural disasters.

**Semester hours:** 3

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### **CRJ6055 Multi-Discipline Approaches to Homeland Security: A Homeland Security Capstone Course**

Homeland security efforts in the United States constitute a project framed by the rule of law. Constitutional concerns, civil rights issues and the roles of the various disciplines engaged in the effort are driven and impacted by the various local, state and federal systems of law. Multi-discipline Approaches to Homeland Security allows students to explore the homeland security project in relation to the laws that support and constrains it.

**Semester hours:** 3

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### **EDU5110 Foundations for ESL and Bilingual Education**

This course introduces effective ways to engage, support, and provide learning opportunities for English learners (ELs) based upon the theories of English as a second language and bilingual education. It reviews the historical, political, and educational issues that have contributed to public policy regarding services for ELs. It also addresses the common assumptions about how power, attitudes and societal norms shape and affect education for ELs. (Includes clinical experience)

**Semester hours:** 3

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### **EDU5120 Methods and Materials for Teaching ESL**

The course prepares participants in methodology to teach English as a second language. It focuses on approaches and techniques to teach academic content in

English to English learners at different levels of English language level proficiency, and the strategies that support the development of listening, speaking, reading, and writing in English. Includes clinical experience.

**Semester hours:** 3

**Prerequisite(s):** EDU5110; EDU 5130; EDU5140; EDU5150.

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## **EDU5130 Cross-Cultural Studies for Teaching English Learners**

This course focuses on how language, culture, ethnicity, socioeconomic status, gender, and perceived disability impact the teaching and learning of linguistically diverse students. It explores the negative effects of prejudice and discrimination and focuses on the application of culturally and linguistically responsive strategies to build connections between the home and school to support students' academic achievement. Includes clinical experience.

**Semester hours:** 3

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## **EDU5140 Assessment of English Learners**

This course focuses on tools and techniques used to assess the English language proficiency and academic development of English Learners (ELs) in bilingual and English-only settings. Candidates will examine the assessment issues that affect ELs and types of assessments used to identify, place and reclassify ELs. Candidates will also learn how to use content and language proficiency standards to create assessments for ELs. Through lecture and lab, candidates will gain experience in assessing primary students, grades 1-6, in various content areas and the assessments will be designed to meet the needs of each student with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU5150 Applied Linguistics for ESL/Bilingual Educators**

The purpose of this course is to equip participants with knowledge of the systems of the English language (phonology, morphology, grammar, syntax, lexicon) and its elements in action (discourse and pragmatics). With an understanding of the way languages work, participants will apply this theory to the development of instructional plans that address real-life language acquisition problems, (Includes clinical experience)

**Semester hours:** 3

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## **EDU5160 Methods and Materials for Teaching in Bilingual Programs**

This course prepares participants in methodology to teach students in bilingual programs. It incorporates a critical review of theories of language acquisition, bilingual education, and biliteracy. Participants will learn to teach in students' native language and target language, and use instructional materials that are culturally responsive, rigorous, and developmentally appropriate. (Includes clinical experience)

**Semester hours:** 3

**Prerequisite(s):** EDU5110; EDU5120; EDU5130; EDU5140; EDU5150.

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## **EDU5210 Ed. Psychology: Planning, Teaching, Learning, Managing and Assessment for Differentiated and Personalized Learning**

This course examines planning, teaching, learning, managing and assessment for differentiated and personalized learning in grades 1-6. The course emphasis focuses on research on classroom instruction, human development, learning theory, motivation, classroom management, planning, differentiated and personalized curriculum, teaching and assessment. Candidates will investigate major theorists and theories and will explore diversity, multiculturalism and meaningful democratic learning communities, cultural, cognitive, physical, emotional, language and social development of children as related to student needs in the elementary classroom. Teacher candidates will understand and use a variety of formative and summative assessments to determine student needs, monitor student progress, measure student growth, and use the most appropriate instruments to assess students fairly. Candidates will learn how to make data-driven decisions about curricular and instructional effectiveness and to adjust instruction to meet the individual needs of each learner. Through lecture and lab, candidates will gain experience in assessing primary students, grades 1-6, in various content areas and the assessments will be designed to meet the needs of each student regardless of achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU5310 Methods of Primary Reading and Language Arts for Grades K-2**

This course includes a study of methods for teaching early literacy skills to primary grade readers, including phonemic awareness, phonics, emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency academic language and writing. Candidates will learn classroom-based assessments to evaluate student learning in

these areas, including concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and all embedded within phonemic awareness and phonics knowledge, skills and practices. Through lecture and lab, candidates gain experience in planning and teaching primary reading lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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### **EDU5320 Methods of Content Reading and Language Arts for Grades 3-6**

This course extends the theories and applications candidates learned in Methods of Reading and Language Arts for Primary Grades. Candidates will learn more about teaching and learning processes aligned with research-based comprehensive literacy instruction in grades 3-6 elementary classrooms with a focus on content-area reading and will continue to emphasize the methodology around the Science of Reading instruction: phonemic awareness, phonics, comprehension, fluency and academic language. In this course teacher candidates will learn appropriate and varied instructional approaches used before, during and after reading (BDA), including those that develop word knowledge, academic language, comprehension, fluency and strategy use in the content areas. Candidates will also learn about how meaning is constructed through the interaction of the reader's background knowledge and experiences. Candidates will also study the communication theory, language development and the role of language in learning. Candidates will also learn about the connection among reading, writing and oral communication. Through lecture and lab, candidates gain experience in planning and teaching intermediate (grades 3-6) reading lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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### **EDU5370 Adolescent Development and Learning**

This course explores the physical, cognitive, social, emotional, ideological, sexual and gender role, racial/ethnic and vocational development of pre-adolescents and adolescents, and the relationship of adolescents' development to learning and school achievement.

**Semester hours:** 3

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## **EDU5400 Methods of Mathematics for Grades 1-6**

Candidates will develop an understanding of methodologies and approaches to teaching and integrating mathematics in grades 1-6. The purpose of this course is to explore, create and utilize a variety of instructional mathematics strategies that are developmentally appropriate and motivating for the elementary aged student. Students will have the opportunity to participate in activities using mathematics in order to facilitate the learning, the application and the implementation of concepts and procedures to relevant and real-world conditions. Through lecture and lab, candidates gain experience in planning and teaching elementary (grades 1-6) mathematics lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU5460 Methods of Science Inquiry for Grades 1-6**

Candidates will develop an understanding of the methodologies and approaches to teaching science in the elementary classroom, grades 1-6. The purpose of this course is to explore, create and utilize a variety of inquiry-based instructional strategies that are developmentally appropriate and motivating for the student in grades 1-6.

Mathematics and science are a systematic combination of quantitative and spatial thinking. Candidates will have the opportunity to teach inquiry activities in science in a hands-on and experiential approach. In addition, this course actively involves candidates in a variety of problem-solving, inquiry based activities designed to develop meanings, and properties of scientific concepts. Through lecture and lab, candidates gain experience in planning and teaching elementary (grades 1-6) science inquiry lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU5530 Methods and Materials for Teaching ESL/Bilingual Students**

This course provides instruction about methodology for teaching ESL/bilingual students. Candidates will learn how to teach students who are ESL/bilingual. The course will focus on language acquisition, language proficiency, strategies, ESL/bilingual education. Candidates will learn how to support students in grades 1-6 by developing listening, speaking, reading and writing skills. Through lecture and lab, candidates gain experience in planning and teaching elementary (grades 1-6) ESL/bilingual lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language. Through lecture and lab, candidates will gain experience in working with students, grades 1-6,

regardless of achievement level, disability, cultural background and primary language. Includes clinical experience.

**Semester hours:** 3

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## **EDU5560 Methods of Social Studies and Humanities for Grades 1-6**

This course provides instruction about how to teach social studies and humanities in the elementary classroom, grades 1-6. Candidates will be prepared in methods and strategies for teaching history, geography, civics, government, economics of Illinois, art, drama, dance, movement and music. Through lecture and lab, candidates gain experience in planning elementary (grades 1-6) social studies and humanities lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU5570 Teaching the Exceptional Child for Grades 1-6**

This course examines exceptionalities as identified by the Individuals with Disabilities Education Act (IDEA). The characteristics and assessment of, and methods of instruction for, students with disabilities, and the gifted within a range of cross-categorical placements is explored in depth. Teacher candidates will understand inclusion and learn how to write individualized education plans. The historical and legal evolution of special education, the rights of families, and the responsibilities of teachers will be a focal point of the course along with learning about the lived experiences of students defined as disabled within the social construction of disability. Working with and establishing partnerships with professionals and parents of children with exceptionalities will enable all teacher candidates to work intentionally, positively and collaboratively on behalf of the child. Teacher candidates will be prepared in classroom strategies for learning disabilities; attention deficit hyperactivity disorders; emotional and behavioral disorders; communication and pervasive developmental disorders; speech, hearing and vision impairment; giftedness; and at-risk behaviors. Through lecture and lab, candidates gain experience in teaching elementary (grades 1-6) lessons designed and differentiated to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

**Semester hours:** 3

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## **EDU6030 The Individual, Cognition and Learning**

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.

**Semester hours:** 3

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## **EDU6040 The Learning Environment**

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

**Semester hours:** 3

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## **EDU6050 Technology in the School of the Future**

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.

**Semester hours:** 3

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## **EDU6060 Scholarship Applied to Teaching**

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.

**Semester hours:** 3

**Prerequisite(s):** EDU6070.

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## **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(s):** EDU6071.

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## **EDU6070 Introduction to Action Research**

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.

**Semester hours:** 3

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## **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

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## **EDU6090 Contemporary Issues in Curriculum and Instruction**

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.

**Semester hours:** 3

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## **EDU6110 Foundations for ESL and Bilingual Education**

This course introduces effective ways to engage, support, and provide learning opportunities for English learners (ELs) based upon the theories of English as a second language and bilingual education. It reviews the historical, political, and educational issues that have contributed to public policy regarding services for ELs. It also addresses the common assumptions about how power, attitudes and societal norms shape and affect education for ELs. Includes clinical experience.

**Semester hours:** 3

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## **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

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## **EDU6120 Methods and Materials for Teaching ESL**

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 clinical experience)

**Semester hours:** 3

**Prerequisite(s).** EDU6110; EDU6130; EDU6140; EDU6150.

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## **EDU6125 Linguistics for Teaching Diverse Populations**

This course introduces educators to the study of the nature, structure, an 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

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## **EDU6130 Cross-Cultural Studies for Teaching ELLS**

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 clinical experience)

**Semester hours:** 3

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### **EDU6140 Assessment of Bilingual Students**

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. (include clinical experience)

**Semester hours:** 3

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### **EDU6150 Linguistics for Teaching ELLs**

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 clinical experience).

**Semester hours:** 3

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

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 clinical experience).

**Semester hours:** 3

**Prerequisite(s).** EDU6110; EDU6120; EDU6130; EDU6140; EDU6150.

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### **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

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### **EDU6210 Planning and Developing Instructional Media I**

Topics include the design and development of educational media, photography, video production, computer presentations and desktop publishing.

**Semester hours:** 3

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### **EDU6215 Planning and Developing Instructional Media II**

Expands and enhances Media I course.

**Semester hours:** 3

**Prerequisite(s):** EDU6210.

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### **EDU6220 Computer Applications in Education**

Topics include integrating computer technology with common teaching/learning practices. The course reviews social, ethical and legal issues surrounding the responsible use of technology.

**Semester hours:** 3

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### **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

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### **EDU6225 Assessment and Evaluation with Technology**

Explores the role of technology in educational assessment, information and knowledge management, and methods for integrating technology into the assessment practice.

Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

**Semester hours:** 3

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## **EDU6230 Managing the Instructional Technology Program**

Topics include configuring, managing, installing, maintaining and troubleshooting computer/technology systems.

**Semester hours:** 3

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## **EDU6235 Leading Staff Development in Educational Technology**

This course emphasizes planning and policy issues, including identification of resource needs, strategic planning, building sustainable educational technology plans, budget development, professional development programs, collaborative research, program evaluation and change strategies.

**Semester hours:** 3

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## **EDU6240 Distance Learning**

This course addresses the use of educational telecommunications systems, teleconferencing, digitized video, and compressed video to support research and instruction across the curriculum. It includes the study of distance education and issues related to instructional delivery, connectivity and distribution methods.

**Semester hours:** 3

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## **EDU6250 Issues and Trends in Instructional Design and Technology**

This course explores critical challenges to the school environment resulting from the increased infusion of technology. The course prepares students to make and defend policy decisions and become conversant with current trends and issues in the field.

**Semester hours:** 3

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## **EDU6300 Professional Research in Literacy Learning**

In this course, the candidates will learn about designing and implementing an action research project that will be conducted during their participation in the MARI program. The topics for the research will emerge from questions generated by in-class discussions, professional language arts interests, a broad review of the research on

literacy, and discussions of theories related to literacy instruction. The questions will launch individual and/or group investigation with application to the candidates' classrooms through the process of action research — a systematic process of inquiry.

