



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

Undergraduate Catalog
2014-2015



Welcome to Aurora University

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

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

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



Rebecca L. Sherrick, PhD
President

2014–2015

Undergraduate Catalog

Academic Policies, Academic Programs and Course Descriptions

An independent university founded in 1893

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

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

630-892-6431 (All Locations)
630-844-5533 (Office of Admission)

630-844-5535, fax (Office of Admission)

aurora.edu

admission@aurora.edu

TABLE OF CONTENTS

President's Welcome.....	Inside front cover
General Information About Aurora University	15
Admission.....	24
Student Services.....	29
Academic Regulations and Procedures	74
Undergraduate Academic Majors	75
Accounting.....	76
Actuarial Science.....	77
Art	78
Athletic Training	80
Biology (BA)/Secondary Education Licensure	81
Biology (BS)	82
Business Administration.....	84
Coaching and Youth Sport Development	86
Communication	88
Communication Sciences and Disorders	89
Computer Science	90
Criminal Justice	91
Disabilities Studies.....	92
Elementary Education	95
English	97
English/Secondary Education Licensure.....	97
Finance.....	98
Fitness and Health Promotion.....	99
Health Science	101
History	102
History/Secondary Social Studies Education Licensure	103
Marketing	105
Mathematics	106
Mathematics/Secondary Education Licensure.....	107
Media Studies	108
Music	110
Nursing.....	112
Philosophy	113
Physical Education	115
Political Science	116
Psychology	118
Religion.....	119
Social Work	124
Sociology	126
Spanish	127
Special Education.....	129
Theatre	130
Supplemental Major	131
Secondary Education	133
Approved Professional Educator Licensure Grade-Level Endorsements	133

Undergraduate Academic Minors	135
Accounting.....	136
American Culture and Ethnic Studies.....	136
Art	137
Art History.....	137
Bilingual and English as a Second Language (ESL) Education.....	137
Biology.....	138
Business Administration	139
Chemistry.....	139
Coaching.....	139
Computer Science	140
Creative Writing.....	140
Criminal Justice	140
Digital Marketing	140
English	140
Film Studies	141
Finance.....	141
Fitness and Health Promotion.....	141
French.....	142
Gender Studies	142
Graphic Design.....	142
Health Education.....	143
History.....	143
Homeland Security	143
Integrated Marketing Communication.....	144
International Business	144
International Studies.....	144
Latin American/Latino/a Studies	145
Marketing.....	145
Mathematics	146
Multimedia Journalism.....	146
Museum Studies.....	146
Music.....	147
Organizational Management.....	148
Philosophy.....	148
Physiology	149
Political Science.....	149
Pre-Law	149
Professional Selling	150
Psychology.....	150
Religion	150
Servant Leadership.....	151
Sociology	151
Spanish.....	151
Special Education.....	152
Speech Communication	153
Sport Management	153
Statistics	153
Strategic Communication: Public Relations and Advertising.....	154
Theatre	154

Undergraduate Course Descriptions	155
Accounting	158
Art	159
Athletic Training	163
Biology	167
Business	174
Chemistry	177
Communication	179
Communication Sciences and Disorders	184
Computer Science	186
Criminal Justice	189
Economics	194
Education	194
English	202
Finance	209
French	210
Health Education	211
History	212
Humanities	218
Interdisciplinary Studies	218
Latino Studies	220
Management Information Technology	221
Marketing	221
Mathematics	224
Museum Studies	230
Music	231
Natural Science	238
Nursing	241
Philosophy	246
Physical Education	249
Physics	263
Political Science	264
Psychology	266
Religion	270
Servant Leadership	274
Social and Behavioral Science	275
Social Work	276
Sociology	280
Spanish	283
Special Education	285
Theatre	295
Directories	299
Board of Trustees, Administration, Faculty	300
Campus Map	339
Academic Calendars 2014–2016	340
Index	342

AURORA UNIVERSITY

A Brief History of Aurora University

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

A Brief History of George Williams College

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

Aurora University and George Williams College: A New Era

Today, Aurora University is a private, independent, comprehensive institution with an enrollment of approximately 4,900 students. Aurora University is comprised of two campuses: a campus of 37 acres in Aurora, Illinois; and the 137.5-acre George Williams College on Geneva Lake in Williams Bay, Wisconsin. Programs are also offered at the Woodstock Center in Woodstock, Illinois. Aurora University is accredited by the Higher Learning Commission of the North Central Association to award degrees at the baccalaureate, master's and doctoral levels. On the Aurora campus, AU offers more than 40 undergraduate academic programs and a wide variety of graduate degrees, certificates and endorsements. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 60 musical, literary, religious, social and service organizations and play active roles in campus governance. The university also fields 21 NCAA Division III intercollegiate athletic teams.

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

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

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

Aurora University draws upon the rich legacies and distinctive traditions of Aurora College and George Williams College. This history has helped shape Aurora University, which will continue to build upon its important past to help shape the future.

Mission Statement

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

Statement of Core Values

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

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

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

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

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

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

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

Vision Statement

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

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

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

General Education at Aurora University

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

Students in their first year at Aurora University develop foundational academic skills in quantitative reasoning, argument-based writing, discussion and critical reading. Specifically, students satisfy the mathematical competency requirement through coursework or examination. They take the university's core composition course, ENG1000 Introduction to Academic Writing. They also take the first of four interdisciplinary core courses within the General Education program, IDS1610 Being Human: Ethics and Morality. While the mathematics requirement and composition course focus on key academic skills, the Being Human course allows students to engage with fundamental questions about who they are and how they view the world. The course sets a tone of inquiry, careful reading, critical thinking, and the communication and application of ideas.

Students in their second year gain greater context about our society and the world and have the opportunity to develop their ability to make connections and to engage with global perspectives. They take two interdisciplinary core courses that provide this global context via the exploration of topics in relation to history and science, IDS2020 Trajectories of Human History and IDS2030 Science and Society. One course allows students to examine the interconnectedness of ideas and events across time and cultures, while the other course speaks to scientific literacy, the value of evidence, and ways that scientific discovery and technology shape, and are shaped by, the societies in which we live.

In the third and final year of the General Education curriculum, all students take IDS3040 Global Justice as the capstone of their General Education experience. This course goes beyond reflection on ideas and values by emphasizing well

considered actions and their consequences. In the course, students explore questions in regard to justice and dignity. They look at local and global challenges, recognizing the complexities of any challenge, and considering both opportunities for change and obstacles to change. The course is a place for students across majors, including transfer students new to Aurora University, to participate in a shared curricular experience as they move fully into their majors.

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

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

- Responsible Citizenship
- Discovery and Reflection
- Effective Communication
- Critical Thinking

At each level of study in the first three years of the curriculum, students will need to demonstrate achievement of specific outcomes within each of these four categories. The university is committed to measuring the achievement of the program's outcomes and using assessment as a rationale for program revisions.

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

Finally, there is a commitment within the core curriculum to engage with primary sources, i.e., original writings, research or productions by scholars, experts, artists or thinkers. Interaction with primary sources, rather than other people's interpretations of them only, marks the entry into the process of inquiry and critical thinking.

The ultimate aim is a curriculum grounded in the university's core values, which provides the kind of transformative education articulated in the university's mission and vision statements.

Governance

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

Accreditation

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

The following individual programs are accredited by the specific agencies listed below:

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

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

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

The Bachelor of Science in Athletic Training is accredited by the
Commission on Accreditation of Athletic Training Education Programs (CAATE)
2201 Double Creek Dr., Suite 5006
Round Rock, TX 78664

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

Approved Licensure Programs

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

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

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

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

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

Nondiscrimination Policy

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

Affirmative Action/Equal Opportunity Commitment

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

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

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

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

Campus, Facilities and Sites

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

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

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

Special Study Opportunities

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

Catalog Statements and Terms of Issue

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

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

Undergraduate Programs of Study**MAJORS**

Accounting (BA, BS)
Actuarial Science (BS)
Art (BA)
Athletic Training (BS)
Biology (BA, BS)
Biology/Secondary Education Licensure (BA)
Business Administration (BA, BS)
Coaching and Youth Sport Development (BA)
Communication (BA)
Communication Sciences and Disorders (BS)
Computer Science (BS)
Criminal Justice (BA)
Disabilities Studies (BA)
Elementary Education (BA)
English (BA)
 General Studies Emphasis
 Creative Writing Emphasis
English/Secondary Education Licensure (BA)
Finance (BA, BS)
Fitness and Health Promotion (BS)
Health Science (BS)
History (BA)
History/Secondary Education Licensure (BA)
Marketing (BA, BS)
Mathematics (BS)
Mathematics/Secondary Education Licensure (BS)
Media Studies (BA)
Music (BA)
Nursing (BSN)
Philosophy (BA)
Physical Education Teacher Certification (K-12) (BA)
Political Science (BA)
 Pre-Law
Psychology (BA)
Religion (BA)
Secondary Education (supplemental major)
Social Work (BSW)
Sociology (BA)
Spanish (BA)
 Language and Literature Emphasis
 Latino Studies Emphasis
Special Education (BA)
Theatre (BA)

ADULT DEGREE COMPLETION MAJORS

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

Accounting (Aurora)
 Business Administration (Aurora, Woodstock Center and AU Online)
 Communication (Aurora, Woodstock Center and AU Online)
 Criminal Justice (Aurora and AU Online)
 Marketing (Aurora)
 Nursing (RN to BSN) (Aurora, George Williams College, Woodstock Center and AU Online)
 Psychology (Aurora)
 Social Work (Aurora)

MAJORS AT GEORGE WILLIAMS COLLEGE

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

Human Ecology (BS)
 Nursing (RN to BSN)
 Outdoor Recreation Leadership and Management (BS)
 Psychology (BA)
 Social Work (BSW)
 Sustainability and Environmental Management (BS)

MINORS

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

Accounting
 American Culture and Ethnic Studies
 Art
 Art History
 Bilingual and English as a Second Language Education
 Biology
 Business Administration
 Chemistry
 Coaching
 Computer Science
 Creative Writing
 Criminal Justice
 Digital Marketing
 English

Film Studies
Finance
Fitness and Health Promotion
French
Gender Studies
Graphic Design
Health Education
History
Homeland Security
Integrated Marketing Communication
International Business
International Studies
Latin American and Latino/a Studies
Marketing
Mathematics
Multimedia Journalism
Museum Studies
Music
Organizational Management
Philosophy
Physiology
Political Science
Pre-Law
Professional Selling
Psychology
Religion
Servant Leadership
Sociology
Spanish
Special Education
Speech Communication
Sport Management
Statistics
Strategic Communication: Public Relations and Advertising
Theatre

ADMISSION

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

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

Entering Freshmen

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

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

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

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

- ACT Composite score of at least 19 (with no subscore below a 17) or combined SAT scores of at least 910 (with English sub score of at least 410).
- Official transcripts of all high school and previous college work must be provided. Official high school transcripts, documenting date of graduation and GPA of 2.5 and above, must be submitted to the Office of Admission and Financial Aid prior to the beginning of the student's first semester of classes.

Students who have been enrolled in high school and have concurrently taken college courses should check with an admission counselor about their entry status.

Conditional Admission may be granted in cases where the applicant fails to meet the stated requirements but shows other clear and strong evidence of ability and motivation necessary for academic success at Aurora University. The Vice President for Enrollment may grant conditional approval to applicants for admission who do not meet the minimum requirements but are deemed by the Vice President for Enrollment to warrant special consideration based on one or a combination of the following:

- a. Standardized test scores (ACT/SAT) which indicate a potential for academic success at Aurora University.

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

Transfer Students

Any applicant for admission, who has completed at least 15 semester hours of transferable college coursework from a regionally accredited college or university, will be considered a transfer student. Applicants with less than 30 semester hours of transferable college coursework will be required to meet the academic qualifications for freshman applicants and provide official high school transcripts with proof of graduation and ACT/SAT test scores. All transfer applicants must present proof of graduation or satisfactory completion of the GED if not evident from college transcripts.

Students who have been enrolled in high school and have concurrently taken college courses should check with an admission representative about their entry status.

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

1. The student was in good academic standing (defined as a GPA of at least a 2.00 on a 4.00 scale) at the college or university last attended and whose overall college record yields a GPA of at least 2.00 on a 4.00 scale for work that could normally be considered applicable to degree programs at Aurora University. Individual programs may set stricter admission requirements, including requirements for proficiency in written and/or spoken English subject to the approval of the Chief Academic Officer.
2. The Vice President for Enrollment may admit an applicant for admission to Aurora University on academic warning if the applicant was on academic probation or had been dismissed from a college or university previously attended or whose overall college record yields a GPA of less than a 2.00 on a 4.00 scale for work that could normally be considered applicable to degree programs at Aurora University. The criteria upon which a transfer applicant may be approved for admission on warning will be identical to the criteria used in consideration of conditional freshmen applicants as noted above. Admission to programs with approved standards of their own is to be governed by the standards of those programs.

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

Transfer of Credit: Credit earned at previous colleges with a grade of at least C- is transferable if it is non-technical in nature, is comparable to credit offered at Aurora University, or is generally considered applicable to programs such as those offered by the university. Only credit earned at regionally accredited schools or at schools accredited by the Council for Higher Education Accreditation (CHEA) recognized accrediting bodies is considered for transfer through the normal process. Credit considered acceptable for transfer is listed in a separate section of the student's permanent record by the Registrar. Transfer credit is applied to general degree requirements with the approval of the Registrar and to the student's major with the approval of the appropriate program faculty, subject to the limitations of the university's residence requirement and in accordance with the Catalog Regulations. Students should be aware that some programs of the university have time limits for the transfer of credit into the major, although there is no general time limit for the university. Grades earned at other schools are used to determine transferability of credit, and as a criterion for transfer admission, but are not included in the student's Aurora University grade point average.