**Semester hours:** 3

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### **EDU6310 Effective Word Study Instruction**

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.

**Semester hours:** 3

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### **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.

**Semester hours:** 3

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### **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.

**Semester hours:** 3

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### **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.

**Semester hours:** 3

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### **EDU6350 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.

**Semester hours:** 3

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### **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.

**Semester hours:** 3

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### **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.

**Semester hours:** 3

**Prerequisite(s):** EDU6310; EDU 6320; EDU6330; EDU6340; EDU6350; EDU6370.

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## **EDU6390 Supervision and Administration in Literacy II**

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).

**Semester hours:** 3

**Prerequisite(s):** EDU6380.

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## **EDU6400 Professional Research in Literacy Learning II**

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.

**Semester hours:** 3

**Prerequisite(s):** EDU6300.

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## **EDU6410 Practicum in Reading**

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.

**Semester hours:** 6

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## **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

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### **EDU6505 The Teacher Leader's Role in Professional Development**

This course provides a foundation and applied practice in understanding and utilizing research-based concepts in professional development with school faculties. Teacher leaders will study the standards for program design, models for adult professional learning, and how to create a culture receptive to a sustained professional learning community. Candidates will demonstrate best practice in coaching and mentoring. The course curriculum is designed to increase teacher capacity and to deliver high standards in academic achievement for all PreK–12 students.

**Semester hours:** 3

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### **EDU6510 Educational Leadership and Organizational Theory**

This course studies contemporary organizational theories with recently developed leadership standards and essays on best leadership thinking to inform the candidates on best practices of the PreK–12 Principal and Assistant Principal. Instruction focuses on the examination of the evolutionary impact on human resource leadership and the concepts of changing or reinforcing a school culture and climate by using systems thinking.

**Semester hours:** 3

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### **EDU6515 Technology for School Leaders**

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

**Semester hours:** 3

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### **EDU6525 The Leader's Role in Human Resources and Supervision of Staff**

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK–12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course

content is a blend of research-based and best practices used in supervision and evaluation.

**Semester hours:** 3

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### **EDU6530 The Leadership Role in Curriculum Development, Instruction, Assessment and Evaluation**

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

**Semester hours:** 3

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### **EDU6535 The Leader’s Role in School-Community Relations**

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

**Semester hours:** 3

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### **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

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## **EDU6565 The Leader's Role in Fiscal Management**

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

**Semester hours:** 3

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## **EDU6570 School Leadership and the Law**

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

**Semester hours:** 3

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## **EDU6575 School Leadership and the Law for Special Populations**

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

**Semester hours:** 3

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## **EDU6580 The Leader's Role in Supervision, Assessment and Evaluation in Literacy Learning**

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

**Semester hours:** 3

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## **EDU6585 Introduction to the Internship**

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

**Semester hours:** 3

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

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## **EDU6586 Introduction to the Teacher Leader Practicum**

The purpose of this course is to support the candidates as they develop their practicum proposal, select a mentor, as well as review and compile research of best practice strategies to raise student achievement. Candidates will learn APA writing style as they complete Chapter One and Chapter Two of their Practicum Report. The candidates will create their Teacher Leader Practicum Plan, which is aligned with all required standards and addresses the teacher leader endorsement requirements in section 25.32 in the IL Administration Code.

**Semester hours:** 3

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## **EDU6588 The Teacher Leader Practicum**

The University Supervisor and the Administrative/Instructional Leader Mentor support the candidates throughout the internship as they implement their practicum plan. Teacher Leader Practicum Plans follow practicum guidelines, are aligned with required standards and address the Teacher Leader Endorsement requirements in Section 25.32 of the IL Administration Code. All candidates are placed in public or non-public schools for sustained, continued, structured and supervised practicum experiences with diverse populations, which occur during their final semester in the Teacher Leader Endorsement Program for a minimum of 100 hours. Candidates are required to attend and actively participate in teacher leader seminars that are scheduled throughout the eight week practicum.

**Semester hours:** 3

**Prerequisite(s):** EDU6586.

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## **EDU6590 Internship for Educational Leadership I**

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

**Semester hours:** 3

**Prerequisite(s):** EDU6585.

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## **EDU6595 Internship for Educational Leadership II**

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

**Semester hours:** 3

**Prerequisite(s):** EDU6590; passage of Principal Endorsement Content Area Tests.

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## **EDU6610 Educational Leadership**

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.

**Semester hours:** 3

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## **EDU6630 Curriculum Development and Evaluation**

This course will involve candidates in the consideration of multiple perspectives of the PreK-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 thorough mapping, standards based design, and curriculum assessment to enhance the candidate's knowledge and abilities in working with diverse populations and community expectations.

**Semester hours:** 3

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### **EDU6760 Student Teaching Internship**

Student teaching is the capstone experience of the program. The teacher candidate will teach in an elementary classroom, grades 1-6 for the sixteen-week semester; fall or spring. The candidate is responsible for planning, directing, and evaluating the learning of a group of students, grades 1-6 under the supervision of a licensed teacher and University supervisor. The teacher candidate is guided through experiences designed to apply the knowledge and skill gained throughout the program. The teacher candidate performs the major functions of a teacher with appropriate responsibilities and supervision and candidates are expected to exhibit successful teaching dispositions at all times. Program chair consent required.

**Semester hours:** 9

**Prerequisite(s):** Consent of program chair; acceptance into the School of Education; passing Basic Skills, passing ILTS Content Test for Elementary Education 1-6; maintaining a 3.0 GPA, passing a CBC; completion of all professional coursework with a grade of C or better.

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### **EDU6770 Student Teaching Seminar**

This seminar meets in conjunction with student teaching and is required for all elementary education grades 1-6, candidates. During this course, candidates will be directed on how to submit their edTPA portfolio to Pearson. Successfully passing edTPA is required for PEL entitlement. Candidates are expected to exhibit successful teaching dispositions at all times. Program chair consent required.

**Semester hours:** 2

**Prerequisite(s):** Consent of program chair; acceptance into the School of Education; Statement of Understanding for Initial Licensure; passing ILTS Content Test for Elementary Education 1-6; maintaining a 3.0 GPA, passing a CBC; completion of all professional coursework with a grade of C or better.

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### **EDU7010 Introduction to Educational Research**

This course will provide an overview of educational research as a means of inquiry. Students will be introduced to the major research paradigms of quantitative, qualitative,

and mixed methods as they apply to various social science disciplines. Through a close examination of scholarly and empirical publications students will acquire the skills and knowledge necessary to read and discuss research literature critically. This course provides an introduction to the key components of dissertation research. Open to EdD students only.

**Semester hours:** 4

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### **EDU7100 Quantitative Educational Research**

This course examines the quantitative research design and data analysis applied in education. Topics include an introduction to general linear model with emphasis on concepts and application of linear regression, multiple linear regression, two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis through the use of statistical software. The course provides the foundation to engage the various topics to problems in educational research.

**Semester hours:** 4

**Prerequisite(s):** EDU7010.

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### **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. Open to EdD students only.

**Semester hours:** 4

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### **EDU 7125 School District Policy Development and Analysis (3)**

This course will focus on the elements of policy development and analysis in public school districts. It will examine the purposes, methodologies, design, and strategies that comprise policy development and analysis and particularly the relationship between policy development and decision-making in education. The course will

address current problems and issues in community relations as they affect administrative practices in the areas of policy development. Internal relationships such as those among various components of the school district and between the board of education and the district superintendent will also be examined. Open to EdD students only.

**Semester hours:** 4

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### **EDU7133 Organizational Theory and Change Management**

This course acquaints each student with theories and strategies of organizations that impact the leadership and organizational development of schools/universities. Students will examine the conceptual and operational steps organizations must take to manage change successfully. The course will critically analyze traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. The role of technology will be a primary viewpoint through the four major views of organizations. The course examines theoretical frameworks for 21<sup>st</sup> century learning organizations and the roles of technology. Open to EdD students only.

**Semester hours:** 4

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### **EDU7135 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. Open to EdD students only.

**Semester hours:** 3

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### **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. Open to EdD students only.

**Semester hours:** 3

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### **EDU 7145 Advanced School Law PK-12 for General Education and Special Populations**

Advanced School Law students will analyze the impact of state and federal laws on PK-12 educational practice for general education, special education, and special populations. Advanced Law will also provide superintendent candidates with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law for all student populations. Open to EdD students only.

**Semester hours:** 3

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### **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. Open to EdD students only.

**Semester hours:** 3

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### **EDU7155 Advanced Human Resources**

Advanced Human Resources explores theories, best practices, and research in human resource administration. Through case studies and relevant human resources literature, students will learn about patterns and practices in educational personnel management and trends in human resources administration. Open to EdD students only.

**Semester hours:** 3

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### **EDU7165 Ethical and Legal Issues of Adult Learning Contexts**

This course provides an overview of ethical and legal issues within adult learning contexts. Students will be introduced to statutory and case law that have implications for higher education administrators and policy makers. Particular emphasis will be placed on such areas as the rights and responsibilities of students, faculty, and administrators. Contemporary ethical dilemmas will be explored such as academic freedom, shared governance, the cost of college, and access to the professoriate.

**Semester hours:** 4

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## **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. Open to EdD students only.

**Semester hours:** 2

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## **EDU7190 Qualitative Research in Education**

This course serves as an introduction to basic theory and history of naturalistic inquiry, including the growth of methods and frameworks for conducting research. Students will have a practical experience developing a qualitative research project. This includes skills such as development of a basic research design, research questions, interviewing, and protocols. Students also practice data analysis skills including coding, memo writing, and analysis. Throughout the semester, students learn to critically read and write about qualitative research while gaining understandings of this field of inquiry.

**Semester hours:** 4

**Prerequisite(s):** EDU7010.

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## **EDU7220 Economics of Education**

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.

**Semester hours:** 4

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## **EDU7225 Curriculum for Administrators**

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. Open to EdD students only.

**Semester hours:** 3

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

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. Open to EdD students only.

**Semester hours:** 2

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### **EDU 7245 Educational Technology for Effective Teaching, Learning, and Administration**

Educational Technology for Effective Teaching, Learning, and Administration will focus on current research and administrative best practices for technology in teaching and learning and administration. The course will examine theoretical frameworks, seminal and current research, school technology policies, 21st Century Learning, instructional practices, distance learning tools, and application of standards related to technology in administration.

**Semester hours:** 3

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### **EDU7260 The Modern Superintendency**

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

**Semester hours:** 3

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## **EDU7265 School District Superintendent and the Educational Community**

This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of a new superintendent. The major purpose is to acquaint the candidate with the human and institutional problems of managing school districts and working with a Board of Education, professional and support staff, parents, students, federal and state regulatory organizations, and the greater educational community. The role of the school district superintendent is analyzed with reference to the totality of the job responsibilities, knowledge, skills, and dispositions necessary to serve successfully in the position. Open to EdD students only.

**Semester hours:** 3

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## **EDU7270 Assessment for Administrators**

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. Open to EdD students only.

**Semester hours:** 3

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## **EDU 7300 Proseminar in Educational Research**

This seminar enables doctoral students to describe, analyze, and assess key questions, texts, ideas, and intellectual approaches to contemporary educational scholarship. The goal is to provide students a foundation for their own developing research projects. The course content attends to the multidisciplinary nature of educational research, how various theoretical traditions approach educational problems in complementary or contrasting ways, and how educational research functions (or fails to function) at the nexus of policy and practice. The course will also attend to the various ways empirical research brings to the foreground the role of values in educational research.

**Semester hours:** 2

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## **EDU7310 Proseminar in Educational Research**

This seminar enables doctoral students to describe, analyze, and assess key questions, texts, ideas, and intellectual approaches to contemporary educational scholarship. The goal is to provide students a foundation for their own developing research projects. The course content attends to the multidisciplinary nature of educational research, how various theoretical traditions approach educational problems in complementary or contrasting ways, and how educational research functions (or fails to function) at the nexus of policy and practice. The course will also attend to the various ways empirical research brings to the foreground the role of values in educational research. Open to EdD students only.

**Semester hours:** 4

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## **EDU7325 Curriculum and Assessment for K-12 Regular Education**

This course provides district leaders with a PK-12 overview of curriculum, assessment, and school improvement. Candidates will evaluate a district comprehensive, rigorous, and coherent general instructional program. The course examines the curriculum development cycle from standards, through writing, piloting, and the development of formative and summative assessments. Candidates will focus on aligning a curriculum with other curricula and with state standards. They will also use data driven professional development practices. Candidates will complete a project that involves evaluating a district-wide curriculum.

**Semester hours:** 3

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## **EDU7335 Advanced School District Finance**

This course will focus on the relationship between school district and community financing and the provision of educational services for all students. Current topics in financing education such as returns on investment in education, employee compensation, accountability, economics and diversity, will be examined. Students will learn how to analyze issues from a school business management perspective. The course will examine current school financing, including costs, ability to support schools, and financial implications of educational principles and values. The relationship of federal, state, and local school support will also be examined.