Credit Transfer for Students Holding Associate Degrees: Students holding a transfer-oriented associate degree (AA or AS) from a regionally accredited college may have met all lower-division general education requirements for a bachelor's degree from AU. In addition, Aurora University requires the successful completion of a minimum four semester hours in an approved 3000-level General Education course. Students must also successfully complete the senior capstone course in the major. An admission representative can provide information concerning requirements that still need to be met.

Adult Student Admission

Aurora University is proud of its long tradition of service to non-traditional, adult students. These students, known as Adult Degree Completion students, are considered for admission under guidelines established by the faculty. The university recognizes that many factors besides prior academic record may be important indicators of an adult student's potential for success in college. If a student has taken courses at other colleges, transcripts will be required; however, the university also considers such factors as career experience and community service in evaluating adult students for admission. Proof of high school graduation or completion of the GED may be required, but high school grades are not normally used as an admission criterion for adult students. A non-traditional age student may be required to show proficiency in written and/or spoken English.

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

International Students

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

- Average or better secondary school record, including completion of coursework at least to the level of the U.S. 12th grade as described in the AACRAO World Education Series.
- In the case of students from non-English speaking countries, a score on the TOEFL of at least 550 (or 213 on the computer-based test or 79 on the Internet-based test) or the IELTS (minimum score of 7.0) or ELS level 112. (This requirement may be waived for students submitting ACT or SAT scores otherwise acceptable for admission.)
- Proof of financial responsibility, in the form of an affidavit of support and a deposit in U.S. funds in an amount determined annually by the university, (usually a minimum of \$1,000) before the United States Immigration and Customs Enforcement (ICE) form I-20 will be issued by the Office of Admission and Financial Aid.

Credit previously earned at foreign institutions is evaluated by the Registrar in accordance with AACRAO guidelines and thus may be deemed transferable to Aurora University. Certified English translations must accompany original transcripts in any other language; the Registrar requires evaluation of foreign transcripts by an outside evaluator at student expense. International students who have completed work at other U.S. colleges or universities must submit official transcripts and, at the discretion of the university, may be considered for admission as transfer students on the basis of this work. International students must have approved student visas in order to attend Aurora University.

Special Admission Status

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

Post-Undergraduate Student: A student who holds a bachelor's degree from a regionally accredited institution and wishes to enroll in undergraduate courses for credit, but is not seeking a second degree, may do so as an extended student. The standard tuition rate applies.

Provisional Student: A student who has applied for regular admission but has been unable to supply all necessary documentation due to circumstances beyond the individual's control may be provisionally admitted to the university at the discretion of the Vice President for Enrollment. If provisionally admitted, a student may register for classes for one term at his/her own risk (since the records of the educational background are incomplete). An application file must be complete and approved before a student is allowed to register for a second term. Provisionally admitted students must sign an advisement agreement recording their understanding that they are registering for coursework at their own risk with respect to applicability to specific programs or requirements at Aurora University.

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

Conditional Admission: A student who has applied for regular admission but has an academic record that does not meet ordinary admission standards may be conditionally admitted to the university at the discretion of the Admission Review Committee. Academic progress will be regularly reviewed. The student is required to participate in other remedial coursework and programs designed to help ensure academic success.

Traditional undergraduate students who are admitted conditionally are required to attend the STAR (Students Targeted for Academic Rewards) program. The program includes three components: an orientation prior to the start of the fall semester, two first-year seminar courses and ongoing academic support through the Crouse Center for Student Success. The orientation allows students to adjust to campus life, interact with staff and faculty, gain awareness of campus resources, prepare for academic challenges, and learn approaches and skills which lead to academic success. During the academic year, students have access to tutoring and other forms of academic support. The Crouse Center advisors provide feedback to students concerning their progress in classes and serve as advocates for these students.

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

1. Students demonstrating unusual potential for benefiting from and contributing to the ongoing program of the university.
2. Students who will contribute to increasing the cultural, racial and ethnic diversity of the university.
3. Students who show distinction in extra-curricular activities such as student government, drama, music, athletics, etc.
4. Students whose experiential or career backgrounds bring unusual diversity of skills or knowledge to the classroom.
5. Other special characteristics as determined by the appropriate elements of the university governance units charged with overseeing campus life.

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

Decision Procedures and Relation to University Governance:

1. Applicants for admission who meet the academic qualifications outlined above are approved for admission by the Vice President for Enrollment, or a designate.
2. Applicants for admission who do not meet the stated academic qualifications above will be reviewed and accepted or rejected by the Vice President for Enrollment on the basis of guidelines issued by the Academic Standards and Conduct Committee.

3. Student-at-large and extended student applications are approved by the Vice President for Enrollment or a designate, in accordance with the criteria above.
4. Applicants with an incomplete application for admission may be approved on a provisional basis only by the Vice President for Enrollment or a designate.

Second Bachelor's Degrees

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

Holders of bachelor's degrees from Aurora University may earn a second major by completing any approved major that contains at least 18 semester hours not present in the first major. Earning a second bachelor's degree requires completing the major requirements for that degree, including at least 24 semester hours not present in the major in the first degree.

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

Veterans

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

Waubensee Community College – Joint Admission and Degree Completion Articulation

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

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

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

Illinois Articulation Initiative

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

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

Financial Aid

Aurora University students may be eligible for financial aid from a variety of sources, including federal, state, institutional and private organizations, in the forms of grants, loans and work study. In 2013–2014, the Office of Financial Aid assisted more than 4,500 undergraduate and graduate students.

Aid is awarded on a first-come, first-served basis. To apply for financial aid, students must complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1 for maximum consideration of all financial aid programs. Financial aid must be awarded within the term of attendance.

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

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

Tuition and Other Academic Charges

Tuition: 2014–2015 Academic Year

Undergraduate

Full Time (12–17 Semester Hours)	\$10,560 per semester
Part Time (1–11 Semester Hours)	\$610 per semester hour
Over 17 Credit Hours	\$505 per semester hour
May Term 2015	\$505 per semester hour

Graduate

MBA Program	\$660 per semester hour
MSN/MSA Programs	\$670 per semester hour
MSCJ Program	\$640 per semester hour
MALS Program	\$595 per semester hour
MS in Math Program	\$500 per semester hour
MSM Program	\$800 per semester hour

Tuition: 2014–2015 Academic Year (*continued from previous page*)

Education (non-cohort)	\$585 per semester hour
Social Work	\$590 per semester hour
Doctoral (EdD)	\$610 per semester hour
Doctoral (DSW)	\$740 per semester hour

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

Room and Board: 2014–2015 Academic Year (Fall and Spring terms):

Board: 175 meals + \$150 points	\$1,800 per semester
125 meals + \$400 points	\$1,800 per semester
9 meals/week + \$100 points	\$1,683 per semester
14 meals/week + \$275 points	\$2,152 per semester
Room: Standard triples/quads Centennial Hall	\$2,277 per semester
Standard, non-air-conditioned (a/c)	\$2,537 per semester
Standard, air-conditioned and non-a/c singles	\$2,875 per semester
Deluxe suite and a/c singles	\$3,097 per semester

General Fees:

Activity Fee	\$50
Technology Fee	\$60
Course by Special Arrangement (CBSA)	\$125 per semester hour
Deferred Payment Fee	\$10 per semester hour
Graduation Fee:	
Bachelor's	\$100
Master's	\$120
Doctoral	\$150
Parking Permit	None
Laboratory Course Fees	
Athletic Training	\$40
Biology	\$42
Chemistry	\$42
Golf	Not Offered
Business Golf	\$80
Photography	\$42
Prior Approval Petition Fee	\$25
(assessed on late submissions only)	
Non-resident Replacement I.D. Card Fee	\$25
Resident Replacement I.D. Card Fee	\$35
Residence Hall Deposit — new students	\$100
Residence Hall Lost Room Key Fee	
Standard Room	\$110
Suite	\$310
Returned Check Fee	\$30
Transcript, Normal Service	Free
Transcript, While-You-Wait Service	\$20
Tuition Deposit	\$100
Life and Vocational Assessment Fee	\$360 per course
CLEP Credit Recording Fee	No charge
Auditor Fee	50% of tuition

Fees Specific to Programs:

Nursing Clinical Fee	\$42 per semester hour
Nursing Lab Fee	\$42 per semester hour
Nursing testing fees are determined by contract with vendor and will be added to specific courses as outlined by the School of Nursing.	
Physical Education Lab Fee	\$33
Coaching Principles	Part of textbook fee
Student Teaching Fee (Aurora only)	\$150
Recreation Administration Practicum Fee	\$475

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

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

STUDENT SERVICES

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

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

Student I.D. Cards — Students are issued an Aurora University photo identification card after registration. The I.D. card is required for the use of university facilities and services. There is a \$35 fee for replacement of lost or damaged resident student I.D. cards. There is a \$25 fee for replacement of lost or damaged commuter student I.D. cards. Student I.D. cards are available at the Campus Public Safety office.

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

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

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

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

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

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

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

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

The Crouse Center for Student Success

This center is designed to assist students through the transitions of college life. The center promotes transformational learning by teaching students how to explore their academic opportunities and plan for future careers. The Center for Student Success includes:

Academic Advisement — The staff of professional academic advisors provides academic guidance to students throughout their enrollment at the university. Advisors work with the students to help them develop a thorough understanding of their program requirements. The advisors promote student development through mentoring and support. Through the academic warning system, advisors are made aware of courses in which a student may be struggling and reach out to identify ways to promote academic success. Professional advisors are the resource for students who have questions about their academic progress, including adding or dropping courses, clarification regarding university rules and regulations, and graduation requirements.

The STAR Program — The STAR (Strategies Targeted for Academic Rewards) program as part of the first-year program, serves conditionally admitted students. Comprised of an extended orientation program and two first-year seminar classes, conditionally admitted students receive additional support in their transition to college.

Career Services

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

Academic Support Center

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

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

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

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

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

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

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

Documentation — Documentation serves two primary purposes:

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

The documentation from the diagnosing practitioner should include the following:

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

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

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

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

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

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

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

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

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

ACADEMIC REGULATIONS AND PROCEDURES

Undergraduate Degree Requirements

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

1. Completion of all requirements for an approved major (with no grades lower than “C”).
2. Completion of all General Education requirements (with no grades lower than “C”), as follows:
 - a) Mathematical competency requirement (see below)
 - b) ENG1000 Introduction to Academic Writing
 - c) IDS1610 Being Human: Ethics and Morality
 - d) IDS2020 Trajectories of Human History
 - e) IDS2030 Science and Society
 - f) IDS3040 Global Justice
3. Participation in a junior-year advising, mentoring, and assessment process designed to guide students to successful completion of their degree and to encourage planning for next steps beyond graduation.
4. Overall completion of at least 120 semester hours of coursework (with a GPA of at least 2.0 on a 4.0 scale), which must include:
 - a) At least 52 semester hours completed at a senior college.
 - b) At least 30 semester hours completed at Aurora University, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major.
 - c) A minimum of 30 semester hours numbered 3000 or above. Of these 30 semester hours, 15 semester hours must lie within the major, and 15 semester hours must be completed at Aurora University.

Ways to Satisfy the Mathematical Competency Requirement

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

1. ACT mathematics subscore of 25 or higher (or SAT equivalent).
2. A grade of “C” or better in MTH1100 College Algebra.
3. A grade of “C” or better in MTH1110 Quantitative Reasoning.
4. A grade of “C” or better in each course within the MTH1210/MTH1220/NSM2500 sequence (only elementary education majors may use this sequence to satisfy the competency requirement).
5. A grade of “C” or better in any other mathematics class for which MTH1100 or MTH1110 is a prerequisite.
6. Demonstrated math competency via an AU mathematical competency examination.

General Education Requirements for Transfer Students

1. Requirements for students who have completed the IAI core, or who hold an associate's (AA/AS) degree from a regionally accredited college, or who transfer to Aurora University a minimum of 60 semester hours of coursework without having completed the IAI core or an associate's degree:

- IDS3040 Global Justice.
- Participation in a junior-year advising, mentoring, and assessment process.
- Completion of the ENG1000 and math competency requirements through appropriate transfer credit or at Aurora University.

Note: For transfer students in these categories, the first two requirements above are being waived for students entering Aurora University prior to Summer 2016, pending full curricular implementation.

2. Requirements for students who transfer to Aurora University at least 30 but fewer than 60 semester hours of coursework without having completed the IAI core or an associate's degree:

- Take either IDS2020 Trajectories of Human History or IDS2030 Science and Society.
- IDS3040 Global Justice.
- Participation in a junior-year advising, mentoring, and assessment process.
- Completion of the ENG1000 and math competency requirements through appropriate transfer credit or at Aurora University.

Note: For transfer students in this category, participation in a junior-year advising, mentoring, and assessment process is being waived for students entering Aurora University prior to Summer 2016, pending full curricular implementation.

3. Requirements for students who transfer to Aurora University fewer than 30 semester hours of coursework without having completed the IAI core or an associate's degree:

- All General Education requirements apply.
- The ENG1000 and math competency requirements may be met through appropriate transfer credit or at Aurora University.

4. Requirements for students who hold a baccalaureate degree from a regionally accredited college:

- There are no General Education requirements for a student holding a baccalaureate degree.