**Semester hours:** 3

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## **EDU7345 Advanced Operations and System Management**

This course will focus on the knowledge and skills needed to perform the functions of the superintendent of schools in school district operations including district level auxiliary services such as management of district facilities, transportation, food service, maintenance, custodial, grounds, health services, budgeting, accounting, safety, security, and all resources necessary to provide good planning and management of the educational system.

**Semester hours:** 3

**Prerequisite(s):**

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## **EDU7355 Curriculum and Assessment for Special Populations**

This course provides district leaders with a PK-12 overview of curriculum, assessment, and school improvement for Special Education, ELL, and gifted education. The course examines curriculum and assessment for special populations. Students will focus on aligning curriculum across all programs. Students will also learn data driven professional development standards and apply them to program delivery. Students complete a program level improvement plan that involves evaluating a district-wide program.

**Semester hours:** 3

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## **EDU7365 Advanced School Law and Human Resources PK-12**

In this course students will analyze the impact of state and federal laws on PK-12 educational practice for general education, special education, special populations, and district personnel. The course explores theories, practices, and research in humans resources/talent administration. Through case studies and relevant literature, students learn current practices and trends in educational personnel management and the state and federal laws, regulations, and policies that govern educational human resource. This course will also provide superintendent candidates with the conceptual and practical skills to handle the legal function of educational administration and to become proactive advocates regarding educational policy and law for all student populations.

**Semester hours:** 4

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## **EDU7410 Instructional Coaching and Adult Learning in Professions**

This course focuses on the function of instructional coaching in P-12 settings, and provides an overview of a variety of contemporary instructional coaching models.

Students will explore the fundamentals for building and sustaining trusting relationships with teachers and administrators, and providing confidential, non-evaluative, job-embedded professional development for classroom teachers. Students will explore how adult learning theories can assist in the development and sustainability of professional learning in workplace settings.

**Semester hours:** 5

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### **EDU7500 Effective Principles of Mentoring and Professional Conversations**

This course provides an overview of effective principles of mentoring, exams the role of the mentor and mentee, and explores how professional conversations are essential to the professional development of educators. Theoretical and empirical research regarding mentorship will be explored in relation to student learning outcomes. Through self-assessment, reflective practice, and professional conversation practices, students will learn how to analyze, critique, and strengthen the instructional practices and efficacy of classroom teachers.

**Semester hours:** 3

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### **EDU7510 School District Superintendent and Board Policy**

This course is designed for aspiring superintendents and focuses on understanding a broad range of issues that are critical to the success of a new superintendent. The course will include the elements of policy development and analysis in public school districts. It will examine the purposes, methodologies, design, and strategies that comprise policy development and analysis and particularly the relationship between policy development and decision-making in education. The major purpose of this course is to acquaint the candidate with the human and institutional issues of managing school districts and working with a Board of Education, professional and support staff, parents, students, federal and state regulatory policy, and the greater educational community. The role of the school district superintendent is analyzed with reference to the job responsibilities, knowledge, skills, and dispositions necessary to serve successfully in the position.

**Semester hours:** 4

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### **EDU7715 Illinois School District Superintendent Internship I**

The year-long (365 day), Illinois School District Internship, is spread across three semesters. The Internship is a cooperative venture among school districts, the Aurora University, and the intern. All three entities have responsibilities in making this experience meaningful. The syllabus is designed to align the internship learning activities with the Programs for the Preparations of Superintendents in Illinois and the

Educational Leadership Constituent Council (ELCC) Standards. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinois State Standards at the district Level.

**Semester hours:** 2

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### **EDU7725 Illinois School District Superintendent Internship II**

This is a continuation of EDU7715. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinois State Standards at the district level. Open to EdD students only.

**Semester hours:** 2

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### **EDU7735 Illinois School District Superintendent Internship III**

This is a continuation of EDU7725. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinois State Standards at the district level. Open to EdD students only.

**Semester hours:** 2

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### **EDU7750 Educational Leadership Internship**

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

**Semester hours:** 3

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## **EDU7800 Dissertation**

Dissertation credits may be taken only with the consent of the dissertation chair and only after passing Comprehensive Exams. One to eight credit hours may be taken in any semester. When working on the dissertation, all doctoral students are required to remain continuously enrolled by taking at least one credit hour of EDU 7800 or EDU 8800 each fall, spring, and summer semester.

**Semester hours:** 8

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## **EDU8010 Introduction to Educational Research Designs**

This course will provide an overview of educational research as a means of inquiry. Students will be introduced to the major research paradigms of quantitative, qualitative, and mixed methods as they apply to various social science disciplines. Through a close examination of scholarly and empirical publications students will acquire the skills and knowledge necessary to read and discuss research literature critically. This course provides an introduction to the key components of dissertation research. Open to EdD students only.

**Semester hours:** 4

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## **EDU8080 Curriculum Design**

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.

**Semester hours:** 3

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## **EDU8100 Quantitative Educational Research**

This course examines the quantitative research design and data analysis applied in education. Topics include an introduction to general linear model with emphasis on concepts and application of linear regression, multiple linear regression, two-way and three-way factorial designs, analysis of covariance, repeated-measures, and mixed-model analysis through the use of statistical software. The course provides the foundation to engage the various topics to problems in educational research.

**Semester hours:** 4

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**Prerequisite(s):** EDU8010.

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## **EDU8130 Social Foundations of Curriculum Instruction**

This course provides an analysis of how social, cultural, and institutional forces shape P-12 educational systems, the curriculum of schools, and the individuals within it. Using the lenses of history, philosophy, anthropology, and sociology, the curriculum and the institution of school will be explored as a uniquely social experience. Topics include the changing nature of the family and its effects on schooling, the effects of ever-expanding diversity on school curriculum, processes and outcomes, and public expectations for schools. Open to EdD students only.

**Semester hours:** 4

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## **EDU8160 Clinical Supervision and Teacher Development**

This course provides an opportunity to bridge the gap between theory and practice in curriculum studies through a competency-based supervised school district site experience. The focus of the site experience includes topics related to clinical supervision of curriculum, leadership of curriculum, implementation of curriculum, and teacher development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the curriculum related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Curriculum and Instruction degree program.

**Semester hours:** 3

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## **EDU8163 Curriculum Internship: Clinical Supervision and Teacher Development**

This course provides an opportunity to bridge the gap between theory and practice in curriculum studies through a competency-based supervised school district site experience. The focus of the site experience includes topics related to clinical supervision of curriculum, leadership of curriculum, implementation of curriculum, and teacher development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the curriculum related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Curriculum and Instruction degree program.

**Semester hours:** 2

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## **EDU8165 International Cooperative Education**

The course examines current developments in P-20 education systems internationally and surveys a variety of global educational systems. The course provides an overview of educational reforms (in particular, neoliberal constructs) in the United States, and utilizes the U.S. system as a background for comparison. Students analyze individual national systems, regional patterns, and supranational approaches to evolving forms of schooling, as well as curricular and instructional innovations that seek to reimagine schooling in contemporary global society. Open to EdD students only.

**Semester hours:** 3

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## **EDU8170 Equity, Diversity, and Justice in Education**

This course examines contemporary issues in education focusing on topics of diversity and justice. Major concepts such as justice, fairness, equity, and equality are explored through different theoretical lenses and brought to bear on myriad issues within the context of diverse population. In particular, Students examine these concepts and issues in relation to race/ethnicity, gender, class, culture, sexual orientation, religion and individual/group experiences of schooling. Finally, the course exposes students to different frameworks and strategies aimed at ameliorating problems faced by disenfranchised groups, both in P-12 and adult learning environments, with an orientation toward socially just education. Open to EdD students only.

**Semester hours:** 3

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## **EDU8190 Qualitative Research in Education**

This course serves as an introduction to basic theory and history of naturalistic inquiry, including the growth of methods and frameworks for conducting research. Students will have a practical experience developing a qualitative research project. This includes skills such as development of a basic research design, research questions, interviewing, and protocols. Students also practice data analysis skills including coding, memo writing, and analysis. Throughout the semester, students learn to critically read and write about qualitative research while gaining understandings of this field of inquiry.

**Semester hours:** 4

**Prerequisite(s):** EDU8010.

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## **EDU8220 Learning and Cognition: Current Research and Theory**

The course examines the major psychological factors that contribute to students' ability to learn. In particular, this course provides a survey of modern cognitive psychology theories of problem solving and reasoning, memory, language, and thought. The focus of this course is on how teachers can implement psychological knowledge to enhance students' potential for academically success across content areas. The course develops doctoral student's expertise in cognition related research, as well as an opportunity to questions the implications of this research on curriculum, instruction, evaluation, and professional development. Open to EdD students only.

**Semester hours:** 3

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## **EDU8225 Philosophies of Adult Learning**

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. Open to EdD students only.

**Semester hours:** 3

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## **EDU8250 Principles and Practices of Assessment and Program Evaluation**

This course examines instructional leadership as it affects curriculum development, implementation, evaluation, and assessment. Students examine leadership, assessment, and evaluation principles that are present in their own professional lives and that are debated and supported in the research literature. Students examine and analyze essential curricular concepts, testing/assessment programs, program evaluation models, and the impact of large-scale assessment programs with the intent to apply effective leadership content to the role of a Director of Curriculum, Instruction, and Assessment in an educational setting. Students critically read, analyze, and evaluate selected curricula and curricular trends (Pk-Adult) from a number of perspectives, and develop skills to write/implement/evaluate curriculum effectively. Open to EdD students only.

**Semester hours:** 4

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## **EDU8255 Program Evaluation and Data Analysis for School Improvement**

This course will focus on theory and practice of program evaluation including research methods and design strategies to measure program outcomes and skills to evaluate curriculum and instruction. The course will include components of evaluation models and communicating evaluation findings. Students will develop general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring.

**Semester hours:** 3

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## **EDU8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting**

Planning within higher education is useful, necessarily, continuous, and contains many parts. This course examines the foundations of strategic planning and the challenges faced by higher education with new management style techniques. Doctoral students explore various models of strategic planning along with the purposeful processes of assessment, evaluation, and environmental scanning. Students analyze how strategic planning initiatives affects institutional culture and climate, budgeting, reporting, and accreditation. Open to EdD students only.

**Semester hours:** 3

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## **EDU 8310 Adult Learning & Higher Education Internship**

This course provides an opportunity to bridge the gap between theory and practice in adult learning and higher education thorough a competency-based supervised site experience. The focus of the site experience includes topics related to governance, program evaluation, management, curriculum, implementation, and faculty development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Adult Learning and Higher Education degree program. Open to EdD students only.

**Semester hours:** 3

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## **EDU8315 Adult Learning and Higher Education Internship**

This course provides an opportunity to bridge the gap between theory and practice in adult learning and higher education thorough a competency-based supervised site experience. The focus of the site experience includes topics related to governance, program evaluation, management, curriculum, implementation, and faculty development. Enrollment must be preceded by discussion with the candidate's advisor and site supervisor regarding the related project that will be completed during the site experience. This one semester course earns three semester credit hours and is required for all doctoral students in the Leadership in Adult Learning and Higher Education degree program. Open to EdD students only.

**Semester hours:** 2

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## **EDU8400 Dissertation Seminar**

The primary goal of the course is to develop a dissertation proposal. It is intended for doctoral students who have determined their research topic. Students will cover the introduction, the literature review, their methodology, proposal writing, obtaining approval from the Internal Review Board (IRB), and proposal defense. Students will need to successfully pass this course in order to move on to independent dissertation hours.

**Semester hours:** 3

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## **EDU8420 Dissertation Seminar**

The primary goal of the course is to develop a dissertation proposal. It is intended for doctoral students who have determined their research topic. Students will cover the introduction, the literature review, their methodology, proposal writing, obtaining approval from the Internal Review Board (IRB), and proposal defense. Students will need to successfully pass this course in order to move on to independent dissertation hours.

**Semester hours:** 4

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## **EDU8450 Inquiry in the Classroom: Critical and Creative Thinking in Action**

This course will provide an in-depth exploration of both the theory and practice of critical thinking and creative thinking in a variety of educational settings. Students examine theoretical literature in the field regarding topics such as philosophical

sensitivity, the development of communities of inquiry, critical thinking, and creative thinking through an exploration of ethical case studies. In particular, students are acquainted with recent educational research that reveals how philosophical inquiry in the classroom can enhance academic outcomes across content areas.

**Semester hours:** 3

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## **EDU8460 Instructional Practices and Learning Theories for School Improvement**

This course provides an in-depth exploration of advanced instructional practices as they relate to contemporary learning theories, and asks students to implement learning theories to enhance students' potential for academic success across content areas. Particular attention will be given instructional practices such as learner-centered course designs, personalized learning, critical and creative thinking, philosophical inquiry, and service learning in K-12. Open to EdD students only.

**Semester hours:** 4

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## **EDU8500 Contemporary Issues of Adult Learners**

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

**Semester hours:** 3

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## **EDU8510 Foundations in Adult Learning and Education: History, Sociology, Politics and Economics**

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

**Semester hours:** 4

**Prerequisite(s):** Acceptance into the EdD program.

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## **EDU8515 Learning How to Learn: Applied Theory for Adult Learners**

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

**Semester hours:** 3

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## **EDU8520 Seminar in Higher Education Administration**

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

**Semester hours:** 3

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## **EDU8530 Historical Foundations of Higher Education**

This course examines the historical development of American higher education from the colonial period to the present. Students will understand broadly how historic trends influence contemporary realities of higher education, the various organizational structures that exist (e.g. public, private, religious, for-profit, not-profit, and community college institutions), the various goals of higher education (e.g. training for jobs vs. education citizens for the common good), and higher education's role within our society. This course provides a critical historical analysis of institutions of higher education in relation to issues of access, retention, and student success. Open to EdD students only.

**Semester hours:** 3

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## **EDU8800 Dissertation**

Dissertation credits may be taken only with the consent of the dissertation chair and only after passing Comprehensive Exams. One to eight credit hours may be taken in any semester. When working on the dissertation, all doctoral students are required to remain continuously enrolled by taking at least one credit hour of EDU7800 or EDU8800 each fall, spring, and summer semester.

**Semester hours:** 1-10

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## **MBA6020 Marketing Management**

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.

**Semester hours:** 3

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## **MBA6030 Leadership and Organizational Behavior**

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.

**Semester hours:** 3

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## **MBA6045 Managerial Accounting**

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.

**Semester hours:** 3

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## **MBA6050 Corporate Finance**

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.

**Semester hours:** 3

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### **MBA6075 Operations Management**

Operations Management analyzes the role of evidence-based decision-making in manufacturing and service organizations. Topics include production planning, master scheduling, inventory control, material requirements planning, personnel planning, quality control and just-in-time systems. The course will focus on the concepts and methods necessary to direct and control the “transformation process” of resources into goods and services—within an integrated framework/model of the firm.

**Semester hours:** 3

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### **MBA6090 Applied Business Research**

Designed to understand the process by which business leaders respond to business problems. Integrates action research skills and professional business practices and provides an opportunity to apply current research to a business problem.

**Semester hours:** 3

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### **MBA6100 Strategic Management**

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.

**Semester hours:** 3

**Prerequisite(s):** MBA6020; MBA6030; MBA6045; MBA6050; MBA/MPA6170 or instructor approval.

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## **MBA6130 Economics**

This is a graduate level introductory course in economics. This course will teach students the basic tools of economics and how to apply these tools to real-world economic policy. This course will help students understand how to evaluate macroeconomic conditions such as unemployment, inflation, and growth; how monetary and fiscal policy can be used to influence macroeconomic conditions; and how to interpret accounts of economic events.

**Semester hours:** 3

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## **MBA/MPA6170 Applied Research, Insights, and Evaluation**

This is a graduate level course in applied research, insights, and evaluation. Students will learn research methods appropriate for developing and evaluating projects in a variety of professional settings. In doing so, they will gain insight into the research process and learn strategies for making data-driven decisions.

**Semester hours:** 3

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## **MBA6200 Human Resource Management**

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.

**Semester hours:** 3

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## **MBA6250 Data Analytics**

This course examines data analysis in business settings. The course stresses the connections between research design, data analysis, and the use of computer software for statistical analysis and reporting. Topics include the use of statistical software, the relationship between quantitative research design and the appropriate selection and use of descriptive and predictive analytics.

**Semester hours:** 3

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## **MBA6310 Design Thinking**

An entrepreneurial creativity and innovative mindset are needed for success in the business world. This course aims at developing student understanding of design thinking as a methodology for addressing unstructured, highly complex wicked problems encountered in business, government, and the public sector. Students learn how to employ a business-design framework that includes identifying new business opportunities based on market needs, designing and testing breakthrough concepts, and developing a viable business strategy and multifunctional operating model. As such, this course enables students to work with user-centered innovation to address problems where not all knowledge is available at the outset, i.e., the problem itself is unknown.

**Semester hours:** 3

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## **MPA/MBA6350 Nonprofit Management and Leadership**

This course will cover principles of effective management in nonprofit organizations, focusing on leadership theory, governance and board relations, legal structure and standards, strategic communications, financial and resource management, personnel and volunteer management, and program development. This course will offer both an overview of historical best practices in the nonprofit industry, as well as provide some of the research and theory on issues facing current nonprofits, so that students can approach problems from a strategic perspective grounded in both theory and practice. The course will integrate real world examples and experiences to ensure that academic lessons translate to the nonprofit experience.

**Semester hours:** 3

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## **MBA6380 Communication Management**

This course addresses the production and distribution of messages both inside and outside of organizations to diverse audiences. This course surveys the theories and processes of strategic communication and its practice by business, government, politicians and nonprofits – in domestic and international arenas. It also emphasizes the application of theory to provide an in-depth understanding of planning, executing and evaluating strategic communication plans.

**Semester hours:** 3

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## **MBA6500 Global Business Immersion**

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.

**Semester hours:** 3

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### **MBA6520 Project Management Planning**

Application of Project Management Body of Knowledge (PMBOK<sup>©</sup>), Project Management Planning process group to develop scope, manage time and costs, ensure quality, and develop human resources, communication, and risk management strategies for a project.

**Semester hours:** 3

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### **MBA6530 Project Management Execution**

Application of Project Management Body of Knowledge (PMBOK<sup>©</sup>), Project Management Executing process group to deliver the committed scope, manage time and costs, ensure quality, and recruit and employ human, communication, and risk management resources for a project. Emphasizes timely achievement of plan objectives, techniques for measuring and documenting success, and effective communication of project status. Includes orientation to change management.

**Semester hours:** 3

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### **MBA6540 Entrepreneurial Management**

This course will explore and examine the economic and management roles of the entrepreneur. In exploring the entrepreneur, students will be exposed to the theory as well as the experiences associated with entrepreneurs, entrepreneurial acts, and entrepreneurship in all organizational settings—large, small, public and private. Emphasis will be placed on the integration of theories and concepts with personal and historical experiences.

**Semester hours:** 3

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### **MBA6550 Healthcare Management**

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of this sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives.

**Semester hours:** 3

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### **MBA6560 Leadership of Not-for-Profit Organizations**

This course is designed to apply the key aspects of leadership to leading not-for-profit organizations in both the public and private domains. In typical leadership courses, students study leadership skills, variables, team-building, negotiation and crisis management. In this course students will learn how to apply those skills in not-for-profit organizations. Emphasis will be in the context of leading in an environment

of typical not-for-profit problems such as a lack of direct reporting relationships, fundraising and funding challenges, and impact of external influences such as political priorities. Management outcomes will include developing relationships, building coalitions, developing more effective systems, forming more productive management teams, and incenting and measuring performance.

**Semester hours:** 3

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### **MBA6610 Leading Organizational Development**

In today's global marketplace the organizations that thrive are the ones that anticipate change and create new adaptations to their business model. Creativity is the key to finding new opportunities and establishing a competitive advantage through collaborative teams and the use of organizational alliances and strategic partnerships. The three subsections are (1) creating competitive advantage through teamwork (2) global alliances and partners and (3) emerging topics.

**Semester hours:** 3

**Prerequisite(s):** MBA6030.

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### **MBA6620 Leading Strategically**

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) creating competitive advantage through teamwork (2) global alliances and partners and (3) emerging topics.

**Semester hours:** 3

**Prerequisite(s):** MBA6030.

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### **MBA6630 Leading Teams**

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.

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**Semester hours:** 3

**Prerequisite(s):** MBA6030.

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### **MBA6940 MBA Internship**

The purpose of the MBA 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 MBA internship provides a practical experience in a structured business administration context. Permission of the instructor required.

**Semester hours:** 3-6

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

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### **MKT6119 Consumer Insight for Marketing Decisions**

This course is a foundational look at consumers and culture to analyze how purchase decisions are made. The course looks at consumer motivation toward goals through brand experiences. Students will draw from sociology, anthropology, and psychology as they examine the customer experience.

**Semester hours:** 3

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### **MKT6200 Design for Communication**

This course focuses on bringing marketing strategies to life through design. Students will learn how color theory, typography, digital imaging, and design convergence to develop brand meaning.

**Semester hours:** 3

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### **MKT6330 Marketing Analytics & Data Storytelling**

Data storytelling blends analysis and communication to create narratives around data to inform decisions. This course will develop students' understanding of marketing analytics from static numbers to data as a means of making meaning and adding value to an organization.

**Semester hours:** 3

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## **MKT6350 Design for User Experience**

This course builds on consumer insight to design impactful user experiences. Principles of usability, accessibility, and desirability are taught through graphic design. Students will come away with design approaches for the customer journey.

**Semester hours:** 3

**Prerequisite(s):** MKT6200.

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## **MKT6400 Converged Media Strategy**

This course will look at converged media through paid, owned, and earned media strategies. Students will examine how leveraging each element of the media gets a brand in the right place, at the right time, on the right platform.

**Semester hours:** 3

**Prerequisite(s):** MKT6119.

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## **MKT6410 Content Marketing Creation and Curation**

This course explores how content is curated and created to achieve consumer engagement. Students will leverage their writing skills to draft customer-centric, brand-aligned messages that can be executed using converged media.

**Semester hours:** 3

**Prerequisite(s):** MKT6119.

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## **MKT6420 Coding Lab for Marketers**

Students will elevate their skills in basic programming concepts such as HTML and CSS to become nimble in executing campaigns. This course will be treated as part laboratory, part collaboration as students learn how to make decisions with their coding partners and increase their ability to impact SEO.

**Semester hours:** 3

**Prerequisite(s):** MKT6119.

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## **MKT6530 Brand and Campaign Planning**

This course will prepare students to solve business challenges through creative brand experiences. Students will develop an integrated marketing communication plan that aligns with a brand to achieve measurable business outcomes.

**Semester hours:** 3

**Prerequisite(s):** MKT6400.

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## **MKT6910 Marketing Innovation Capstone**

While the customer-centric approach to marketing communication is rooted, the technology that drives execution evolves. This course will focus on using technology as a driver for marketing execution while staying true to a customer-centric mindset. The class will have an experiential learning component.

**Semester hours:** 3

**Prerequisite(s):** MKT6400.

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## **MKT6940 Digital Marketing & Design Internship**

The purpose of the Digital Marketing & Design 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 MSDMD internship provides a practical experience in a structured professional context. Permission of the instructor required.

**Semester hours:** 3-6

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

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## **MKT6950 Portfolio Project**

The portfolio project is available to students as an immersive preparation course to build a professional portfolio. Students will work independently and collaboratively to source, design, and display work that achieves their professional goals. Permission of the instructor required.

**Semester hours:** 3

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

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## **MPA6110 Administration of Public Institutions**

This course introduces the development of public administration as a professional and scholarly area of knowledge and practice focusing on administrative reform and its intellectual roots. The course provides an overview of the field including defining and outlining public administration, political management, administrative responsibility, policy systems, personnel administration (including labor relations), financial resources management, organization theory, and challenges in public administration.

**Semester hours:** 3

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## **MPA6120 Public Policy and Analysis**

Processes of making public policy, including detection of public issues, consideration of alternatives, and adoption and implementation of solutions. Highlights major actors in policy process, and environment within which they work.

**Semester hours:** 3

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## **MPA6130 Government and Community Relations**

Examines broad trends in governmental and community relationships required in effective public administration. This course addresses theory and practice of federalism, with particular focus on intergovernmental relations and changing roles of federal, state, and local governments. The course also addresses issues relating to privatization, devolution, mandating, regulatory reform, and public-private partnerships.

**Semester hours:** 3

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## **MPA6140 Public Finance and Budgeting**

This course explores fiscal management in public agencies, including revenue administration, debt management, and public budgeting. The course includes an examination of public revenue sources and expenditure types. Analysis of public budgeting process and financial management tools are also addressed.

**Semester hours:** 3

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## **MPA6150 Program Evaluation: Data Analysis and Decision Making**

Techniques, skills for public managers to solve policy-related problems or analyze policy-related data. Focuses on problem definition, research design, and problem solving under conditions of uncertainty in public sector.

**Semester hours:** 3

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## **MPA/MBA6170 Applied Research, Insights, and Evaluation**

This is a graduate level course in applied research, insights, and evaluation. Students will learn research methods appropriate for developing and evaluating projects in a variety of professional settings. In doing so, they will gain insight into the research process and learn strategies for making data-driven decisions.

**Semester hours:** 3

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## **MPA6200 Advanced Seminar in Applied Public Administration**

This course is the MPA capstone course. Students will engage in advanced study using cases to relate principles and theories of public administration to concrete, real-world problems. Students develop an evidence-based, data driven capstone project. Students are advised to not take this course until they have completed most or all of the MPA core curriculum.