Additional Regulations Pertaining to Graduation Credit

1. A course may be utilized only once in application toward a degree requirement; specific exemptions are noted in the academic regulations.
2. Expectations as to when ENG1000 and required IDS courses are taken:
 - a. A new first-year student is expected to take either ENG1000 or IDS1610 in the first semester at Aurora University, and then the other course in the second semester.
 - b. These students should not take IDS2020 or IDS2030 until their second year at Aurora University; the courses may be taken in either order. Suc-

successful completion of IDS1610 and ENG1000 with a grade of “C” or better is a prerequisite for IDS2020 and IDS2030.

- c. These students should not take IDS3040 until their third year at Aurora University. Successful completion of IDS2020 and IDS2030 with a grade of “C” or better is a prerequisite for IDS3040.
 - d. New transfer students will be advised as to the best timing to take the first of any required IDS courses (see “General Education Requirements for Transfer Students”). They will otherwise follow the progression outlined above.
3. First-year students wishing to meet the ENG1000 requirement via CLEP or AP credit must have official score results submitted to the Registrar’s Office prior to the beginning of their first term of attendance, or registration in ENG1000 will be required during the first year of study.
 4. Transfer students entering without having completed an English Composition course equivalent to ENG1000 must complete the requirement as early in their Aurora University career as possible. Transfer students who have transferred in the equivalent of ENG2010 need not take ENG1000. (No credit will be given for ENG1000.) Under no circumstances should a transfer student earn more than nine semester hours at Aurora University or accumulate a total of 84 semester hours toward graduation without enrolling in ENG1000 if this General Education requirement has not already been met by transfer credit, CLEP credit, or AP credit. Transfer students wishing to meet the ENG1000 requirement via CLEP are required to take the examination during their first term of attendance. Once a transfer student has enrolled at Aurora University, the ENG1000 requirement must be met via CLEP and/or appropriate Aurora University coursework. Transfer of English composition courses taken after a student enrolls at Aurora University will not be authorized.
 5. Portfolio assessment credit, life and vocational experience credit, off-campus experience credit, examination credit, participation credit, and block credit, shall not count toward the residency requirement.

Simultaneous Undergraduate Multiple Degrees and Multiple Majors

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

5. A BA and BS degree in the same major may not be awarded simultaneously. In those disciplines where both degrees are offered, a graduate holding one degree may earn the second degree for award at a later graduation date by completing all additional requirements for the second degree. The restrictions regarding completion of all requirements relevant to the second degree or major and regarding the minimum number of semester hours remain in place as stipulated above.

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

1. Holders of an Aurora University baccalaureate degree may complete a second degree or major by completion of the balance of the coursework required for the second credential within the provisions above. All General Education requirements are deemed to have been met by virtue of completion of the first degree.
2. Holders of baccalaureate degrees from other regionally-accredited schools may earn a second degree from Aurora University in a field considered by Aurora University to be distinct from that of the first degree by completing the major requirements for the new field and fulfilling the Aurora University residency requirement.
3. In all cases, coursework from the student's first degree or major may only be applied toward the new major or the major of the new degree upon approval of the major department or program faculty.

Bachelor of Arts and Bachelor of Science Distinction

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

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

Code of Academic Integrity

Policy Statement F1: Code of Academic Integrity

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Once the faculty member has made a finding and determined an appropriate sanction under this section, this result shall be reported to the Registrar via the electronic reporting system. The Registrar will then send the student an electronic notification and a certified letter, informing the student that a finding of violation has been made and a sanction assessed; this report shall also warn the student of the likelihood that more serious sanctions (including discipline or dis-

missal) will be assessed by the university in the event of subsequent violation. The letter also shall inform the student of the appeals process for academic integrity violations (see Policy Statement F3). In the event that the student appeals successfully under Policy Statement F3, the faculty member's allegation, finding, and sanction determination shall be removed from the academic integrity violation file.

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

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

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

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

Policy Statement F3: Appeals Process for Academic Integrity Code Violations

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

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

The Academic Standards Committee shall make one of two decisions:

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

The decision of the Academic Standards Committee shall be final.

Appeal procedure for committee decisions resulting in dismissal from university

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

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

Re-admission to the University

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

Classroom Conduct Policy

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

Course Enrollment and Classroom Environment Policy

Aurora University classroom conduct requirements are intended to establish and promote the best possible learning environment for all Aurora University students. To that end, students are expected to treat each other with civility and

respect. Within that context, Aurora University recognizes that within an institution of higher learning, classroom or other academic discussions may delve into topics whose themes are controversial, adult-oriented, complex or otherwise inappropriate for people not versed in academic dialog, including children.

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

Academic Standards

All undergraduate students must achieve a minimum term GPA of 2.00 on a 4.00 scale to remain in good standing. Those achieving a term GPA of less than 2.00 are placed on Academic Warning. Following a second term (not necessarily consecutive) below 2.00, a student may be dismissed from the university by action of the Academic Standards and Conduct Committee. The committee may also impose conditions on a student's continued enrollment. If dismissed for poor scholarship, a student may not be re-admitted to the university until at least one calendar year later, after filing for re-admission to the board.

Individual majors and programs may have additional or more stringent academic standards for retention of students in the major or program. These standards are available to students through the office of each respective program.

Application for Admission

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

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

Application of Academic Regulations

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

Only those persons specified in an academic regulation may authorize exceptions or waivers pertaining to that policy. No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in

those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations. Individual advisors or faculty members are not authorized to grant waivers or exceptions. All waivers and exceptions granted by authorized university officials must be provided in writing. All exceptions and waivers must be made in writing, with copies provided to the student, and to all university offices and units having an interest or responsibility related to the regulation in question.

Term of Entry

The official terms of entry shall be summer, fall and spring.

A degree-seeking undergraduate student whose first enrollment at Aurora University is in summer is governed by the catalog and regulations in effect for the fall term immediately following the Summer Session in which the student was first enrolled.

Students-at-large are not considered matriculated until the first term in which they are enrolled as a fully or conditionally accepted student.

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

Registration Policy and Procedures

As soon as an application for admission has been approved, undergraduate students may contact the Crouse Center for Student Success to make an initial appointment with an advisor to register for courses. Registration and orientation days are provided in May and June as a convenience to first-year students planning to enter in the fall semester. New transfer students complete the advisement process and register during assigned advisement periods and prior to the start of the new term.

General program advising with a professional advisor is available by appointment to all students through the Crouse Center for Student Success.

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

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

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

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

Only those students who appear on the class list provided by the registrar or who present a late registration admission slip provided by the Registrar may be admitted to class by faculty. Faculty who knowingly admit unregistered students to class are subject to disciplinary action by the university.

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

Billing/Registration Policy

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

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

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

Payment of Tuition and Fees — Tuition and fees are assessed in accordance with approved policies. Please refer to the Payment Agreement Form signed at the time of registration for specific payment information. Students who have been approved to participate in a university-approved installment or deferred payment plan must adhere to the terms of these plans in order to remain eligible for participation. Details of these plans are available in the Student Accounts Office. Grades and transcripts are issued to students in good financial standing.

Refunds — During the regular semester, a 100% refund of tuition is provided through the first week of the semester, 90% during the second week, and 50% during the third week; no refund is issued thereafter. Refunds for Summer Session classes and for classes that do not meet in accordance with the regular semester calendar are provided in accordance with refund schedules provided by the controller. Specific information is provided on the Payment Agreement Form signed at the time of registration. Refunds are, in all cases, governed by the actual date of filing of a written drop notice (signed letter or signed Change of Course Petition) in the Office of the Registrar.

Late Registration

The normal registration period ends with the closing of the Office of the Registrar on the last university business day preceding the first day of the term or the first day of a class that officially begins at some point other than the beginning of a term. Students may register late for courses that meet more than once a week only during the first week of the semester. Courses that meet only once a week may

be added prior to the second class meeting. Specific deadlines may be obtained from the Office of the Registrar. It is the responsibility of a late-registering student to make up missed class work, and students are permitted to register late only with the understanding that their grades may be affected by work that cannot be made up.

Adding and Dropping Courses

Changing Courses — Once a student has registered for courses, he/she must file a Change of Course Petition to either add or drop a course. Courses may be added only during the official late registration period. No course may be dropped after the end of the 10th week of classes in a 16-week semester or the sixth week in an eight-week term or module. For courses scheduled outside of the regular semesters, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

Any student who has officially registered and wishes to change some part of his/her registration must file a change of course petition with the Registrar. This includes dropping and adding courses, changing grading systems from letter grade to Credit/No Credit or vice-versa, or changing sections of a course. The change-of-course petitions are available from the Crouse Center for Student Success and the Office of the Registrar.

Change-of-course petitions for changes requested by the student must be initiated by the student and require the signature of an academic advisor. It is the responsibility of the student to make certain that change-of-course petitions are submitted to the Office of the Registrar by the specific deadlines for late registration, change of grading system, or withdrawal from courses. Changes initiated by the university are handled administratively by the academic dean or the Registrar as appropriate.

Grades for Dropped Courses — Courses dropped with 100% refund do not appear on the student's permanent academic record. A grade of "W" (withdrawal) will be recorded on the student's permanent academic record between the 2nd and 10th weeks of a 16-week semester. No withdrawals will be processed after the 10th week of the semester. For courses scheduled outside of the regular semesters, the Registrar will calculate late registration and withdrawal deadlines and include this information with registration materials for such classes.

Overload

Students desiring to register for an accelerated load of more than 17 semester hours in any term must have the approval of an academic advisor or Registrar. General criteria to be applied are a cumulative GPA at Aurora University of 3.00 for returning and transfer students, and an SAT composite of 1100 or ACT composite of 26 for entering freshmen. Advisors may approve an accelerated load of more than 17 semester hours in any term if the student has a cumulative GPA at Aurora University of at least 3.40. Each case will be considered individually against the general guidelines, taking into account other factors such as recent performance patterns. Students may not exceed 21 semester hours in a semester.

Waiting List

Once a course has been closed, a student is encouraged to select and register for an alternative course. If a student wishes to be placed on the Waiting List for

the original course, he/she must petition with his/her academic advisor. Students are admitted from the Waiting List on the basis of need as determined by the Registrar in consultation with program chairs and other academic officials when appropriate. The Waiting List does not operate on a first-come, first-served basis, nor do instructors have influence on the decision. The Registrar makes determinations prior to the start of the term. Students authorized to add the class are contacted by email to confirm that they have been added to the class. It is the responsibility of the student to request to be removed from any Waiting List for which he/she no longer wishes to be considered. All waitlists are cleared the day prior to the start of each term/module.

Auditor Status

Aurora University has an auditor (AU) status for those individuals who do not wish to earn college credit for either an undergraduate or graduate course. Auditing privileges may include full participation in class sessions, with the exception that instructors are not required to evaluate and grade an auditor's performance in a course. Instructors may determine the character of participation and requirements of auditors.

The tuition fee for auditing has been established at 50% of the regular tuition rate. Any additional class fees will be at the expense of the auditor.

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

Audited courses will be posted on a student's permanent academic record as an audit (AU). No academic credit will be granted for audited classes at any time.

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

Visitors

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

Council of West Suburban Colleges Consortium (CWSC) Cross-Registration Program — Courses taken at other schools in CWSC (North Central College and Benedictine University) may be applied to Aurora University programs without violating the AU residence requirement. Cross-registration is permitted with permission of the other school and in accordance with terms of an agreement among all member schools. Prior approval of the student's AU advisor and the Registrar is required on the cross-registration form before registering at one of the other institutions. Cross-registration is available during the regular academic year (fall and spring terms). Tuition is paid to the home school and grades are recorded at the home school without the necessity of applying for a transcript.

Through this program, degree-seeking students at each of the member schools have access to a broad selection of academic offerings and scheduling options. Contact the Registrar's Office for eligibility information and special registration forms.

Miscellaneous Petitions

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

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

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

General Petition — When a student wishes to request an exemption from any part of the General Degree requirements, he/she must fill out a General Petition stating his/her request and file it with the Registrar. The Registrar approves general petitions in accordance with guidelines issued by the General Education Committee and in consultation with the program chair and academic dean.

Contact the Crouse Center for Student Success or the Registrar's Office for additional information.

Petition for Acceptance of a "D" on a Major — Students who wish to have a "D" applied to their major must complete a general petition and file it in the Office of the Registrar. The student should seek a recommendation and supporting statement from the academic dean or designate of the program in which the student is declared as a major, and supporting information from the unit in which the course was offered (if different from the major program) before submitting the petition to the Registrar. This information will be forwarded with the petition to the Academic Standards and Conduct Committee which shall rule on the petition. The decision of the Academic Standards and Conduct Committee shall be final.

Special Educational Experiences and Credit

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

The purpose of an Independent Study is to allow the competent and prepared student to pursue study of a topic of special interest or need in depth and to develop the student's ability to work on his/her own by pursuing a reading/research project to successful completion. Prior to registration, students must file the Independent Study Petition. This petition requires the signature/approval of the instructor, program chair and academic dean. Regular tuition is charged.

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

While most Independent Studies last one full term, occasionally they will run over several terms or less than one term. Students should register for Independent Studies along with other classes. After the first week of classes, the Registrar must approve registration for Independent Studies on a case by case basis in consultation with the instructor and the academic dean. No Independent Studies will be approved after the second week of the term.

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

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

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

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

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

Internships and Practica — All students are encouraged to explore and participate in an internship experience. Aurora University recognizes the validity of field experiences and experiential learning conducted under the direction of the faculty and encourages the integration of such learning into the university’s academic programs where appropriate.

All forms and information for students interested in an internship experience are located in the Crouse Center for Student Success. Students must meet with their academic advisor and/or the internship advisor prior to starting an internship experience. Students can choose to participate in either an academic internship experience for credit or a non-credit volunteer internship experience. All internship experiences are experiential.