**Semester hours:** 3

**Prerequisite(s):** MBA6130; MPA 6110; MPA 6120; MPA 6140; MPA/MBA 6170.

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## **MPA/MBA6350 Nonprofit Management and Leadership**

This course will cover principles of effective management in nonprofit organizations, focusing on leadership theory, governance and board relations, legal structure and standards, strategic communications, financial and resource management, personnel and volunteer management, and program development. This course will offer both an overview of historical best practices in the nonprofit industry, as well as provide some of the research and theory on issues facing current nonprofits, so that students can approach problems from a strategic perspective grounded in both theory and practice. The course will integrate real world examples and experiences to ensure that academic lessons translate to the nonprofit experience.

**Semester hours:** 3

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## **MPA6360 Grant Writing, Philanthropy, and Advancement**

This course will introduce and cover the fundamentals of grant writing, principles of fundraising, and the role of philanthropy for nonprofit organizations. Students will learn how to strategically plan and document ideas effectively for foundation, federal, and corporate grant proposals, as well as better understand advancement resource development in relation to endowments, donations, and planned giving. Additionally,

the course will examine the social role of philanthropy in the United States and the nature of giving as it relates to the nonprofit industry.

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**Semester hours:** 3

### **MPA6450 Public Safety Administration**

Focuses on leadership, management, and strategic planning within public safety agencies. This course will give a comprehensive overview of the responsibilities of administration and management in the field of public safety. This course will examine organizational structure, interpersonal skills and leadership development.

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**Semester hours:** 3

### **MPA6460 Public Sector Law and Civil Liability**

Provides a thorough study of contemporary legal issues faced by public safety organizations while emphasizing due process issues and judicial review of administrative decision making. Laws regarding labor unions and labor practices in the public safety field will be examined.

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**Semester hours:** 3

### **MPA6640 Principles of Community & Economic Development**

This course surveys the major theories, concepts, and practical approaches that define the field of community and economic development. Emphasis is placed on understanding the determinants of economic growth, including the role of the community in this process; the generation and evaluation of policy alternatives within the context of community and economic development; and the practice of community and economic development within rural, suburban, and urban settings.

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**Semester hours:** 3

### **MPA6940 MPA Internship**

The purpose of the MPA 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 MPA Internship provides a practical experience in a structured public administration context. Permission of the instructor required.

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**Semester hours:** 3-6

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

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## **MTH5010 Numbers and Mathematical Thinking**

This course will integrate the common core standards in a review of various introductory mathematics topics to build the participants' foundational knowledge in numbers and operations. It will focus on further developing the participants' mathematical thinking, conceptual understanding of the real and complex number systems, and link that to vector and matrix quantities, number theory and modern algebra concepts. Students will reason quantitatively, use modeling, problem-solving, and other mathematical practices to accomplish these goals.

**Semester hours:** 3

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## **MTH5020 Statistics and Probability**

This course will deepen student understanding of critical concepts in statistics and probability related to core standards. They will gain the ability to collect and analyze data related to educational research. The course provides students with the requisite background in descriptive and inferential statistics to interpret categorical and quantitative data, make inferences, and draw conclusions. Conditional probability and decision making using probability will be a part of the modeling in this course.

**Semester hours:** 3

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## **MTH5030 Understanding and Teaching Algebra**

This course will reinforce basic algebra concepts, present participants with advanced algebra topics, and present algebra as a modeling and a problem solving technique. The course will emphasize the understanding of the structure of algebra, polynomials, rational functions, and creating reasoning with equations and inequalities. Students will investigate how these topics connect to the algebra that is taught in the middle and high school grades. The course will integrate seamlessly concepts and methods of teaching algebra. After researching best practices, students will present a lesson on one of these topics. A discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers.

**Semester hours:** 3

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## **MTH5040 Understanding and Teaching Geometry**

The course will primarily be a presentation of advanced geometry topics and will include connections to methods of teaching geometry. The majority of the class will be devoted to discussion of Euclidian and modern geometry topics that will deepen students' understanding of basic and advanced geometry concepts. Topics such as congruence, similarity, right triangles and trigonometry, circles, coordinate geometry, geometric measurements, and transformations will be presented. Students will be asked to prepare and present lessons. Following the presentation, a discussion of the best practices and biggest challenges of teaching such a topic will be discussed by the group as they critique each lesson. Every student in the class will be expected to present and evaluate the work of their peers. The course will emphasize the use of geometry software such as Geometry Sketchpad, Geogebra, Cabri, etc.

**Semester hours:** 3

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## **MTH5100 Foundations of Higher Mathematics**

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. Open to graduate students only.

**Semester hours:** 3

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## **MTH5200 Modern Geometries**

A study of absolute, finite, and non-Euclidean geometries from an axiomatic viewpoint. Open to graduate students only.

**Semester hours:** 3

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## **MTH5210 Numbers and Operations for Elementary Teachers**

This course is designed to use the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the problem-solving aspect of mathematics and to assist the student in gaining confidence with mathematical thinking. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on numbers and operations incorporating the CCSSM and researched best practices. Emphasis will be placed on problem solving, numeration systems and sets, whole numbers and

their operations, integers, rational numbers, proportional reasoning, decimals, and percent. Open to graduate students only.

**Semester hours:** 3

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### **MTH5220 Algebraic Thinking for Elementary Teachers**

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to algebraic thinking through problem solving and investigations. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on algebraic thinking incorporating the CCSSM and researched best practices. Emphasis will be placed on real numbers, generating and analyzing patterns, algebraic expressions, one-variable equations, functions, and proportional relationships.

**Semester hours:** 3

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### **MTH5230 Geometry for Elementary Teachers**

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of geometry. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on geometry incorporating the CCSSM and researched best practices. Emphasis will be placed on analysis and comparison of geometric shapes, lines and angles, classification of two-dimensional figures by properties of their lines and angles, and the coordinate plane.

**Semester hours:** 3

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### **MTH5240 Measurement and Data Analysis for Elementary Teachers**

This course uses the Common Core State Standards for Mathematics to reintroduce the elementary teacher to the concepts and applications of measurement and data analysis. The elementary teacher will gain a solid foundation in applying and analyzing the relevant concepts inherent to the CCSSM. The students will develop and present a lesson on measurement and/or data analysis incorporating the CCSSM and researched best practices. Emphasis will be placed on units of measurements, perimeter, area, volume, unit conversions, concepts of angles and angle measurement, representation, and interpretation of data.

**Semester hours:** 3

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## **MTH5300 Number Theory**

Topics include the theory of mathematical induction, divisibility theory in the integers, prime numbers and their distribution, the theory of congruence and modular arithmetic, Fermat's theorem, quadratic reciprocity, Diophantine equations, and number theoretic functions and their applications. Open to graduate students only.

**Semester hours:** 3

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## **MTH5400 Probability and Statistics**

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. Open to graduate students only.

**Semester hours:** 3

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## **MTH5500 Technology in the Mathematics Classroom**

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. Open to graduate students only.

**Semester hours:** 3

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## **MTH5600 Assessment and Curriculum Development in Mathematics**

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. Open to graduate students only.

**Semester hours:** 3

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## **MTH5701 Research Seminar I**

This seminar serves as an introduction to methods of critical reading of research reports and to the structure and scope of mathematics education research.

**Semester hours:** 1

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## **MTH5702 Research Seminar II**

Students will investigate recent developments and relevant research in mathematics education, and be introduced to the process of formal inquiry, as well as the skills necessary to read and evaluate the research. Department chair consent required.

**Semester hours:** 1

**Prerequisite(s):** MTH5701.

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## **MTH5703 Research Seminar III**

Students will read and evaluate original research, discuss issues of validity and reliability in research, and learn to assemble components for the writing of research. Department chair consent required.

**Semester hours:** 1

**Prerequisite(s):** MTH5702.

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## **MTH5704 Research Seminar IV**

Students will define a problem and begin investigation of it as a research project. The project must deal with a problem in mathematics education and may be local or national in scope. Department chair consent required.

**Semester hours:** 1

**Prerequisite(s):** MTH5703.

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## **MTH6010 Calculus Concepts and Applications I**

This course presents opportunities for students to expand and deepen their knowledge and understanding of calculus concepts and application. Basic concepts such as limits derivatives and integrals will be covered. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will also focus on solving applications of calculus in STEM fields.

**Semester hours:** 3

**Prerequisite(s):** MTH5030; MTH5040.

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## **MTH6020 Mathematical Connections**

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.

**Semester hours:** 3

**Prerequisite(s):** MTH5030; MTH5040.

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## **MTH6030 Applications in STEM**

The course follows a problem-based model of inquiry that will emphasize all mathematical practices. Students will explore the interdisciplinary nature of STEM, and investigate problems and projects from the physical sciences, life sciences, space science, technology and engineering. They will analyze, research, find the appropriate mathematical tools to model, and solve these problems.

**Semester hours:** 3

**Prerequisite(s):** MTH6010.

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## **MTH6040 Technology in Mathematics Classrooms**

This course will present and evaluate methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations. Students will research a relevant use of technology that could be used in their curriculum and share it with their classmates. Peer evaluation will provide helpful feedback.

**Semester hours:** 3

**Prerequisite(s):** MTH5030; MTH5040.

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## **MTH6060 Calculus Concepts and Applications II**

This course is a continuation of the first calculus course and focuses on techniques and applications. Integration and series will be emphasized. The course includes

examples of teaching approaches as applied to the teaching and learning of calculus. It will focus also on solving applications of calculus in STEM fields.

**Semester hours:** 3

**Prerequisite(s):** MTH6010.

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### **MTH6100 Abstract Algebra I**

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. Open to graduate students in mathematics only.

**Semester hours:** 3

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### **MTH6200 Abstract Algebra II**

Continuation of MTH6100. Introduction to commutative rings, with emphasis on polynomial rings; fields vector spaces, and algebraic extensions.

**Semester hours:** 3

**Prerequisite(s):** MTH6100.

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### **MTH6300 Advanced Calculus I**

Reexamination of the calculus of functions of one variable: convergence, continuity, differentiation, the mean-value theorem, and the Riemann integral. Open to graduate students in mathematics only.

**Semester hours:** 3

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### **MTH6400 Advanced Calculus II**

Further study of sequences and series of functions, functions of several variables, and an introduction to complex analysis.

**Semester hours:** 3

**Prerequisite(s):** MTH6300.

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## **MTH6701 Research Project**

Students will analyze data collected from the implementation of a previously identified research project. Participants will complete their projects, submit a written report of their research, and present their findings.

**Semester hours:** 2

**Prerequisite(s):** MTH5704.

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## **NSM5210 Physical Science Foundations**

This course provides the student with an understanding of the foundations of scientific theory and practices in the physical sciences of chemistry and physics, and will deepen the content knowledge of elementary educators in these areas. Content emphasis will reflect the disciplinary core ideas in physical science, including matter and its interactions, motion and stability, energy, and waves and their applications in technologies for information transfer. Topics will be related to their applications (e.g. pharmaceuticals, alternative energy, and medicine) in the natural world. Permission of the instructor required.

**Semester hours:** 3

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

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## **NSM5220 Earth and Space Science**

This course provides the student with an understanding of the foundations of scientific theory and practices in the earth and space sciences, and will deepen the content knowledge of elementary educators in these areas. The purpose is to explore, create, and utilize a variety of earth and space science topics, making connections with mathematics that are appropriate to and motivating for the elementary school child. Content emphasis will reflect the disciplinary core ideas in earth and space sciences, including earth's place in the universe, earth's systems, and earth and human activity. Permission of the instructor required.

**Semester hours:** 3

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

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## **NSM5230 Life Science I**

This course introduces the disciplinary core ideas in the life sciences with mathematical connections. It enables students to increase their proficiency in teaching elementary mathematics and science by deepening their understanding of biological content. Students will study historical foundations of scientific theory and inquiry, and practice the skills of asking questions, analyzing and interpreting data, constructing explanations, and engaging in argument from evidence. Content emphasis will reflect the structure and function of cells, biological evolution, heredity and genetics, and the interactions, energy and dynamics of ecosystems. Permission of the instructor required.

**Semester hours:** 3

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

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## **NSM5400 Curriculum Development and Assessment in Mathematics and Science**

The course will focus on assessment goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in mathematics and science curriculum, core standards, learning research, and alternate modes of presentation will be discussed. Open to graduate students only.

**Semester hours:** 3

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## **NSM5410 Scientific and Engineering Practices**

This course focuses on scientific exploration through inquiry and on engineering methods through the iterative design process. Students will integrate concepts of scientific methodology and engineering design through discussion and activities pertaining to science and technology. The impact of science, technology and engineering on the world and on humankind will be discussed. Assignments and laboratory investigations will focus on experimental design and statistical analysis of quantitative data, helping to develop problem solving and optimization skills by practicing design with constraints. Includes at-home laboratory activities that reinforce introduced concepts. Open to graduate students only.

**Semester hours:** 3

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## **NSM5420 Physical Science I: Matter and Energy**

This course introduces the fundamentals of matter and its interactions. Examples from chemistry and biology will highlight how atoms in a system can change their arrangement, allowing the observation and characterization of useful chemical reactions. Different types of atoms and their interactions will also be used to predict how a system can respond to a given stimulus. The conservation of energy and the concept of thermal energy will be studied throughout by examining systems from burning fuel to photosynthesis. The two fundamental forces, weak nuclear and strong nuclear, that describe how the nucleus of an atom exists will also be presented during the investigation of nuclear processes. Includes at-home laboratory activities that reinforce introduced concepts.

**Semester hours:** 3

**Prerequisite(s):** NSM5410.

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## **NSM5430 Physical Science II: Forces, Energy and Motion**

Physical Science II explores the principles that help describe our macroscopic world, in particular, how forces influence the motion of a macroscopic object. A basic understanding of the four fundamental forces that govern our understanding of the universe (gravity, electromagnetism, strong nuclear and weak nuclear forces) will serve as fundamental knowledge when considering the stability of multi-scaled systems. Motion of macroscopic objects will be explained using Newton's laws. This course will also emphasize how frame of reference and units are important in describing information about the system being studied. A continuation of the conservation of energy principles introduced in Physical Sciences I will show how the interchangeability of energy, using mainly long-range and contact forces, can affect the motion of an object or group of objects. Includes at-home laboratory activities that reinforce introduced concepts.

**Semester hours:** 3

**Prerequisite(s):** NSM5420.

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## **NSM5440 Hierarchical Organization of Life – From Cells to Organisms**

Students will explore the levels of the biological hierarchy below the level of the individual, including cells, tissues, organs, and organ systems, and the biological processes that are important at each level. They will connect content and pedagogy to improve biology teaching in the classroom. Through lecture, discussion, simulation, and laboratory exercises, this course integrates and applies concepts from the

biological, chemical, and physical sciences. Topics include the types of cells and cell structure, processes that occur within cells, cell division and types of reproduction, inheritance and sources of genetic variation, major organ systems of animals and plants, and signal processing within cells and whole organisms. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

**Semester hours:** 3

**Prerequisite(s):** NSM5410.

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## **NSM5450 Hierarchical Organization of Life – From Organisms to Ecosystems**

Students will explore the levels of the biological hierarchy above the level of the individual, including populations, biological communities, ecosystems, and social systems, and the processes that have shaped the diversity of life. Through lecture, discussion, simulation, and laboratory exercises, the course integrates and applies concepts from the biological, chemical, and earth sciences and reinforces pedagogical methods that will improve content teaching. Topics include the concepts and processes of microevolution and macroevolution, the fossil record and geologic time scale, large- scale factors that have shaped the diversity of life, mass extinctions, the diversity of living organisms, and ecological principles that encompass populations, communities, and ecosystems. The course will emphasize the STEM practices and disciplinary core ideas outlined by national science standards.

**Semester hours:** 3

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## **NSM5470 The Universe**

This course is designed to enable the educator to develop national science standards-based lessons exploring the scale of the cosmos, cycles of the sky, and the use of technology in the field of astronomy throughout history. Content and integrated pedagogy will be used to understand black holes, galaxies, the solar system, and the formation, life, and death of stars. Modalities of lecture, discussion, simulations and laboratory exercises will be utilized. This course emphasizes adaptation of theory and techniques to the middle school science classroom.

**Semester hours:** 3

**Prerequisite(s):** NSM5410.

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## **NSM5900 Field Experience in STEM**

Each candidate is expected to take part in a flexible field experience with a mathematics and/or science professional organization. The goal is to give each participant an opportunity to work with a scientist or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom. Permission of the instructor required.

**Semester hours:** 1

**Prerequisite(s):** Instructor permission

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## **NSM6100 Educational Research in Mathematics and Science I**

Each candidate is expected to take part in a flexible field experience with a mathematics and or science professional organization. The goal is to give each participant an opportunity to work with a scientist, engineer or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the program director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom.

**Semester hours:** 3

**Prerequisite(s):** NSM5400.

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## **NSM6200 Educational Research in Mathematics and Science II**

This course is a continuation of NSM6100. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

**Semester hours:** 3

**Prerequisite(s):** NSM6100.

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## **NSM6230 Life Science II**

This course covers additional topics in the biological sciences with mathematical connections. Life Science II surveys the animal kingdom, including the interaction of form and function in anatomy and physiology. Lab experiences will be incorporated

whenever feasible. NSM 5300 Life Science I is a prerequisite for this course. This course is aligned to the national science standards.

**Semester hours:** 3

**Prerequisite(s):** NSM5230.

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### **NSM6240 Integrated Applications in STEM**

This course, the capstone of the program, provides the student with an opportunity to further explore the interdisciplinary nature of STEM content and applications. Topics will be drawn from all of the science and mathematical disciplines subject to the discretion of the instructor. The course activities will derive from a problem-based model of inquiry. Permission of the instructor required.

**Semester hours:** 3

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

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### **NSM6410 Exploring Planet Earth**

This course is intended to bridge the STEM disciplines of life science and earth and space science, and will accomplish this from a broad environmental science perspective. Students will explore concepts of earth science tied to those of ecosystems learned in previous courses. Through lecture, discussion, simulation, and laboratory activities, the course explores how the physical compartments of the earth (atmosphere, hydrosphere, and lithosphere) affect and are affected by the biological components of the earth (biosphere). Topics include the physical and chemical properties of the atmosphere, oceans and other water systems, and the lithosphere, natural hazards, natural resources, and the interaction of those earth components with humans in shaping weather, climate, and the earth's surface. The course will emphasize the STEM practices and disciplinary core ideas outlined by the national science standards.

**Semester hours:** 3

**Prerequisite(s):** NSM5450; NSM5470.

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### **NSM6420 Technology and Instrumentation**

This course will showcase technological applications in medicine, information systems, and information transfer involving light and waves. Crosscutting concepts involving patterns, cause and effect mechanisms, and energy flow and conservation will merge fundamentals learned in Physical Science I, Physical Science II, and The Universe by examining how modern technologies have improved the human experience. The

course will start by exploring the fundamental properties of all waves using multi-disciplinary examples from the human eye to earthquakes. By studying from start to finish how information is transferred when using technology, students will be able to thoroughly experience and understand the basic laws of electricity, magnetism, light and waves. A range of waves from seismic to the electromagnetic will consider material composition to also examine how the properties of waves can change. A brief introduction to the methods used to code and decode wave signals sent as information packets will also be covered.

**Semester hours:** 3

**Prerequisite(s):** NSM5420; NSM5430; NSM5460.

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## **NSM6430 Biochemical Applications in Technology**

In this course, the student will learn basic concepts of biochemistry and contemporary biotechnological methods and techniques. Students will study the chemistry of biological molecules at the molecular and cellular level. Through lecture, discussion, and activities, this course integrates and applies concepts from physical sciences and life sciences. Students will integrate mathematical and engineering principles related to biochemistry and biotechnology. Students will study biochemical reactions of life processes and applications to microbiology, medicine, and forensics. This course emphasizes adaptation of theory and techniques to the middle and high school science classroom.

**Semester hours:** 3

**Prerequisite(s):** NSM5420; NSM5440.

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## **PED6010 Research Methods in Exercise and Sport**

This course reviews research methods, designs, data collection, statistical analysis and data interpretation as it relates to sport and exercise settings. Emphasis will be placed on process of becoming an educated and critical consumer of published research. Students will also develop their ability to present research in area of exercise science via written and oral methods

**Semester hours:** 3

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## **PED6020 Nutrition for Sports Performance**

This course is designed to provide an advanced overview of the role of nutrient selection and timing in health, exercise and sport performance. Specific focus will be

placed on macronutrients, micronutrients, water requirements, nutritional supplements, and ergogenic aids

**Semester hours:** 3

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### **PED6030 Applied Sports and Exercise Psychology**

This course will focus on the psychological factors that influence sport and exercise. Emphasis will be placed on theories and concepts related to personality, motivation, stress, arousal, anxiety, self-efficacy, group dynamics, leadership, exercise adherence, and psychological skills training.

**Semester hours:** 3

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### **PED6040 Management in Exercise and Sport**

This course focuses on the analysis and application key organizational, administrative and managerial concepts as it applies to exercise settings. Students will explore topics related to human resources, facility management, finance, marketing, risk management, and legal issues.

**Semester hours:** 3

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### **PED6100 Advanced Exercise Physiology**

The course is an advanced analysis of the physiological responses and adaptations to acute and chronic exercise training and how they impact health and performance. Focus will be placed on energy metabolism, neuromuscular, cardiovascular, and pulmonary factors affecting aerobic and anaerobic performance in various environmental conditions.

**Semester hours:** 3

**Corequisite(s):** PED 6110.

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### **PED6110 Advanced Exercise Physiology Lab**

This course focuses on assessment and evaluation of physiological and sport function through a variety of testing techniques. Topics include cardiovascular and pulmonary function, body composition, muscular strength and endurance, speed and agility, power, and balance.

**Semester hours:** 3

**Corequisite(s):** PED6100.

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## **PED6250 Advanced Methods of Strength and Conditioning**

This course is designed to provide a comprehensive and extensive analysis of strength and conditioning principles. Emphasis will be placed on the integration of various disciplines, such as exercise physiology, biomechanics and nutrition as it applies to sports performance.

**Semester hours:** 3

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## **PED6260 Program Evaluation and Analysis**

This course will focus on the applying evidence-based principles in the development of programs to improve athletic performance. Emphasis will be placed on evidenced-based practice in the areas of resistance training, endurance training, flexibility, reaction time, speed, and agility.

**Semester hours:** 3

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## **PED6270 Applied Biomechanical Principles**

The course is focused on using biomechanical methods to analyze and critique human movement. Specific focus will be placed on the laws and principles that govern human motion in sports and exercise settings. Students will be exposed to a variety of qualitative and quantitative methods and technologies used to evaluate and improve performance and reduce injury risk.

**Semester hours:** 3

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## **PED6350 Advanced Exercise Assessment and Prescription**

This course focuses on advanced principles of exercise assessment and prescription for normal, healthy individuals and special populations. Emphasis is placed on evidence-based practice and guidelines established by the American College of Sports Medicine (ASCM)

**Semester hours:** 3

**Prerequisite(s):** PED6100.

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## **PED6360 Advanced Cardiovascular Physiology and ECG Interpretation**

This course is designed to provide an in-depth understanding of normal and pathological cardiovascular physiology. Emphasis will be placed on cardiac physiology and electrocardiography as it relates to exercise and physical activity, as well as resting and exercising ECG interpretation.

**Semester hours:** 3

**Prerequisite(s):** PED6100.

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## **PED6370 Advanced Clinical Exercise Physiology**

This course is designed to provide current and evidence-based recommendations in the area of prevention, management, and treatment of chronic diseases. Specific focus will be placed on the pathophysiology of disease states and the acute and chronic responses to exercise in those patients with cardiac, pulmonary, and metabolic diseases.

**Semester hours:** 3

**Prerequisite(s):** PED6100.

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## **PED6400 Exercise Physiology Graduate Internship**

The capstone/internship is a culminating experience that allows students to apply knowledge and skills attained during their academic training through the completion of a comprehensive project or extensive work under the supervision of certified clinical or sports performance professional. Focus will be spent on building professional behaviors and attributes necessary in their chosen field. Must apply one term in advance through the exercise science program coordinator for site placement. Permission of instructor required.

**Semester hours:** 3

**Prerequisite(s):** Instructor permission; passing a certified criminal background/sex offender check, as well as a TB test (cost incurred by student).

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## **REC5020 Adventure Education 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

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## **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

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## **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

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## **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

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## **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

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## **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

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## **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, section of materials for the playground equipment, safety and prevention of vandalism.

**Semester hours:** 3

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## **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

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## **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

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## **REC6780 Recreation Administration Internship**

Student completes a 290-300 hour internship at a professional agency in leisure and/or environmental resources setting. Consent of supervising instructor and Recreation Department Chairperson required.

**Semester hours:** 6

**Prerequisite(s):** Recreation department chair and instructor permission.

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## **SPED5510 Characteristics and Identification of Disabilities and the Law**

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.

**Semester hours:** 4

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## **SPED5520 Cognitive Development and Disabilities**

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 the ability to monitor behavior, actively solve problems, and use study skills, will also be discussed, particularly for the middle and high school years.

**Semester hours:** 2

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## **SPED5530 Oral Language Development and Disorders**

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.

**Semester hours:** 3

**Prerequisite(s):** SPED5510; Current TB test.

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## **SPED5540 Diversity and Disability Issues: Students, Families, Schools and the Community**

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.