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

1. Students participating in an academic internship experience for credit may arrange the internship experience in conjunction with any credit-bearing program of the university with the consent and sponsorship of the program faculty. Internships carry common course numbers throughout the university, together with the departmental prefix of the sponsoring program. Internship experiences may carry a departmental prefix reflecting the discipline of the faculty sponsor and the contact of the learning experience, even though the credit may not be applicable to a specific major.
 - a. Aurora University offers two forms of internship experiences:
 - An academic internship experience for credit requires the student to be at least a sophomore in standing. The academic internship experience requires a faculty sponsor and educational criteria. Internships can be designated as either credit/no credit or letter grade depending on the school or program. An academic internship experience will have the appropriate departmental prefix (i.e., CRJ, BUS, BIO, etc.) and 2940/3940/4940.
 - A non-credit volunteer internship experience enables a student to either explore a professional area of interest or perform a documented community service. The non-credit internship experience does not require a faculty sponsor and the student will not receive credit or a letter grade for the experience. Non-credit internships may never be converted for retroactive credit or recorded on the academic transcript.
 - b. All students participating in an internship experience must have a cumulative GPA of at least 2.00. This policy does not apply to students who are majoring in social work, education, physical education, athletic training and nursing. Schools and programs have the right to apply a higher GPA standard that may supersede this policy. Students must not have been on academic warning at the end of the preceding term when the internship experience is to begin. Students must also have completed at least 12 semester hours at AU by the time the internship experience begins. The program faculty of the approving/sponsoring unit may impose additional or more stringent requirements for eligibility.
 - c. Students must meet all eligibility requirements imposed by the internship site, including but not limited to, GPA requirements, or prior completion of specific coursework, background/security checks, citizenship/residency requirements, health and fitness, insurance coverage, prior work experience, and demonstrated competence in specific skills.
 - d. In order for the student to receive credit for an academic internship experience, the student must complete the minimum required number of clock hours per semester hours.

CREDIT HOURS ATTEMPTED = MINIMUM REQUIRED CLOCK HOURS

3 semester hours = 145 hours

4 semester hours = 193 hours

5 semester hours = 242 hours

6 semester hours = 290 hours

7 semester hours = 338 hours

8 semester hours = 387 hours

9 semester hours = 435 hours

CREDIT HOURS ATTEMPTED = MINIMUM REQUIRED CLOCK HOURS

10 semester hours = 483 hours

11 semester hours = 531 hours

12 semester hours = 579 hours

13 semester hours = 627 hours

14 semester hours = 676 hours

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

- a. Practica bear the departmental prefix of the program and are assigned course numbers in accordance with the numbering scheme employed by the program. Titles and catalog descriptions of these courses shall include terms such as “practicum,” or “field” to indicate clearly that the course is conducted through this type of experiential instructional model.
- b. Practicum credit is included in maximums established under the general academic regulations for total credit from given departments or divisions that may be presented for graduation. Within such limits, all requirements, minimums, and maximums for practicum credit within a program are established by the program faculty.
- c. Prerequisites for enrollment in practica including but not limited to GPA, prior coursework, declaration of major, and special skills or fitness are determined by the controlling program and summarized in the catalog description, which shall also reference the source of the full program regulations pertaining to the practicum offering.
- d. All practica are under the academic supervision of program faculty assigned by the program chair and approved through the normal mechanism for approval of faculty teaching assignments in the academic unit. The supervising faculty determines completion requirements and instructional design, monitor student progress, serve as the liaison between the university and the site, and are responsible for summary evaluation and grading of students enrolled in practica.
- e. Contact hours and duration shall be determined by the program faculty but shall not be less than 145 clock hours per 3 semester hours credit.
- f. Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
- g. Students register for practica as part of the normal registration process for other coursework. Controlling programs are responsible for handling pre-practicum application procedures, if any. The signature of a program advisor or designee on the student’s registration form or change of course petition is required for registration.
- h. Programs incorporating practica in their offerings are responsible for establishing faculty committees or other mechanisms that may be required to meet internal or external monitoring, screening, certification, or reporting requirements.

Attendance Policy

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

Authorized Absences from Class Policy

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

Regulations:

Definitions and Academic and Procedural Considerations

1. "A student representing the university": The student must be duly recognized by the manager or advisor of the event. A list of student participants should be forwarded to the Office of Academic Affairs.
2. "University-sponsored events": The manager or advisor of the event or activity shall submit to the CAO a list of events and have them approved as eligible for inclusion under this policy. This definition normally includes intercollegiate-athletic, student government, student development and fine arts events, as well as events required for the completion of another academic course.
3. "Event" means the actual event at which the student represents the university together with necessary travel time to and from the event site, where applicable. It does not apply to rehearsals, practices or meetings preparatory to the event.
4. Students are required to make up all work missed due to an authorized absence and, except when conditions are prohibitive, are responsible for making arrangements with faculty at least 48 hours in advance of the anticipated absence.
5. Faculty will make reasonable accommodations for completion of work by students who are granted authorized absences through established university procedures. It is expected that students would be able to complete makeup exams and assignments within 72 hours of the return to campus.

Procedures: Requesting and Granting Authorized Absences from Class

- A. Registering University-Sponsored Events and Participants: At least one week prior to the start of each academic term, the managers or advisors of all university-sponsored events provide to the Office of Academic Affairs a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of Academic Affairs 48 hours before the scheduled event. The Office of Academic Affairs will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.
- B. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with

a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the case of events occurring in the first two days of the term, students will need to contact instructors in advance of the term to make arrangements for an authorized absence.

- C. Procedure for Faculty: When a student requests an authorized absence, the faculty member provides the student with any necessary information concerning assignments to be completed. If the authorized absence will cause the student to miss in-class assignments or learning experiences that are part of the grading of the course, the faculty member may require alternative assignments of the student, as required by the outcomes of the course. Faculty members may establish in the class syllabus reasonable rules and procedures for the manner in which they wish to have students make requests for authorized absences (e.g., during office hours, by phone, by written request, before or after class, etc.).
- D. Advisement Procedures: Whenever possible, managers or advisors of university-sponsored events will provide to participating students a tentative schedule of events for the following term prior to the beginning of the advisement period for that term. Participating students will submit, in writing, their planned participation to their academic advisors in order to anticipate, minimize, and plan for any potential conflicts with classes.

Leave of Absence and Re-admission

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

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

Transfer Credit

A. General Criteria and Process

1. Official evaluation of acceptability for transfer — An official evaluation of all previously completed college credit is prepared by the Registrar's office after a transfer student has been approved for general admission to the university. The Registrar makes the final determination for the university with respect to the transferability of credit.
2. Acceptability for transfer — At the time of admission to the university, previously earned college credit is evaluated by the Registrar's office in accordance with regulations established by the faculty as to acceptability

for transfer and a summary of all previous college work and all transferable work is prepared by the Registrar for use in advisement of the student. Such evaluation does not constitute an agreement to accept any specific credit in lieu of any specific requirement for graduation from Aurora University. The following general criteria are used by the Registrar in determining acceptability for transfer:

- a. Credit is accepted from regionally accredited post-secondary institutions and from institutions accredited by bodies recognized by the Council for Higher Education Accreditation (CHEA). Credit from U.S. institutions not accredited by CHEA may only be accepted through the process for assessment of prior learning and is subject to the same limitations as other assessed prior learning.
- b. Guidelines presented in the AACRAO “World Education Series” are applied to foreign institutions. Where credit and content determination cannot be made from foreign transcripts, the Registrar requires that the transcripts be reviewed by a recognized credential evaluation service at student expense before transfer of credit will be considered. The Registrar requires that transcripts in languages other than English be translated at student expense. The Registrar reserves the right to determine whether or not foreign transcripts meet the university’s requirements for acceptance as official records.
- c. In most cases, only courses bearing grades of C minus (C-) or higher may be transferred. The exception is that a “D” for an IAI course will be accepted if the IAI core requirements are met before entering Aurora University. Courses bearing grades such as “pass” or “credit” may be transferred provided the regulations of the sending institution indicate that such credit represents work at the level of “C-” or higher. The cutoff for numerical grades shall be determined by the Registrar so that such grades are accepted on a basis consistent with the “C-” criterion. Coursework bearing “pass” or “credit” grades may only be accepted for inclusion in a specific program upon review and approval of the program faculty.
- d. In the case of credit that is to be included in a program, time limits on applicability to the program may be established by the program faculty. Time limits are determined with respect to the date of the student’s first attendance at Aurora University.
- e. Credit is ordinarily considered acceptable for transfer if it is comparable to coursework offered by Aurora University or generally considered to be part of a liberal arts based curriculum.
- f. Post-secondary technical credit may be accepted in transfer for inclusion in an approved student-initiated major; as general elective credit if certified by a program faculty as relevant to the student’s major area of study; or for inclusion in an established major upon approval of the program faculty.
- g. Credit deemed by the sending institution, or by Aurora University, to be remedial or pre-college in level may not be accepted in transfer. However, such credit may be considered by an academic unit as a basis for waiving course prerequisites, at the option of the program faculty.

3. AA and AS General Education transfer articulation — Students holding an AA or AS degree from a regionally accredited college are deemed to have met all lower-division General Education requirements for graduation from Aurora University (see “General Education Requirements for Transfer Students”). These students still must complete IDS3040 with a grade of “C” or better and participate in a junior-year advising, mentoring, and assessment process.
4. Transfer of credit by students matriculated at Aurora University — In general, it is expected that, once enrolled at Aurora University, a student will earn all subsequent credit toward the degree at the university.
 - a. Credit earned by approved cross-registration at other schools that are members of the Council of West Suburban Colleges (North Central College, Benedictine University) is treated as though it were earned at Aurora University.
 - b. No credit from other institutions earned while a student is matriculated at Aurora University may be accepted in transfer except upon prior, written approval of the Registrar.
 - c. No credit may be transferred within the last 24 semester hours of the student’s degree except upon the prior, written approval of the faculty (delegated to the Registrar). Credit to be transferred into a major under these circumstances also requires the prior, written approval of the academic dean of the program faculty.
5. The applicability of transferred credits to the completion of major requirements is decided by the relevant program faculty.
6. Aurora University does not accept credit for college-level GED examinations in transfer.
7. Aurora University will accept credit from an accredited graduate school toward a bachelor’s degree at Aurora University. The student is not required to have received a graduate degree prior to submitting a transcript for credit.
8. The application of courses transferred toward meeting general degree requirements will be determined by the Registrar. Professionally oriented courses, e.g., pastoral counseling or Sunday School administration, will not apply toward general degree requirements.
9. The application of courses transferred toward meeting major requirements will be determined by the Program Chair and the Registrar.

B. Credit Equivalency and Transfer of Credit for Registered Nurses

1. RNs entering the BSN program are subject to the transfer of credit practices outlined above and the additional policies outlined in this section. These policies are more specifically defined as they relate to the BSN program and thus take precedence over the general statements made above.
2. For RNs entering the BSN program, 30 semester hours of prior nursing education is transferred as block credit as part of the transfer evaluation process. The block credit will be listed on the transfer portion of the student’s transcripts as “Prior Nursing Credit.” A maximum of 81 semester hours of prior nursing credit and community college credit can be applied towards a BSN. The block credit for prior nursing credit is not consid-

- ered as part the minimum 30 semester hour residency requirements including 18 semester hours in the major established by the university.
3. Some coursework for nursing majors earned at accredited post-secondary institutions and recorded on the transcripts of such institutions will not transfer.
 - a. Courses that are designated “for nurses” (i.e., Sociology for Nurses) cannot be accepted in transfer.
 - b. Nursing courses, to be considered for transfer credit, must have been completed within the last four years. Proficiency tests may be required to demonstrate equivalency to and currency with Aurora University nursing courses.
 - c. Science courses must have been completed within the last ten years. Current licensed RNs are exempt.

Non-Traditional Sources of Credit

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

- A. Portfolio Process for Awarding Credit for Life and Vocational Experience (LVE)
 1. A portfolio assessment program is available to students who have significant prior learning through career achievements, individual study, or volunteer work.
 2. LVE portfolios may present documentation supporting the awarding of credit for the following categories of prior learning:
 - a. Military training evaluated by ACE
 - b. Non-collegiate training and education programs evaluated by ACE or under the PONSI program
 - c. College-level learning achieved through organized training and education programs not included in (a) or (b) above
 - d. Educational experiences achieved through non-CHEA-accredited institutions of higher education
 - e. College-level learning achieved through on-the-job experience, individual study, or other life experiences
 3. Students seeking credit only for programs in categories 2(a) and/or (b) may petition directly to the registrar for recording of such credit. It is the student’s responsibility to provide all necessary background documentation to support the recording of ACE, military, and PONSI credit.
 - a. A maximum of 12 semester hours of ACE, military, and/or PONSI credit will only be recorded under this regulation by the Registrar when such credit is clearly applicable to the student’s baccalaureate program at Aurora University.
 - b. Students seeking the transfer of technical credit or other credit that is not evidently suitable for inclusion in AU baccalaureate programs must complete a general petition and submit a portfolio that includes appropriate rationales for the transfer of such credit.

- c. A maximum of three semester hours providing an experiential prerequisite to completion of a major program may be awarded upon submission of documentation specified by the program faculty accompanied by a petition evaluated by a designated program faculty member and approved by the academic dean. An evaluation and recording fee is charged, as established by the Vice President for Finance. Such experiential prerequisite credit may only be presented for graduation in fulfillment of a specific major requirement.
4. In addition to awarding credit in response to specific student requests stated in terms of experiential prerequisites, the evaluation process may award to any student assessed at least 3 semester hours, an additional award of 9 semester hours of CIFE credit, based on submission of a satisfactory reflective essay (typically 10-15 pages in length) providing evidence of career-relevant learning achieved through the student's work experience, including appropriate documentation such as performance evaluation materials and supervisors' statements.

Following general evaluation of the student's credit, a copy of the portfolio and a summary of the evaluation shall be forwarded to the Registrar, who shall route the materials to major academic departments.

5. Non-traditional credit assessed through portfolios is subject to the following limitations and conditions:
 - a. A maximum total of 12 semester hours may be awarded through the portfolio process. If ACE/military credit and/or PONSI credit has previously been awarded by direct petition, such credit will count toward the 12 semester hour maximum for portfolio credit.
 - b. Credit awarded through the portfolio process will be recorded on the student's permanent academic record in the form and amount determined by the program evaluator, with indications of applicability to the requirements of the major as approved by the major department.
 - c. Credit not approved for application in the major may be applied as general elective credit toward graduation.
 - d. Portfolio credit considered by the Registrar to duplicate prior or subsequent transferable coursework or test credit will be removed from the student's historical record in favor of such coursework or test credit.
 - e. Portfolio credit is evaluated as either lower or upper division in nature and will be applied toward the limits for lower and upper division transfer credit and to meet other graduation requirements in the same manner as transferred credit.
 - f. Portfolio and examination credit are not included in official audits of student progress or degree completion until recorded in the student's permanent academic record by the Registrar.
 - g. Credit awarded through the portfolio process, by examination or as an experiential prerequisite for a major may not be counted toward either the general residency requirement for graduation nor toward the required number of semester hours included in either a major or a minor. However, such credit may be awarded within the final 30 semes-

ter hours of the student's undergraduate program, provided that the evaluated portfolio or official test results are submitted to the Registrar for recording no later than the last day of the term preceding the term in which the student will complete all requirements for graduation.

Credit by Examination

1. Examination credit through the College Level Examination Program (CLEP) and the Advanced Placement Program (APP) is granted by Aurora University as outlined in this catalog, to provide a means of measuring the academic achievement of those students who, through extensive reading and experience, may be able to meet the standards set as a basis for granting college credit.
2. Prior approval of the Registrar must be secured by filing a Petition for Prior Approval before current students take examinations for credit.
3. Limitations on Use
 - a. No more than one-fourth of the courses presented for the major shall be by examination.
 - b. No more than 4 semester hours of examination credit may be used to meet the General English Composition requirement.
4. Fees
 - a. Students are expected to pay all fees required by testing agencies.
 - b. CLEP, APP, PEP or NLN test credit earned while attending another institution and prior to attendance at Aurora University will not be assessed a recording fee.
5. College Level Examination Program (CLEP) General Examinations — The General Examinations are designed to be taken before college work is begun. Students who have any college credits must seek prior approval. If courses have been taken prior to the test date, appropriate reductions in the amount of credit usually awarded will be made by the Registrar.

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

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

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

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

SUBJECT EXAMINATIONS	4 Semester Hours MEAN SCORE	6 Semester Hours MEAN SCORE
Accounting, Introductory		50
Accounting, Financial	50	
American Government	50	
American History I: Early Colonization to 1877	50	
American History II: 1865 to Present		50
American Literature		50
Biology, General		50
Business Law, Introductory	50	
Calculus	50	
Chemistry, General		50
College Algebra	50	
College Algebra-Trigonometry	50	
Educational Psychology, Introduction to		50
Freshman College Composition		50
College French, Levels 1 & 2		
Second Semester		50
Fourth Semester		52
College German, Levels 1 & 2		
Second Semester		50
Fourth Semester		63
College Spanish, Levels 1 & 2		
Second Semester		50
Fourth Semester		54
Information Systems and Computer Applications	50	
English Literature		50
Human Growth and Development	50	
Literature, Analysis and Interpretation of		50
College Mathematics	50	
Principles of Macroeconomics	50	
Principles of Management	50	
Principles of Marketing	50	
Principles of Microeconomics	50	
Psychology, Introductory	50	
Sociology, Introductory	50	
Trigonometry	50	
Western Civilization I: Ancient Near East to 1648	50	
Western Civilization II: 1648 to Present		50

8. DANTES test credit — Aurora University accepts appropriate credit from the DANTES testing program. Subject areas are accepted if they meet the general requirements for acceptance of other forms of credit (i.e., are nontechnical in nature, or are in technical fields otherwise deemed appropriate for inclusion in the student's degree, or meet other guidelines for transfer of technical credit).

9. Advanced Placement Program (APP) — Four semester hours of credit will be awarded for scores of 3 or above in the following APP Examinations:

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

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

Declaration of Major

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

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

Students seeking to enter a program must file a Declaration of Major form with the Crouse Center for Student Success. The Crouse Center will assemble any necessary records or documents required by the program faculty for review of the student's declaration. A personal interview or the submission of supporting documents may be required at the option of the program. Requirements for admission to or retention in a program may be required by the program faculty, the academic dean, and the Chief Academic Officer.

Students currently entered as students in one program may seek to declare another major by filing a Declaration of Major form showing both the old and new program. A student denied admission to a program may appeal the denial to the academic dean or, in the case of a program directly headed by the dean, to the CAO.

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

Regulations Governing Majors

A. Established Majors

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

B. Student-Initiated Major

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

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

C. Minors

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

Academic Measurement and Evaluation

A. Grading System

1. Types and Definitions

- a. Letter Evaluation: A, B, C, D, F.

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

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

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

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

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

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

- b. Credit/No Credit: Cr/NCr.

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

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

Students are reminded that, with the exception of courses that are offered only on a Cr/NCr basis, no courses in the major may be completed under this grading system. Only one selected course in a minor may be taken under this system. Students are also urged to consider any regulations concerning academic honors, scholarship eligibility, or tuition refund plans which may be affected by use of this grading system. Certain courses (for example, University Chorale) are available only under the Cr/NCr grading system. Students may enroll for no more than one course per term, up to a total of eight courses, on a Cr/NCr basis. This is in addition to any courses that are offered only on a Cr/NCr basis.

2. Change of Grading System

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

3. Incomplete Grades — Regulations and Procedures

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

- a. A grade of Incomplete (I) may be assigned by the instructor only if the student has filed a Petition for Incomplete Grade. This petition form, which is available in the Office of the Registrar, must be completed and signed by the student, the instructor, and academic dean.
- b. The petition must specify the reason the student has been unable to complete the work, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the instructor.
- c. Petitions for Incomplete grades must be filed by the deadline specified by the Office of the Registrar for submission of final grades, or by the time the instructor files the final grade sheet for the course, whichever is earlier.
- d. Completion dates for “I” grades must be on or before the last day of the fourth week of classes of the term following the term in which the grade is assigned, excluding the Summer Session. In the event that a final grade is not reported to the Office of the Registrar on or before the date one week after the deadline specified in the petition, the registrar will contact the instructor requesting that a grade be submitted in writing. Instructors report grades to replace “I” grades in writing to the Office of the Registrar using the Change of Grade form.
- e. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section d. Such petitions must be filed with the academic dean on or before the deadline for completion originally specified in the petition for an “I” grade. Petitions approved by the academic dean must be received by the Registrar on or before the original deadline for filing of the grade.
- f. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student’s control. In order

for an “I” grade to be considered, the student must be in satisfactory academic standing in the specific course. In cases of emergency, the petition may be filed on the student’s behalf by the course instructor. At the earliest possible time, the course instructor will take responsibility for confirming the petition with the student and securing the student’s signature. If the student does not accept the conditions of the petition, the instructor will assign a permanent grade to be entered by the Registrar.

- g. A student’s Academic Warning status in a given term will be determined by the term GPA resulting from the work completed in that term. If a subsequently-completed “I” grade causes the student’s GPA to rise above or fall below 2.00, the student’s warning status, and the permanent record thereof, will be changed accordingly.

4. **Deferred Grade Policy — Regulations and Procedures**

A deferred grade (X) is for use in certain courses in which it is anticipated that the student’s learning experience will continue beyond a regular academic term. The deferred grade is available for use in the cases of field experiences, practica, internships, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience.

- a. In the event that a course or other learning experience is planned to extend over more than one academic term, the student(s) enrolled will be given a deferred grade (X) at the end of the first term. The permanent grade will be posted when received from the instructor at the conclusion of the course or learning experience.
- b. Courses or other learning experiences for which deferred grades (X) are to be assigned must be so designated and indicated in the university catalog. The deferred grade (X) is available for use in cases of field experiences, practica, internships, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience. After a review by the academic deans, the Registrar will publish an approved list of courses in the university catalog for which the “X” (deferred) grade may be used. Any revisions in the approved list will need the approval of the academic dean and must be submitted to the Registrar prior to the beginning of the term.
- c. Tuition for multi-term courses or other learning experiences is billed and payable with respect to the first term of registration, and the course counts in the student’s load only in the first term of registration. No additional registration process is required during subsequent terms while the course is being completed.
- d. A deferred grade (X) has no effect on the student’s GPA and is not considered by the Academic Standards Committee or other university bodies in the review of student progress. When the permanent grade is posted, the effect of this grade will be assessed by university review bodies as though the grade were part of the work completed in the term when the grade is posted.

LISTING OF COURSES FOR DEFERRED GRADE OPTION

COURSE NUMBER	TITLE
2880, 3880	Travel Study
2940, 3940	Career Investigation Field Experience
4940	Career Application Field Experience
4970	Honors Research
3980, 4980	Independent Study
	Course by Special Arrangement
ATRI 1760, 2750, 2760, 3850, 3760, 4750	Athletic Training Practicum I-VI
ATR 4990	Athletic Training Senior Seminar
CRJ4610	Research Monograph
EDU4750	Student Teaching
SWK4110, 4120	Generalist Social Work Practice I, II
SWK4210, 4220	Field Instruction I, II

5. The “D” Grade

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

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

7. Change of Permanent Grades

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

Grade Point Average

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

1. Type 1: Term GPA A=4, B=3, C=2, D=1, F=0, NCr=0, Cr=Not Calculated into GPA. Based only on courses taken in a given term at Aurora University, the unit of credit is multiplied by the quality points assigned to the grade earned. The sums are then added and the total quality points divided by the calculable credit units producing the Term GPA. (If a course is repeated only the higher grade is calculated into the GPA and only academic credit from one can be counted toward graduation.)
2. Type 2: Cumulative GPA of courses at Aurora University. Calculated in the same way as the Term GPA but is based upon all work taken at Aurora University over all terms of attendance. Since Fall 1990, only work completed at Aurora University has been included in the cumulative GPA of Aurora University students. Calculations of GPA for work at previous colleges are carried out by the Office of Admission for purposes of determining admission and by the Registrar for purposes of student classification and to provide data for the financial aid process. No calculation of GPA including work at previous colleges is maintained as part of the student's official academic record.

Academic Honors

Academic Honors at Graduation

1. To be eligible for Academic Honors at Graduation, students must have:
 - a. A minimum of 90 semester hours of credit for a letter grade, of which 45 semester hours must have been earned at Aurora University.
 - b. A cumulative GPA at Aurora University of:
 - 3.500-3.749 to receive the degree Cum Laude
 - 3.750-3.899 to receive the degree Magna Cum Laude
 - 3.900-4.00 to receive the degree Summa Cum Laude
 - c. In addition, a student who has a minimum of 90 semester hours for a letter grade at Aurora University and a cumulative GPA at Aurora University of 3.75 or above will receive the Gold Ivy Leaf Award (pin and certificate).
2. Term Dean's List

Students will be placed on the published Dean's List and receive a letter from the Chief Academic Officer at the end of each term that these conditions are met:

 - a. A minimum of 12 semester hours for a letter grade.
 - b. A term GPA of 3.60 or higher.
 - c. Students with a term GPA of 4.00 will be cited for High Honors in a special section of the Dean's List.

Academic Warning and Dismissal

1. When a student's work falls below acceptable standards, the instructor should send an electronic warning notice to the student. The student's academic advisor will be notified. Students are encouraged to meet with their advisor regularly to discuss academic progress.
2. A student is placed on academic warning when her/his Term GPA is below 2.00. A student will be academically dismissed if their Term GPA is 0.00 in any given term. Fully approved students placed on academic warning for a second time (not necessarily consecutive) may be dismissed for poor scholar-

ship. Freshmen admitted conditionally under the guidelines of the Admissions Review Committee may be dismissed at the conclusion of their first year if their Term GPA is below 2.00. Transfer students admitted on academic warning will be reviewed and may be dismissed for poor scholarship whenever their Term GPA is below a 2.00.

3. Last Term Warning Status: A student may be placed on last term warning if his or her Term GPA is 1.00 or below but above 0.00. A student who encounters repeated academic difficulties may also be placed on last term warning. Once a student is placed on this status, he or she remains on last term warning until the student has completed three consecutive terms (excluding Summer Session) with a term GPA of at least 2.00 and Aurora University GPA of at least 2.30, or upon graduation or until the term GPA drops below 2.00, in which case the student is dismissed from the university
4. Students dismissed for poor scholarship by the Academic Standards and Conduct Committee may appeal for a full hearing before the committee. At such a hearing the student may appear in person to make a statement and answer questions. A letter requesting an appeal and briefly outlining the basis for the appeal should be sent to the Registrar. Such a letter should also indicate whether or not the student wishes student members of the committee to be present and participate in the decision. The participation of student members means that a student's academic record and the contents of his or her personal file are open to those students for inspection.
5. A student who is dismissed from Aurora University for poor scholarship may apply for readmission after one calendar year. The application is filed with the Academic Standards and Conduct Committee during the term preceding the term when the student wishes to return to the university.