**Semester hours:** 2

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## **SPED5555 Prosocial Skills and Challenging Behaviors**

This course will span the teaching of both prosocial and challenging behaviors. Moreover, it will cover both the current theories of social-emotional development and the disorders for the school-aged years and adolescence, with some discussion of life-span issues. Focus will be placed on identification/assessment and intervention of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individuals self-perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time-management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological, or related service interventions will be discussed and how the schools collaborate with these professional groups. The second half of the course will focus 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 discussed in relation to more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision both inside and outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups.

**Semester hours:** 3

**Co/Prerequisite(s):** SPED5510.

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## **SPED5560 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities**

This course will focus on intervention techniques, adaptations, and assistive technology for students with more significant disabilities, including intellectual disability, traumatic brain injury, orthopedic impairments, more significant autism, and other health impaired. Typical and atypical motor development will be addressed. PECS systems will be reviewed as well as other techniques to facilitate oral language. 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.

**Semester hours:** 2

**Co/Prerequisite(s):** SPED5510.

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### **SPED5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition**

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

**Semester hours:** 3

**Prerequisite(s):** SPED5510.

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### **SPED5610 Psycho educational Assessment of Students with Disabilities**

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. Additional fee applies.

**Semester hours:** 4

**Co/Prerequisite(s):** SPED5510.

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## **SPED5640 Mathematics and Science Intervention for Students with Disabilities**

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

**Semester hours:** 3

**Prerequisite(s):** SPED5510; SPED5610.

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## **SPED/EDU6501 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

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## **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

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## **SPED6520 Reading Disabilities Theory and Interventions**

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.

**Semester hours:** 3

**Prerequisite(s):** SPED5510; SPED5610.

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

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

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## **SPED6530 Written Language Development and Disorders**

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.

**Semester hours:** 3

**Prerequisite(s):** SPED5510.

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## **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

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## **SPED6550 Introduction to Educational Research**

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.

**Semester hours:** 2

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## **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

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## **SPED6560 Unified Field Experience**

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.

**Semester hours:** 4

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**Prerequisite(s):** SPED6510; SPED6520; SPED6530; current TB test; clinical background check.

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## **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:** 2

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## **SPED6570 Internship and Action Research Seminar**

Because candidates will come to the program with an existing licensure, the focus of this field experience will be to ensure the students' overall field experiences cover both

the range/severity/age levels of all disabilities covered by the LBS I licensure. Candidates should expect the need to be flexible regarding hours, based on the needs of the schools. Placements will encompass the K–21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. Seminars will be spaced to afford candidates support in completing their comparative case study action research projects and to provide a forum for support, in addition to that provided by supervisors, during the internship process.

**Semester hours:** 4

**Prerequisite(s):** SPED6560 with a grade of "B" or better; completion of all master's courses required for special education LBS I licensure, maintaining a GPA of 3.0; and officially reported passing score on the pertinent Illinois licensure tests (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; passing the DCFS-Mandated Reported Training.

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### **SPED6600 Supervisor of Programs for Children with Disabilities**

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.

**Semester hours:** 3

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### **SPED6670 Special Education Finance**

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.

**Semester hours:** 3

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### **SPED/EDU6680 School Leadership and the Law for Special Populations**

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.

**Semester hours:** 3

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### **SPED6690 Current Research in Cross-Categorical Special Education Programming and Assessment**

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.

**Semester hours:** 3

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### **SPED6750 Student Teaching in Special Education**

The student teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K---21 age range, affording candidates with experience in a range of ages. Candidates will

capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to the range/severity/age levels of all disabilities covered by the LBS I certification. Additional fee applies.

**Semester hours:** 8

**Prerequisite(s):** Admission to the School of Education; a 3.0 or better GPA in special education courses; a grade of "B" or better in SPED6560 Unified Field Experience; officially reported passing score on the pertinent Illinois certification tests (Assessment of Professional Teaching K–12, Learning Behavior Specialist I, and Special Education Curriculum Test), all special education coursework for the major; FBI fingerprints check; National Sex Offender list check; TB test; passing grade on ISBE Child Abuse Reporting regulations; concurrent enrollment in SPED6760.

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## **SPED6760 Seminar for Student Teaching in Special Education**

Student teaching seminars will provide candidates with support in completing their comparative case study projects, with a focus on P–12 student learning. The objective will be for the candidate to learn to communicate student progress effectively through relaying effective teaching strategies and the modes of assessment that were used to demonstrate student achievement of goals. They will also provide a forum for support, in addition to that provided by supervisors, during the field experience process.

**Semester hours:** 2

**Prerequisite(s):** Admission to the School of Education, a 3.0 or better GPA in special education courses, officially reported passing score on the pertinent Illinois certification tests (Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); and Special Education Curriculum Test); all Special Education coursework for the major; and concurrent enrollment in SPED6750.

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## **SWK5100 Social Work Gerontology: Assessment and Intervention**

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.

**Semester hours:** 3

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## **SWK5110 Social Work Gerontology: Biology and Health of Aging**

This course will begin by covering age and health demographics, along with attitudes toward aging, health and disability. Basic cellular or molecular theories of aging will be presented, along with how the human body's organ systems typically change over time. Pathologies associated with aging and psychosocial responses to normal and pathological changes will be discussed. Such responses will be viewed within a sociocultural context where ageism, ableism and beautyism, as well as other forms of oppression, are present. Support services and resources for older individuals and their caregivers will be addressed.

**Semester hours:** 3

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## **SWK5250 Infertility and Assisted Reproduction**

This course follows the history of infertility and the therapeutic issues surrounding individuals and couples affected by this issue. Medical overview, evaluation and treatment options are explored along with relevant policy issues related to infertility including the spiritual and ethical issues of reproductive medicine. Current research-based information relevant to social work practice is utilized, with cultural, socio-structural and environmental perspectives integrated throughout the course.

**Semester hours:** 3

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## **SWK5300 Forensic Social Work**

This course explores the dynamics of Forensic Social Work in a variety of settings. Course readings and discussion will examine the unique experiences of working with both survivors and offenders, identifying the ethical and practical challenges that can arise with these at-risk populations. This course will cover basic skills of engagement, assessment and intervention with these individuals and will help students develop a greater understanding of the treatment needs of forensic populations. It will also discuss the various systems in which a Forensic Social Worker will likely interact.

**Semester hours:** 3

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## **SWK5420 Addictions Counseling I**

This course is the first of two courses designed to address the specific treatment approaches utilized in working with the populations impacted by substance use. Specific treatment approaches as well as common assessment tools will be reviewed. Various career opportunities within the realm of the substance use treatment 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.

**Semester hours:** 3

**Prerequisite(s):** SWK6340.

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## **SWK5598 Spirituality, Meaning Making, and Faith-Based Practice**

This is the required core course for the Faith-Based Track. It is also open to all students as a general elective. The course offers an advanced examination of faith-based practice and an awareness of the transformative capacities interwoven within the complex layers of relationships functioning within faith-based environments. Students will be invited to examine self, social emotional systems, ritualistic understandings that underlie many faith-based environments, and new ways to organize practices of care and compassion through faith-based treatment options addressing addictions, child welfare, clinical mental health, and social service leadership. Students will be prepared for the unique work that lies ahead by examining the emotional systems that exist within faith-based environments while identifying, evaluating, and assessing the role of faith in community and the capacity to develop social work and religious partnerships towards empowering transformative well-being. The course is also open to students from other disciplines.

**Semester hours:** 3

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## **SWK5600 Co-occurring Substance Use & Mental Health Disorders**

This course is designed for the addiction professional who has a sincere desire to work with clients who have co-occurring disorders. The role of the social worker from a strengths perspective as well as utilizing a systems theory will be utilized. This course will play a major role for the student who plans to pursue State Board recognition for working with this population. Note: It should be noted that completing this course without obtaining your CADC will NOT lead to qualification of the MISA I registration educational requirements. Obtaining the CADC is considered a prerequisite prior to obtaining the MISA I credential.

**Semester hours:** 4

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## **SWK5610 Social Work Practice with the Exceptional Child**

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.

**Semester hours:** 3

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## **SWK6010 Medical Social Work**

This course will look at social work practice within a medical setting and provide students with the basic understanding of cross-cultural healthcare in the United States. An overview of the healthcare field will look at medical healthcare facilities and related services, medical terminology, the impact of chronic illness and treatment upon patients and families as well as end-of-life considerations. Insurance, ethics, and policy issues in the light of Health Care Reform and the implications for social workers will also be explored.

**Semester hours:** 3

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## **SWK6030 Bereavement Counseling**

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.

**Semester hours:** 3

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## **SWK6035 Hospice**

This course is designed to provide a theoretical framework for clinicians working with individuals, families, groups, organizations and communities who access hospice care. Considerable emphasis will be directed towards an examination of assessment tools, client outcomes, professional regulations, and standards for care, explanation of the coordinated efforts of all disciplines utilized in the field of hospice work as well as the field's history, characteristics and challenges faced. Therapeutic skills utilized when working with the bereaved in end of life care will also be examined.

**Semester hours:** 3

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## **SWK6040 Social Work and Spirituality**

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.

**Semester hours:** 3

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## **SWK6045 Psychiatric Hospital Social Work**

This course provides an overview of mental health hospital settings from intake through discharge. The Diagnostic and Statistical Manual of Mental Disorders will be utilized to examine the unique needs of the psychiatric patient and help students explore the different programs available in inpatient and partial hospital programs. Criteria for admission, treatment modalities, medication management and the transdisciplinary approach to quality care will be discussed.

**Semester hours:** 3

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## **SWK6050 Self-Injury and Eating Disorders**

This course is designed to provide an understanding of etiology, occurrence, course, treatment, and prevention of self-injury and eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of treatment team members and the variety of current therapeutic modalities in use. The instructor will provide a framework for the course material, and invite regular participation from students. The course format will include lecture, discussion, and case studies incorporating textbook and journal article information.

**Semester hours:** 3

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## **SWK6055 Oncology**

Students will gain a psychosocial understanding of Oncology. An overview of the biology of cancer, cancer diagnosis and general approaches to treatment will be discussed. Research involving psychoneuronal-immunology, neural plasticity, group therapy, medical hypnosis and effects of immune functioning and cancer survival will be explored.

**Semester hours:** 3

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## **SWK6140 Social Welfare Policy and Institutions**

Major social welfare programs are reviewed within an overall policy analysis framework. Forces that impact social policy such as American individualism and issues such as poverty, racism and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

**Semester hours:** 3

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## **SWK6150 HBSE I: Theories of Human Development I**

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.

**Semester hours:** 3

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## **SWK6160 HBSE II: Theories of Human Development II**

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.

**Semester hours:** 3

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## **SWK6250 Social Work Research Methods**

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.

**Semester hours:** 3

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## **SWK6283 Practice and Program Evaluation**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK6250.

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## **SWK6340 Psychopharmacology of Substance Use Disorders**

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 generalist course for students pursuing or considering obtaining a valuable clinical credential from the Illinois Certification Board (ICB) Certification. This will be the first in a series of three courses that will be addictions specific. Students pursuing this track 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.

**Semester hours:** 3

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## **SWK6350 Psychopharmacology**

This course is the second in a sequence of four required courses in addictions. The course will address the drugs commonly used by the addicted population. This class will review the drugs by classification and the effect that each drug has on the body and specific systems within the body.

**Semester hours:** 3

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## **SWK6370 Social Work Practice I**

This course is the first in a sequence of five practice courses covering the generalist and specialization 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.

**Semester hours:** 3

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## **SWK6381 Social Work Practice II: Group Work**

The course examines social work practice from a macro perspective, introducing group work practice skills.

**Semester hours:** 3

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## **SWK6382 Social Work Practice II: Community**

The course examines social work practice from a macro perspective, introducing community direct practice skills.

**Semester hours:** 3

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## **SWK6390 Social Work Practice with Diverse and Vulnerable Populations**

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes toward self, others and differences are explored.

**Semester hours:** 3

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## **SWK6400 Addictions Counseling II**

This is the second course specifically designed to address specific treatment approaches utilized in working with the populations impacted by substance use. In this course, students will continue building their expertise of substance use through analysis and evaluation of specific treatment approaches found to have positive outcomes with the populations impacted by substance use such as motivational interviewing and reality therapy. Students will study and develop an understanding of the impact that the substance use has on 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.

**Semester hours:** 3

**Prerequisite(s):** SWK6340; SWK5420.

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## **SWK6410 School Social Work Policy and Practice I**

This is the first of a two-course sequence for students doing their internships in the public school setting leading to state licensure 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.

**Semester hours:** 3

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### **SWK6420 School Social Work Policy and Practice II**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK6410.