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

1. Introduction

- a. A student has the right to appeal a course grade if she or he feels that the grade was assigned capriciously. Capricious grading is the only rationale for a grade appeal. A student may not appeal a grade based on a disagreement about grading criteria or concerns about the judgment of the faculty member. Capricious grading, as that term is used herein, is limited to one or more of the following:
 1. the assignment of a grade on some basis other than performance in the course;
 2. the assignment of a grade to a particular student by different standards than were applied to other students in that course;
 3. the assignment of a grade using standards other than those that the students had been led to reasonably expect would be used to judge their work. .
- b. The evaluation of the quality of a student's academic performance in participation in class and on assignments that the student turns in is one of the primary professional responsibilities of university faculty members; it is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this university that the professional judgments of faculty members not be subject to inappropriate pressures or other interference.

- c. It is necessary, however, that any course grade be based on evidence of the student's performance in that course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced standards. These standards must be announced and put in writing for each class at the beginning of each term. While the standards for evaluation used in a course may change during a course as the faculty member judges to be appropriate based on the performance of the students, changes to guidelines for evaluation during a course should be as minimal as is possible and must be announced to the students in advance of the application of the new standards. It is never appropriate for a faculty member to retroactively alter the standards that have been applied to work that has already been turned in.
2. Appeal Procedures
 - a. A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:
 1. The student shall confer with the instructor, informing the instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.
 2. If after consultation with the instructor, the student believes that a grade was assigned capriciously, the student shall confer with the jurisdictional chair, who shall consult and advise with both the instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
 3. If Steps 1. or 2. do not resolve the problem, the student may submit a petition in writing to the jurisdictional dean. This petition must be submitted to the dean not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the summer term.
 - b. The petition shall request a meeting with the dean and shall present evidence that the grade is capricious as defined above, and shall present the student's arguments which substantiate his/her conclusions. The Dean shall refer the petition to the instructor and secure from the instructor a response in writing, setting forth the instructor's position on the matter.
 - c. On the basis of a consideration of the student's petition and the instructor's response, the dean shall conduct an inquiry, which shall include a meeting with the student and the instructor separately or together and ascertain and consider relevant facts.
 3. Decision. The dean shall make one of these decisions:
 - a. That the grade was not assigned capriciously and shall stand as assigned.
 - b. That the grade was assigned capriciously and should be changed. The dean shall then assign a new grade. The dean may involve another faculty member with appropriate professional qualifications to review the work of the student and recommend a new grade. The dean shall authorize the registrar to make the grade change.

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

Transcripts: Regulations Governing Issuance

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

Student Classification and Definition

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

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

Graduation Policies and Procedures

A. Application for Graduation Status

1. Each candidate must file an Application for Graduation Status with the Office of the Registrar. This application can be found online for students who have a total of 78 semester hours at the undergraduate level and 12 semester hours at the graduate level toward a degree at the end of the fall semester. Submitting this application does not in any way mean that we expect or guarantee your graduation that year.
2. Applications must be returned by the deadline indicated on the application together with the filing fee attached. Applications not received or postmarked on or before the established deadline must be accompanied by a late filing fee. Filing fees and late fees are specified on the application.
3. No applications will be accepted after March 1 for May and summer graduation.

B. Summer Graduates

1. Those students who return the Application for Graduation indicating that they will complete all degree requirements by August 31 will be mailed the Supplemental Summer Graduation Petition by April 30. This petition must be completed and returned to the Office of the Registrar no later than May 15.
2. No summer program encompassing more than 9 semester hours of credit will be approved. No summer registration at Aurora University, elsewhere or in concurrent registration that totals more than 6 semester hours will be approved without overload clearance from the Registrar.

C. Fall Candidates for Graduation

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

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

All candidates for graduation must have all transcripts from other institutions; results of examination scores; Life and Vocational Experience credit; portfolio credit; removal of temporary grades (incompletes or deferred grades) submitted to the Registrar by the fifth week of the term prior to the end of the term in which they plan to graduate. The exception will be for summer candidates for graduation. Official transcripts must be received by Aurora University on or before the last day of the term in which a student plans to graduate. Failure to receive these transcripts by that date will mean that the student's graduation status will be cancelled, even though the student may have already participated in the ceremony.

E. Completion of Degree Requirements

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

F. Participation in Commencement Ceremonies

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

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

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

G. Graduating in Absentia

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

H. To Receive Diplomas

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

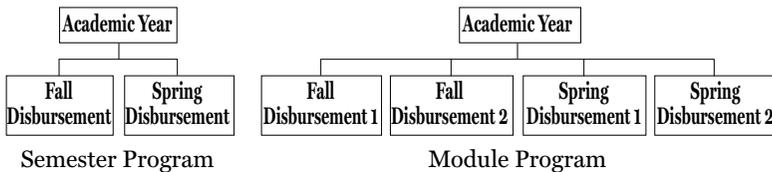
FINANCIAL AID POLICIES AND PROCEDURES

1. A student has the right to know the criteria used to determine his/her financial need and the aid that the student has been awarded. A student also has the right to decline any or all of the awarded aid.

2. No federal or state aid will be awarded to a student who owes a refund or repayment on a Federal Pell Grant, Supplemental Educational Opportunity Grant (SEOG) or who is in DEFAULT on a Federal Stafford Student Loan or Perkins Loan.
3. All financial aid received in excess of a student's need and/or cost of attendance **MUST BE RETURNED/ REPAID**. The total of any financial aid programs designated as applicable toward tuition only cannot exceed the direct cost of tuition.
4. STUDENTS MUST RE-APPLY FOR FINANCIAL AID EVERY YEAR. Aurora University highly recommends completing the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. Students completing their financial aid file after June 1 may incur late fees and/or penalties, if they have provided their financial aid paperwork after this date.
5. If a student has been selected for verification, he/she must submit requested items to the Office of Financial Aid. Verification must be completed before any financial aid, including loans, can be credited to his/her account.
Please Note: The verification process may take longer if FAFSA corrections are required. Corrections to FAFSA information may result in changes to the student's financial aid eligibility, which he/she would be notified of via a revised financial aid award letter.
6. SPECIAL CIRCUMSTANCE AND DEPENDENCY OVERRIDE REQUESTS- There are times when a student may encounter a situation that is not reflected in the information requested on his/her FAFSA. If a student has extenuating circumstances, he/she may complete a Special Circumstance or Dependency Override Request. The committee reviews completed requests weekly. These forms are available from the Office of Financial Aid or at aurora.edu/financialaidforms.
7. If a student is borrowing a Federal Direct Stafford Student Loan and/or a Federal Perkins Loan for the first time, he/she must complete an **Entrance Counseling** session. A student must complete an **Exit Counseling** session if his/her enrollment falls below half-time prior to graduation or upon leaving the university. At that time, he/she may contact the U.S. Department of Education to inquire about repayment and/or deferment of his/her federal loans.
8. The student is responsible for reporting any of the following to the Office of Financial Aid:
 - Change in enrollment
 - Change in living arrangements
 - Change in academic level
 - Receipt of tuition benefits/reimbursement from outside source(s)
 - Receipt of an outside scholarship***Any change in the items above may require an adjustment to the student's financial aid.**
9. The Student Accounts Office will pay allowable charges such as tuition, fees, room, and board as well as authorized miscellaneous charges per the Tuition/Fees Payment Agreement form with federal financial aid. Excess funds, if applicable, will be refunded to the student and/or parent within 14 calendar days from when the credit balance becomes available. A refund of

excess funds will not be available until all financial aid and allowable charges have been applied to your account. **If a student receives a refund of credit and then has a reduction in financial aid, incurs additional charges or withdraws from all courses, he/she is responsible for paying the outstanding balance.** If a student prefers to have any credit balance held on his/her student account during the academic year, he/she can arrange this with the Student Accounts Office.

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



11. TUITION REFUND POLICY

Aurora campus and the Woodstock Center campus

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

Aurora campus students

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

12. Room and meal plan charges are subject to a different refund policy which is determined by the Residence Life Office.
13. **WITHDRAWAL and LEAVE OF ABSENCE** - A student's eligibility for financial aid may be affected if he/she withdraws from any or all classes. Check with the Office of Financial Aid before withdrawing from any classes. If a student makes the decision to withdraw from Aurora University at any time, he/she should initiate official withdrawal paperwork with the Crouse Center for Student Success or the Registrar's office.
14. **RETURN OF FEDERAL FUNDS POLICY** - A student, who receives federal financial assistance and withdraws from all classes up through the 60% point in a period of enrollment, may no longer be eligible for the full amount of federal aid that was originally awarded. A percentage is used to determine the amount of federal funds the student has earned at the time of withdrawal. Any unearned funds must be returned by the school and/or student. This fed-

eral calculation must also be done after semester grades are submitted in the event that a student receives all “F”s (a 0.0 Semester GPA) and the “F”s are due to lack of attendance. Further details regarding the federal returns calculation are available in the Office of Financial Aid.

15. Students must be enrolled at least half-time and maintain Satisfactory Academic Progress (SAP) in order to receive federal, state and institutional student aid. For additional information, refer to the Satisfactory Academic Progress section.
16. Definitions of enrollment per semester

	Undergraduate	Graduate/Doctoral
Full-time	12 or more credits	9 or more credits
Three-quarter time	9–11 hours credits	7–8 hours/credits
Half-time	6–8 hours/credits	4–6 hours/credits
17. **SUMMER FINANCIAL AID** requires a separate institutional application. Applications will be available beginning in February at aurora.edu/financialaidforms. If eligible, summer term financial aid will be added to a student’s award letter. A student will also be notified if he/she is not eligible. Please note that the summer term also has a different enrollment definition than the regular academic year.
18. If a student or other individual misreports information or alters documents to fraudulently obtain federal funds, this will result in the cancellation of aid and referral to the U.S. Department of Education’s Office of Inspector General.

Note: These Policies and Procedures are subject to change without prior notice. All state and federal financial aid programs are dependent on funding levels and federal regulations. Depending on budgetary appropriations and regulatory updates, the Office of Financial Aid may be required to make award adjustments at any time.

Satisfactory Academic Progress Procedures for Financial Aid Recipients

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

Schools are required to monitor the SAP of students at least once annually. The following guidelines are now in effect. These SAP policies and procedures are subject to change without prior notice.

1. Qualitative and Quantitative Regulations (Undergraduate)

Qualitative (Grade Point Average GPA) - Undergraduate students must achieve a minimum total cumulative GPA of 2.0 by the end of the academic year to be eligible for financial aid the following academic year.

Quantitative (Pace of Completion) - To earn a bachelor’s degree at Aurora University, students must complete a minimum of 120 semester hours. Students may receive financial aid for up to 150% of the hours required to complete their programs. This includes hours earned at another institution and transferred to Aurora University, as well as any hours that may have been completed even if financial aid was not received. If at any time a student chooses to change majors, courses previously completed may be included in the 150% completion rate. Students must complete at least two-thirds (66.67%) of all courses attempted in an academic year to maintain quantitative eligibility for aid.

Example: A student was enrolled in 12 semester hours but completes only 7 semester hours. This student completed 58.33% of the courses and is therefore NOT maintaining SAP.

2. Policy on Incompletes, Audits, Withdrawals

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

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

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

3. Retaking Coursework

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

If a student completes and passes a course, they may only receive Federal Title IV aid for one repeated course should they decide to retake the same course to earn a higher grade. If a student withdraws from or fails a course, they may receive Federal Title IV aid if they retake the course.

4. Impact of Dropping/Failing Courses

Though a student may receive Federal Title IV aid for retaking a course that had previously been dropped or failed, both the first and second attempts are counted toward the quantitative requirement (see item 1). This means that repeatedly withdrawing from and/or failing courses may negatively impact a student’s quantitative progress (pace of completion) over the long-term and result in the student failing to meet SAP requirements.

5. Financial Aid Appeal Process

If a student does not meet the SAP requirements (see item 1), resulting in a loss of federal and state financial aid eligibility, **he/she may appeal this determination** in writing by completing and submitting the necessary documentation to the Office of Financial Aid within the designated deadline. The student will be provided with detailed instructions regarding the appeal process at that time. The appeal process takes into consideration special circumstances.

The student must submit the appeal by the Friday two weeks prior to the start of the next academic term.

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

If the student chooses to enroll in courses over the summer at Aurora University or at another school to improve their SAP, he/she must notify the Office of Financial Aid in writing upon successful completion of the course work. To transfer course work from another institution, a Prior Approval Form must be completed, submitted and approved by the Registrar prior to enrolling in the course. An official transcript must be received in the Registrar's Office, documenting successful completion of the coursework

6. Conditions for Aurora University Scholarship Renewal

By the end of the spring semester, students must attain a minimum cumulative GPA determined by each scholarship program, as noted in the initial university acceptance letter, to renew the scholarship for the next academic year. The financial aid staff will monitor the student's academic progress throughout the academic year. The student will receive a letter from the Dean of Student Financial Services if he/she is not meeting the minimum GPA required to maintain their Aurora University merit scholarship and is in danger of experiencing a reduction/loss of scholarship eligibility for the upcoming year.

During this scholarship warning status, eligibility may be continued, but the student must resolve this warning status by the end of the academic year. If the student does not and falls below the cumulative GPA required at the end of the spring semester, they will automatically receive a reduced scholarship level for the upcoming academic year. **The student may appeal** and will be provided with detailed instructions regarding the scholarship appeal process at that time.