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### **SWK6430 School Social Work Licensure Course**

This course is designed for post-MSW graduate students seeking school social work endorsement/licensure from the Illinois State Board of Education. It provides an orientation to social work practice in the public school setting. It covers important historical, legal, and political developments that affect the modern-day roles and functions of the practitioner in the school setting. The course provides a basic understanding of the types of students served, resources and knowledge needed to deliver services and an overview of the public school system. This course is a requirement for state licensure as a school social worker. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

**Semester hours:** 3

**Prerequisite(s):** School Social Work Coordinator permission required.

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### **SWK6440 Advanced Social Work Practice with Individuals**

This advanced social work practice elective focuses on contemporary approaches to directed social work practice with individual client systems.

**Semester hours:** 3

**Prerequisite(s):** SWK6140; SWK6150; SWK6160; SWK6250; SWK6370; SWK6381; SWK6382.

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## **SWK6450 Advanced Social Work Practice with Families**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK6140; SWK6150; SWK6160; SWK6250; SWK6370; SWK6381; SWK6382.

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## **SWK6460 Advanced Social Work Practice with Couples**

This advanced social work practice elective will focus on a variety of theories and approaches to social work practice with couples.

**Semester hours:** 3

**Prerequisite(s):** SWK6140; SWK6150; SWK6160; SWK6250; SWK6370; SWK6381; SWK6382.

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## **SWK6470 Advanced Social Work Practice with Children**

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.

**Semester hours:** 3

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## **SWK6480 Advanced Social Work Practice with Adolescents**

This advanced social work practice elective will examine a variety of theoretical and practical approaches to working with adolescents and their environment.

**Semester hours:** 3

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## **SWK6500 Social Work Perspectives on Psychopathology**

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-5. 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.

**Semester hours:** 3

**Prerequisite(s):** SWK6370.

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### **SWK6511 Social Work Practice III: Clinical Concentration I**

This course builds upon the generalist practice knowledge and skills acquired in the generalist year. The course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

**Semester hours:** 3

**Prerequisite(s):** SWK6370.

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### **SWK6521 Social Work Practice IV: Clinical Concentration II**

A continuation of SWK6511, this course will further enhance and expand the clinical 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.

**Semester hours:** 3

**Prerequisite(s):** SWK6511.

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### **SWK6533 Advanced Social Policy**

This course examines policies relevant to social work practice, including health and mental health policy, and agency-level policy within the context of state- and federal-level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

**Semester hours:** 3

**Prerequisite(s):** SWK6140.

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### **SWK6560 Hospital Social Work**

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.

**Semester hours:** 3

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### **SWK6572 Advanced Experiential Group Therapy**

This course will provide students with advanced skills in group work for a variety of practice settings. Students will learn ways in which to use group experience to foster individual and group growth and development. The course will use experiential activities to demonstrate the importance of active learning in client insight, change, and growth.

**Semester hours:** 3

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### **SWK6580 Crisis Intervention**

This elective course will provide an introduction to crisis, crisis theory, individual and community response to crisis and strategies for intervention. Emergencies include potential suicide, potential violence, situations of significantly impaired judgment (acute psychosis, delirium, dementia, dissociation), and situations of victims of violence (child or elder abuse, domestic violence).

**Semester hours:** 3

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### **SWK6581 Mindfulness in Clinical Social Work**

Students will gain the understanding of how to effectively apply mindfulness-based cognitive therapy and mindfulness-based stress reduction in a variety of settings including schools, community-mental health facilities, hospitals, and substance-abuse treatment centers. Students will be engaged in experiential mindfulness practices that will promote the depth and breadth of mindfulness based interventions for clinical social work practice.

**Semester hours:** 3

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### **SWK6582 Neuroscience and Clinical Social Work**

This course will address and look at the interpersonal neurobiology of behavior, brain function, development and disorders. This class will also follow the developmental milestones humans go through during one's lifespan. This information will be vital in a

social worker's clinical practice. Students will learn how self-regulation and affect-regulation develop and are applied in both children as well as adults.

**Semester hours:** 3

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### **SWK6590 Advanced Clinical Social Work Personality Disorder**

This course examines the human condition through understandings of personality which are a combination of qualities or characteristics that form an individual's distinctive character. When personality characteristics manifest at an extreme life and relationships can become extremely stressed and challenged for the individual person, his/her family, as well as all the systems he/she is a part of. This course offers a comprehensive overview of the history, development and evolution of personality disorders.

**Semester hours:** 3

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### **SWK6591 Advanced Family Therapy**

This course will provide the clinical social work student with an opportunity to explore the practice of family therapy in a more advanced hands-on approach. The course will present an integrative family therapy model (theory of dysfunction, theory of change, major techniques, role of therapist) and the opportunity to practice doing family therapy in a role-play setting.

**Semester hours:** 3

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### **SWK6592 Advanced Psychodynamic Clinical Social Work**

Advanced psychodynamic clinical social work will help students learn about and apply psychodynamic (sometimes referred to as psychoanalytic) idea and methods to the work they do with individuals, couples, families, and groups. Some of the ideas explored will understand the dynamic unconscious, the conflict of human drives with societal/ cultural norms, working through resistance, examining the conflict of being a self and being in relationship, and how a therapist can use the transference/counter transference in daily practice. The psychodynamic methods originated with Freud, and have continued to exist and informed the practice of mental health professionals for more than a century. This class will also explore the use and application of psychodynamic psychotherapy throughout its long history, but will mainly focus on the many ways psychodynamic methods can be used in the diverse settings that modern clinical social workers find themselves. The course will also explore a contemporary understanding of systematic integrative psychodynamic processes through Bowen Theory.

**Semester hours:** 3

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### **SWK6593 Crisis Intervention**

This elective course will provide an introduction to crisis, crisis theory, individual and community response to crisis and strategies for intervention. Emergencies include potential suicide, potential violence, situations of significantly impaired judgment (acute psychosis, delirium, dementia, dissociation), and situations of victims of violence (child or elder abuse, domestic violence).

**Semester hours:** 3

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### **SWK6599 Advanced Therapeutic Relationship and Integrative Psychodynamics**

This is the foundational class for the advanced clinical social work specialization. It is also open to all students as a general elective. It offers an advanced examination of the therapeutic relationship and related integrative psychodynamics which inform the clinical experience. The course focuses on advanced understandings of building and maintaining a relationship as one develops a metacognitive perspective on the other client's intent and motivation within the world they live. Students will gain insight into recognizing, understanding, and assessing multiple pathways towards well-being, empowerment, and resiliency that can be used for therapeutic leverage.

**Semester hours:** 3

**Prerequisite(s):** SWK6150, SWK6160 and SWK6370.

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### **SWK6600 Reading Content and Reading Methods for School Social Workers**

This course is designed to meet part of the requirements for the Professional Educator Licensure. This course will provide school support personnel with an overview of the foundational knowledge of reading, writing, and oral communication within the content areas of mathematics, science, social science, English/language arts, history, physical education, and the fine arts. This course provides school support personnel with a theoretical, historical, and evidence-based perspective on the methods of K-12 reading instruction. It will address how students acquire reading competency at the various reading levels, and how reading deficits can hinder students' success. A variety of ways to work with students, parents and colleagues to improve students' reading skills will be explored. It will address ways school support personnel can use their expertise to assist students with reading in the K-12 content areas. A review of strategies for

increasing achievement in diverse learners including English Language Learners (ELLs), special education, delayed learners, unmotivated students, and gifted students will be included. Lastly, ways in which school support personnel can work with parents and colleagues to improve reading skills in the K-12 content areas will be explored.

**Semester hours:** 3

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### **SWK6650 Advanced PEL School Field Instruction I**

This course is designed for students in the post-graduate program leading to state endorsement/licensure for school social work. This field course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public school setting with the unique knowledge and skills required by this setting. Students, in conjunction with the School of Social Work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the public school arena and to learn additional knowledge and skills necessary for providing school social work services. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

**Semester hours:** 3

**Prerequisite(s):** School Social Work Coordinator permission.

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### **SWK6660 Advanced PEL School Field Instruction II**

This course is a continuation of SWK6650 Advanced PEL School Field Instruction I. Open to MSW post-graduate students only.

**Semester hours:** 3

**Prerequisite(s):** SWK6650; permission of the School Social Work Coordinator.

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### **SWK6675 Advanced Field Instruction - Addiction I**

This course is designed for students in the post-MSW program leading to an Addiction Certification. This field course is designed to integrate the professional experiences of students who have/or will practice social work in an addictions agency 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 addictions arena and to learn additional knowledge and skills necessary for providing addictions-specific services. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

**Semester hours:** 3

**Prerequisite(s):** School Social Work Coordinator permission required.

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## **SWK6676 Advanced Field Instruction - Addiction II**

This course is a continuation of SWK6675 Advanced Field Instruction – Addiction I. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

**Semester hours:** 3

**Prerequisite(s):** SWK6675; School Social Work Coordinator permission required.

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## **SWK6700 Effects of Trauma on Children**

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.

**Semester hours:** 3

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## **SWK6710 Expressive Therapy for Children**

This course is designed to explore the expressive therapies, such as art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self-aware of the use of imagination, mind, body and emotions. Students will understand the effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social worker students to alter their approach based on the clients' needs, or through using multiple forms of expression with the same client to aid with deeper exploration.

**Semester hours:** 3

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## **SWK6720 Social Work with Vulnerable Children and Families**

This course will focus on the practice implications for social workers within the juvenile justice system, child welfare system and substance abuse treatment programs. Current and historical policies and research specific to these systems will be examined. Implications for social work practice will be explored.

**Semester hours:** 3

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## **SWK6721 Mediation**

This course provides students with the fundamental and practical skills needed to successfully resolve disputes. The course is an interactive, skills based course that provides opportunities for students to acquire the skills used to assist parties with divergent interests reach a solution. Successful completion of the course plays a major role in fulfilling the requirements to become a mediator in the state of Illinois. Note: Additional training/education may be required based on county and/or type of mediation being offered.

**Semester hours:** 3

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## **SWK6725 Child Welfare Services**

This course will focus on theory, principles, issues and trends in social work with children and youth; common and special needs. Coursework includes case management, treatment planning and case monitoring. Students will explore the authority-helper role and problems of working with non-voluntary clients

**Semester hours:** 3

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## **SWK6730 Field Instruction I**

This course is the first in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This generalist-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.

**Semester hours:** 3

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## **SWK6740 Field Instruction II**

This course is the second in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under instruction of qualified practitioner; a minimum of 450 hours over two semesters. This generalist-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.

**Semester hours:** 3

**Prerequisite(s):** SWK6730.

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## **SWK6750 Field Instruction III**

This course is the first in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in track area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

**Semester hours:** 3

**Prerequisite(s):** SWK6740.

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## **SWK6760 Field Instruction IV**

This course is the second in a sequence of two consecutive semesters beginning in the fall. Experience in practice in professional agency under the instruction of a qualified practitioner; a minimum of 600 hours over two semesters. Students completing specialization curriculum will complete internship in track area at this time. Advanced practice skills are developed, as well as completion of research study within the internship setting, during this advanced internship.

**Semester hours:** 3

**Prerequisite(s):** SWK6750.

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## **SWK7100 The History of Psychological Theory and Practice**

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

**Semester hours:** 3

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## **SWK7150 The History of Clinical Social Work Knowledge and Practice**

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

**Semester hours:** 3

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## **SWK7200 Clinical Seminar One**

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. Additional fee at GWC applies.

**Semester hours:** 6

**Prerequisite(s):** SWK7100; SWK7150.

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## **SWK7250 History of Social Policy**

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. Additional fee applies

**Semester hours:** 3

**Prerequisite(s):** SWK7100; SWK7150.

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## **SWK7300 Clinical Seminar Two**

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.

**Semester hours:** 6

**Prerequisite(s):** SWK7100; SWK7150; SWK7200; SWK7250.

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## **SWK7350 Organizational Analysis**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK7100; SWK7150; SWK7200; SWK7250.

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## **SWK7400 Clinical Seminar Three**

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.

**Semester hours:** 6

**Prerequisite(s):** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350.

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## **SWK7450 Teaching Clinical Social Work Theory and Practice**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350.

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## **SWK7500 Clinical Seminar Four**

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

**Semester hours:** 6

**Prerequisite(s):** SWK7100; SWK7150; SWK7200; SWK7250; SWK7300; SWK7350; SWK7400; SWK7450.

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## **SWK8100 Research Methodology I**

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

**Semester hours:** 3

**Prerequisite(s):** Successful completion of the Clinical Oral and Comprehensive Exams.

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## **SWK8150 Data Analysis**

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.

**Semester hours:** 3

**Prerequisite(s):** Successful completion of the Clinical Oral and Comprehensive Exams.

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

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.

**Semester hours:** 3

**Prerequisite(s):** SWK8100; SWK8150.

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## **SWK8250 Data Analysis II**

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.

**Semester hours:** 3

**Prerequisite(s):** SWK8100; SWK8150.

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## **SWK8800 Dissertation Supervision**

**Semester hours:** 2-4

**Prerequisite(s):** Successful completion of the Clinical Oral and Comprehensive Exam; SWK7500; SWK8200; SWK8250.

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