The SAP Appeals Committee will meet to review the appeal and supporting documentation, if applicable, and will be responsible for the final decision regarding scholarship eligibility for the next academic year. The student will be notified in writing of the committee's decision. If approved, the student will be placed on **scholarship probation** and an academic plan will be prescribed for continued scholarship eligibility.

If the student chooses not to appeal or if his/her appeal is denied, the change in scholarship eligibility will remain in effect. Students may receive federal and/or state aid, provided they apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) by all applicable deadlines and satisfy the appropriate SAP requirements previously described.

Family Educational Rights and Privacy Act of 1974 as Amended

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

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

- b. The files of former students are found in the Office of Alumni Relations, Registrar's Office, and, where appropriate, in the School of Education and Career Services.
 - c. Specifically exempted from viewing by the student are the financial records of students' parents and the confidential recommendations and statements written for and placed in the file prior to January 1, 1975. A student may or may not sign a waiver of his/her right to access to recommendations and statements written for and about him/her after January 1, 1975.
 - d. Copies of student records will be furnished upon written request of the student. Official transcripts of a student's college academic record are available. Student credentials maintained by the School of Education are also available. The first set of five credentials is free of charge; all subsequent sets of five are issued at a rate of \$2.00. Other student records for which copies are requested will be issued at a charge of \$.25 per page with a minimum charge of \$2.00.
2. The law requires educational institutions to provide hearings for students to challenge any record that they consider inaccurate or misleading. Aurora University, in complying with this law, has established the following procedures for implementing it.
- a. A student must present a written request to see the contents of his/her files to the appropriate office. An appointment will then be made for him/her to read his/her file in the presence of a member of the university staff. Identification will be required at the time of the appointment. A student may read the contents of these files, but may not remove or destroy any of the contents.
 - b. A University Judicial Board hearing may be requested by a student for the purpose of challenging any record he/she considers inaccurate or misleading, under the terms of General Campus Regulation Number 16. The decision of the University Judicial Board will be appropriately implemented in all such cases. If the decision is not to amend the record, the student will be allowed to place a written comment or explanation in his/her file. If the contested portion of the file is disclosed to anybody, the student's statement will also be disclosed.
3. Under the second heading, the release of student records, the law requires prior written consent of the student before releasing personally identifiable data about him/her from the records to other than a specified list of exceptions that includes school officials, officials of other schools in which a student seeks to enroll, parents of "income tax dependent" students, appropriate government officials, accrediting organizations, in response to a legal subpoena and to certain others if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
- a. Excepted from this requirement is "directory information," including the student's name, address, telephone number, email address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, current registration, degrees, honors, and awards received, and the most recent previous educational institution attended by the student.

- b. Such information may be made public once the institution gives notice of the categories of information that it has designated as such “directory information” and allows a reasonable period of time after such notice has been given for a student to inform the institution that some or all of the information designated should not be released without his/her prior written consent. This announcement constitutes such public notice.

UNDERGRADUATE MAJORS



MAJOR IN ACCOUNTING

Bachelor of Arts — Bachelor of Science

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program.

The admission requirements for the Adult Degree Completion program are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

Accounting is an influential profession affording participants real opportunities to contribute to the profitability and operational effectiveness of organizations. As organizations and the economic environment become more complex, accounting records, analyses and reports become more critical to guiding and controlling the organization. According to the U.S. Department of Commerce, Bureau of Labor Statistics, the demand for accountants has been increasing for a number of years and is expected to continue rising.

The accountant's activities address two major concerns in the organization. First, the accountant reports at regular intervals on the progress and financial situation of the organization in order to inform the decisions made by management, creditors, investors, government agencies and employees. Second, the accountant provides expertise in the interpretation of financial information to answer questions, solve problems, and project future trends.

The Aurora University accounting program is designed to prepare students for careers in public accounting firms, corporations, not-for-profit organizations and in government service. Students take courses emphasizing managerial and financial accounting to prepare for the Certified Management Accountant (CMA) or Certified Public Accountant (CPA) professional examinations. Students in the traditional program also benefit from the required research project or professional internship experience in the accounting field.

The Adult Degree Completion program in accounting is a fast-paced, year-round program for adults who work full time. Students are challenged to combine their prior learning (informal and formal) with theory, concepts and history to maximize their effectiveness. Part of the process involves participation in team projects during which they apply their learning to both hypothetical and actual challenges, in order to prepare for work in environments that are increasingly complex and reliant on this skillset. Most classes meet year-round in eight-week modules, allowing steady progress toward educational goals while still maintaining work and family life.

Required Business Foundation Courses: 32 semester hours

BUS1020	Foundations of Management (4)
BUS2010	Legal Environment of Business (4)
COM1550	Professional Communication (4)
ECN2030	Principles of Economics (4)
FIN3400	Principles of Finance (4)
MIT3520	Advanced Software Applications (4)
MKT2300	Principles of Marketing (4)
MTH2320	General Statistics (4)

Required Discipline Courses: 44 semester hours

ACC2010	Principles of Financial Accounting (4)
ACC2020	Principles of Managerial Accounting (4)
ACC3110	Intermediate Accounting I (4)*
ACC3120	Intermediate Accounting II (4)*
ACC3210	Cost Accounting (4)
ACC3310	Federal and State Taxation of Individuals (4)
ACC3320	Federal Taxation of Business Entities (4)
ACC3910	Professionalism and Ethical Leadership (4)
ACC3940	Accounting Internship (4)** or Accounting Research Project (4)**
ACC4140	Advanced Accounting (4)
ACC4410	Auditing (4)*

* Available in 16-week format only.

** The internship/research project must be completed during the junior or senior year and is not required for Adult Degree Completion students.

To earn a BS, the following two courses are required:

BUS3550	Operational Metrics (4)
MTH3590	Business Analytics (4)

MAJOR IN ACTUARIAL SCIENCE

Bachelor of Science

The actuarial science major provides students with a strong analytical foundation with which to solve the problems encountered in the quantification of risk and the management of investments. To be a successful actuary, a strong business and finance background must be combined with the analytical skills developed in mathematics and economics courses. The courses selected below will prepare students for successful careers in the field of actuarial science and prepare them for the first two actuarial examinations required by the Casualty Actuarial Society (CAS) and the Society of Actuaries (SOA). An internship experience is encouraged that will give students the opportunity to take the skills and knowledge learned in the classroom and apply them in a workplace environment.

A major in actuarial science will prepare students for a professional career that is consistently rated among the top professions in terms of employment outlook, salary, professional development and job satisfaction.

Mathematics Courses: 36 semester hours

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH2230	Calculus III (4)
MTH3100	Theory of Interest (4)
MTH3200	Actuarial Mathematics I (4)
MTH3220	Actuarial Mathematics II (4)
MTH3240	Probability and Statistics I (4)
MTH3260	Probability and Statistics II (4)
MTH4990	Senior Capstone in the Mathematical Sciences I (2)
MTH4991	Senior Capstone in the Mathematical Sciences II (2)

Business Courses: 24 semester hours

ACC2010	Principles of Financial Accounting (4)
ACC2020	Principles of Managerial Accounting (4)
ECN2030	Principles of Economics (4)
FIN3400	Principles of Finance (4)
FIN4250	Investments and Portfolio Management (4)
FIN4430	Advanced Corporate Finance (4)

Select One:

CSC1010	Introduction to Computer Science (4)
CSC1700	Introduction to Computer Programming (4)

MAJOR IN ART

Bachelor of Arts

The Art Department at Aurora University offers students a broad-based foundation program designed to encourage aesthetic appreciation, sensitivity and skill building in the visual arts through study in the classroom and studio. The department offers a major in studio art which allows the student to select an emphasis in one or more of the following artistic media: drawing, painting, photography or sculpture. A 28-semester hour selection of required core courses provides students with a foundation in both studio art and art history. In addition, a senior seminar and exhibit of the student's work provide the student with an opportunity to demonstrate the acquisition of appropriate knowledge and skills on completion of the program.

All art majors will have a portfolio review by faculty at the end of their sophomore year (or before entering the program for transfer students and students joining the program after their sophomore year). Faculty will offer suggestions on the student's work and recommendations toward future work. Arrangements for individual portfolio reviews may be made through the chair of the Art Department.

Core Requirements: 28 semester hours

ART1210	Two-Dimensional Design (4)
ART1310	Three-Dimensional Design (4)
ART2100	Introduction to Drawing (4)
ART2500	Art History: Prehistoric to Medieval (4)
ART2600	Art History: Renaissance to Modern (4)
ART4990	Senior Seminar/Exhibit for Studio Art Emphasis (4)

Choice of:

ART2510	Introduction to Painting (4)
or	
ART2610	Introduction to Sculpture (4)
or	
ART2670	Introduction to Digital Photography (4)

Art Major Elective Courses (organized by emphasis)

Select 16 semester hours

Drawing Emphasis:

- ART3110 Intermediate Drawing (4)
 ART4100 Advanced Drawing (4)

Painting Emphasis:

- ART2510 Introduction to Painting (4)
 ART3510 Intermediate Painting (4)
 ART4510 Advanced Painting (4)

Photography Emphasis:

- ART2670 Introduction to Digital Photography (4)
 ART3400 Intermediate Digital Photography (4)
 ART3540 Photography and Society (4)
 ART4400 Advanced Digital Photography (4)

Sculpture Emphasis:

- ART2610 Introduction to Sculpture (4)
 ART3200 Intermediate Sculpture (4)
 ART4200 Advanced Sculpture (4)

Art History Emphasis

- ART2530 Introduction to Native American Art (4)
 ART/PHL2700 Art and Philosophy (4)
 ART/HIS3360 Renaissance, Renovation and Revival (4)
 ART/REL3450 Icons and Idols: Critical Approaches to Religious Art (4)
 ART3450 Photography and Society (4)

MAJOR IN ATHLETIC TRAINING

Bachelor of Science

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 Bachelor 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 completing a Bachelor of Science Degree in athletic training will also be prepared for advanced graduate study in various health-related fields. The Aurora University athletic training program is nationally accredited by the Commission on Accreditation of Athletic Training Education Programs (CAATE). Students will participate in a rigorous academic program that includes practicum course clinical rotations to area physical therapy clinics, high schools, colleges, hospitals and physician offices.

Following admission to the university, applicants will formally apply for acceptance into the athletic training major. Prerequisite requirements will be completed during the student's first year. Application procedures into the program include

successful completion of an entrance exam, passing a certified criminal background/sex offender check, passing a TB test, and proof of current immunization or waiver. The minimum grade point average for admission is a cumulative 2.75/4.00 scale. Admission into the program is also based on the student's personal behaviors and professional attributes as a potential health care provider. Students will be accepted into the program following the spring semester of their first year. Aurora University maintains the right to admit only the most highly qualified students from those who have met the above 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.

Science Core Courses: 16–20 semester hours

BIO1210	Biology of Cells (4)
BIO2660	Anatomy and Physiology I (4)
BIO2670	Anatomy and Physiology II (4)
BIO2080	Nutrition and Health Promotion (4)
MTH1100	College Algebra (4) or successful placement according to the Mathematics placement policy

Additional Core Courses for Athletic Training Majors: 8 semester hours

PED3210	Kinesiology for Athletic Training, Fitness and Health Sciences (4)
PED3225	Physiology of Exercise for Athletic Training, Fitness and Health Sciences (4)

Professional Core Courses for Athletic Training Majors: 68 semester hours

MTH2320	General Statistics (4)
ATR1760	Athletic Training Practicum I (1)
ATR1800	Responding to Emergencies (2)
ATR2050	Foundations of Athletic Training (2)
ATR2500	Prevention and Care-Acute Athletic Injuries/Illness (4)
PED2550	Advanced Strength Training and Conditioning: Certification Preparation (4)
ATR2750	Athletic Training Practicum II (2)
ATR2760	Athletic Training Practicum III (2)
PED2810	Olympic Style Weight Lifting (1)
ATR3200	Emergency Medical Response (4)
PED3480	Sport Psychology (4)
ATR3500	Medical Aspects in Athletic Training (4)
ATR3510	Assessment-Lower Extremity/Viscera and Lab (4)
ATR3530	Assessment-Upper Extremity/Axial Skeleton and Lab (4)
ATR3550	Therapeutic Exercise and Lab (4)
ATR3600	Therapeutic Modalities and Lab (4)
ATR3750	Athletic Training Practicum IV (3)
ATR3760	Athletic Training Practicum V (3)
ATR4150	Administration of Athletic Training (4)
ATR4750	Athletic Training Practicum VI (3)
ATR4760	Athletic Training Practicum VII (3)
ATR4990	Athletic Training Senior Seminar/Board of Certification Preparation (2)

MAJOR IN BIOLOGY

Bachelor of Arts — Secondary Education Licensure

The BA in biology is intended only for those students with a career interest in biology secondary education (grades 9–12).

Biologists feel a sense of adventure in the search to understand the living world. The study of biology increases your awareness and appreciation of the living world, enhances your problem-solving abilities, introduces you to the practice of the scientific method, and forms the foundation for a challenging and rewarding career. As a biology teacher, you will have the opportunity to instill that understanding and appreciation in your students. The program requires coursework drawn primarily from the biology program and other sciences, complemented by the general university requirements for graduation and courses from the education program.

The following courses are required for the secondary education licensure option in biology. (75 semester hours*)

Required Courses (Biology): 33 semester hours

BIO1050	Life Sciences Seminar (1)
BIO1210/1210Z	Biology of Cells with laboratory (4)
BIO1220/1220Z	Biology of Organisms with laboratory (4)
BIO2300/2300Z	Introduction to Zoology with laboratory (4)
BIO2350/2350Z	Introduction to Botany with laboratory (4)
BIO2400	Genetics (4)
BIO2650	Essentials of Anatomy and Physiology (4)
BIO3510	Ecology (4)
BIO3820	Methods of Teaching Secondary Science-Biology (4)

Required Courses (outside Biology Department): 24 semester hours

CHM1310/1310Z	General Chemistry I with laboratory (4)
CHM1320/1320Z	General Chemistry II with laboratory (4)
PHY2210/2210Z	General Physics I with laboratory (4)
PHY2220/2220Z	General Physics II with laboratory (4)
NSM1400	Earth and Space Science (4)
COM1550	Professional Communication (4)

Required Courses (Mathematics):

One of the following mathematics courses (4 semester hours)

MTH2320	General Statistics (4)
MTH2700	Statistics for Research (4)

Selected Courses: Minimum of two courses (8 semester hours)

BIO3150	Invertebrate Zoology (4)
BIO3250	Vertebrate Zoology (4)
BIO3260	Systematic Botany (4)
BIO3370	Conservation Biology (4)
BIO3450	Advanced Cell Biology (4)
BIO3520	Animal Behavior (4)
BIO3530	Evolution (4)
BIO3600	Molecular Biology (4)

Other courses which may be used up to a maximum of 6 semester hours from this group:

BIO2830, 3830, 4830	Directed Study (1–4)
BIO3940, 4940	Internship in Biology (2–4)
BIO3970	Research in Biology (1–4)
BIO3980, 4980	Independent Study (1–4)
BIO3790	ACCA Affiliated Course (2–4)

**Note:* Refer to Secondary Education section for EDU requirements.

MAJOR IN BIOLOGY

Bachelor of Science

The BS in biology provides a firm foundation in several different fields of science, including biology, chemistry, mathematics and physics. The BS degree in biology is recommended for students who are interested in pursuing a career in the biological sciences, attending graduate school or entering into a pre-medical profession (i.e., medicine, veterinary, dental, optometry) program and those who want a strong, broad-based degree in the natural sciences.

Biologists feel a sense of adventure in the search to understand the living world. The study of biology increases your awareness and appreciation of the living world, enhances your problem-solving abilities, introduces you to the practice of the scientific method, and forms the foundation for a challenging and rewarding career. Students in the BS biology program can choose one of several specific advising tracks depending on their interest, including Molecular and Cellular Biology, Ecology and Organismal Biology, or Pre-Medical Professions (i.e., medicine, veterinary medicine, dentistry, optometry).

The following courses are required for the BS degree in biology (recommendations for advising tracks can be obtained from the Crouse Center for Student Success).

Required Courses (Biology): 23 semester hours

BIO1050	Life Sciences Seminar (1)
BIO1210/1210Z	Biology of Cells with laboratory (4)
BIO1220/1220Z	Biology of Organisms with laboratory (4)
BIO2300/2300Z	Introduction to Zoology with laboratory (4)
BIO2350/2350Z	Introduction to Botany with laboratory (4)
BIO2400	Genetics (4)
BIO4990	Senior Capstone in the Biological Sciences (2)

Required Courses (outside Biology Department): 28 semester hours

CHM1310/1310Z	General Chemistry I with laboratory (4)
CHM1320/1320Z	General Chemistry II with laboratory (4)
CHM2410/2410Z	Organic Chemistry I with laboratory (4)
CHM2420/2420Z	Organic Chemistry II with laboratory (4)
PHY2210/2210Z	General Physics I with laboratory (4)
PHY2220/2220Z	General Physics II with laboratory (4)
COM1550	Professional Communication (4)

Required Courses (Mathematics):

One of the following mathematics courses, based on results of the Mathematics Competency Examination (4 semester hours)

MTH2120	Calculus for Management and Sciences (4)
MTH2210	Calculus I (4)
MTH2700	Statistics for Research (4)

Selected Courses: Minimum of four courses (16 semester hours)

BIO2280/2280Z	Microbiology with laboratory (4)
*BIO2650	Essentials of Anatomy and Physiology (4)
BIO2660/2660Z	Anatomy and Physiology I with laboratory (4)
BIO2670/2670Z	Anatomy and Physiology II with laboratory (4)
BIO3040	Immunology (4)
BIO3100	Human Physiology (4)
BIO3150	Invertebrate Zoology (4)
BIO3250	Vertebrate Zoology (4)
BIO3260	Systematic Botany (4)
BIO3370	Conservation Biology (4)
BIO3450	Advanced Cell Biology (4)
BIO3510	Ecology (4)
BIO3520	Animal Behavior (4)
BIO3530	Evolution (4)
BIO/CHM3550	Biochemistry (4)
BIO3600	Molecular Biology (4)

Other courses which may be used up to a maximum of six semester hours from this group:

BIO2830; 3830; 4830	Directed Study (1-4)
BIO3940; 4940	Internship in Biology (2-4)
BIO3970	Research in Biology (1-4)
BIO3980, 4980	Independent Study (1-4)
BIO3790	ACCA Affiliated Course (2-4)

* Students will not receive credit for both BIO2650 (Essentials of Anatomy and Physiology) and BIO2660/2670 (Anatomy and Physiology I and II).

MAJOR IN BUSINESS ADMINISTRATION

Bachelor of Arts – Bachelor of Science

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program, AU Online and the Woodstock Center.

The admission requirements for the Adult Degree Completion program (including online) are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

The business administration major provides a broad exposure to the functional areas of business. The foundational courses focus on business theory and princi-

ples as well as practical skills needed for success in the professional workplace. Students can then tailor additional course offerings in the major to meet their particular interests and career goals. Students completing the major will be prepared for a wide range of job opportunities in small, medium and large business organizations as well as graduate level programs in business, public administration or other graduate school programs.

The Adult Degree Completion program in business administration is a fast-paced, year-round program for adults who work full time. Students are challenged to combine their prior learning (informal and formal) with theory, concepts, and history to maximize their effectiveness. Part of the process involves participation in team projects during which they apply their learning to both hypothetical and actual challenges, in order to prepare for work in environments that are increasingly complex and reliant on this skillset. Most classes meet year-round in eight-week modules, allowing steady progress toward educational goals while still maintaining work and family life.

Required Courses: 60 semester hours

ACC2010	Principles of Financial Accounting (4)
ACC2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
BUS3280	Organizational Behavior (4)
BUS3500	International Business (4)
BUS3940	Business Internship or any 3000- or 4000-level ACC, BUS, FIN, MIT or MKT course (4)*
BUS4990	Strategy and Business Planning (4)
COM1550	Professional Communication (4)
ECN2030	Principles of Economics (4)
FIN3400	Principles of Finance (4)
MIT3520	Business Software Applications (4)
MKT2300	Principles of Marketing (4)
MTH2320	General Statistics (4)

Selected Courses: Choose two additional courses

ACC3210	Cost Accounting (4)
BUS3010	Dynamics of Leading Organizations (4)
BUS3250	Human Resource Management (4)
BUS4200	Not-for-Profit Strategic Management (4)
BUS4230	Operations Management (4)
MKT3350	Consumer Behavior (4)

*The internship experience must be completed during the junior or senior year. The requirements for an internship or additional course do not apply to Adult Degree Completion students.

To earn a BS, the following two courses are required:

BUS3550	Operational Metrics (4)
MTH3590	Business Analytics (4)

MAJOR IN COACHING AND YOUTH SPORT DEVELOPMENT

Bachelor of Arts

This major is geared toward preparation for youth sport program leadership in both private and public agencies (e.g., fitness and health facilities, youth sport associations, park districts, social service agencies, school systems, and the YMCA/YWCA). Students completing this major will also be prepared for graduate studies in sport management and athletic administration. The focus is on the role of youth sports in society. Emphasis is placed on the development of youth through sport, from a physical, psychological and sociological perspective. The major encompasses the state- required endorsement in coaching from the American Sport Education Program. Students are prepared to apply for the Certified Strength and Conditioning Specialist credential through the National Strength and Conditioning Association.

Required Core Courses: 12 semester hours

PED/HED3215	Kinesiology for Physical Education and Coaching (4)
PED/HED3230	Physiology of Exercise for Physical Education and Coaching (4)
PED4110	Administration of Coaching and Fitness and Health Promotion (4)

Professional Core Courses: 55 semester hours

PED1600	Career Exploration in Coaching and Youth Sport Development (2)
PED2210	Sports in Society: The Impact on Youth (4)
PED2260	Technology in Sport Promotion and Programming (2)
PED2300	Coaching Principles and Techniques (4)
PED2330	Officiating Team Sports (2)
PED2340	Sports Statistics (1)
PED3010	Youth Policy: Enhancing Healthy Development (4)
PED3040	Sport Management (4)
PED3045	Sport Law (4)
PED3100	Competitive Sport for Children and Youth (4)
PED3450	The Design and Management of Youth Sport Programs (4)
PED3480	Sport Psychology (4)
PED4370	Facilities and Special Events (4)
PED4940	Coaching and Youth Sport Development Internship (10)
PED4941	Seminar for Coaching and Youth Sport Development Internship (2)

Professional Support Courses: 13 semester hours

PED1200	Fitness for Life (2)
PED2080	First Aid/CPR (1) (or current American Red Cross First Aid CPR card on file)
PED2500	Prevention and Care of Athletic Injuries (4)
PED2550	Advanced Strength Training and Conditioning: CP (4)
PED2600	Motor Development (2)

Professional Support Electives: Choose six semester hours

PED2354	Methods and Strategies of Coaching Baseball (1)
PED2355	Methods and Strategies of Coaching Basketball (1)
PED2364	Methods and Strategies of Coaching Football (1)
PED2365	Methods and Strategies of Coaching Golf (1)
PED2374	Methods and Strategies of Coaching Lacrosse (1)
PED2375	Methods and Strategies of Coaching Soccer (1)
PED2384	Methods and Strategies of Coaching Softball (1)
PED2385	Methods and Strategies of Coaching Tennis (1)
PED2394	Methods and Strategies of Coaching Track/Field/XC (1)
PED2395	Methods and Strategies of Coaching Volleyball (1)

MAJOR IN COMMUNICATION

Bachelor of Arts

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program, AU Online and the Woodstock Center (see separate listing).

With effective communication and writing skills in high demand in nearly every aspect of the modern economy, a degree in communication offers career versatility for those who choose it as a major or minor. The Aurora University communication program focuses on the core competencies of public speaking and oral communication, professional and academic writing, media production, academic research, and knowledge of communication theory. Students have the opportunity to take a selection of elective courses that will prepare them for careers in public relations, advertising, strategic or corporate communications, human relations and other fields. This degree also prepares students for graduate study in any area of communication.

Communication coursework is grounded in a liberal-arts tradition while also offering courses that give students real-world skills and experiences. Students may spend one term working on a team to create a social media strategy for a non-profit organization or analyzing the intercultural communication challenges a company would face if expanding operations in another country. Upon completion of the program, students will have demonstrable skills in critical analysis, persuasive theory, and academic research as well as professional writing, project management, and organizational leadership. Students also have the option to complete an internship with one of the many professional or nonprofit organizations in the Chicago area.

The program culminates in an intensive senior experience that gives students change to plan and implement a year-long communication project in their area of study.

Communication Major Requirements: 40 semester hours

Students must complete 40 semester hours of communication major-approved courses. Students are required to complete 20 semester hours of core communication courses and 20 semester hours of communication-approved electives.

Communication Core Requirements: 20 semester hours

All Communication majors are required to complete the following courses:

COM1550	Professional Communication (4)
COM2150	Human Relationships and Interactions (4)
COM2200	Writing for Communication (4)
COM2850	Visual Communication (4)
COM3200	Persuasion and Consumer Culture (4)

Communication Elective Requirements*: 12 semester hours

Students must complete three of the following elective courses:

COM2300	The Art of Film (4)
COM2240	Public Relations (4)
COM2250	Advertising (4)
COM3000	Navigating Organizations (4)
COM3140	Multimedia Journalism (4)
COM3240	Strategic Writing and Production (4)
COM3250	Digital Design (4)
COM3500	Intercultural Communication (4)
COM3810	Special Topics in Communication (4)
COM4100	Communication Research (4)
COM4240	Strategic Campaigns (4)
COM4940	Communication Internship (4)

* Note: Students double majoring in communication and media studies cannot use the same three electives to meet the requirements of both majors. In this case of double majoring, the student is required to have six electives, three unique to each major.

Communication Senior Experience: 8 semester hours

Students must complete the following courses, constituting the Communication Senior Experience:

COM4992	Communication Project Planning (2)
COM4994	Communication Project Implementation (2)
COM4996	Media Production Seminar (2)
COM4998	Media Production Management (2)

MAJOR IN COMMUNICATION

Bachelor of Arts

Adult Degree Completion Program, AU Online and the Woodstock Center

The admission requirements for the Adult Degree Completion program (including online) are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

With effective communication and writing skills in high demand in nearly every aspect of the modern economy, a degree in communication offers career versatility for those who choose it as a major or minor. The Aurora University communication program focuses on the core competencies of public speaking and oral communication, professional and academic writing, media production, academic research, and knowledge of communication theory. Students have the opportunity to take a selection of elective courses that will prepare them for careers in public

relations, advertising, strategic or corporate communications, human relations and other fields. This degree also prepares students for graduate study in any area of communication.

Communication coursework is grounded in a liberal-arts tradition while also offering courses that give students real-world skills and experiences. Students may spend one term working on a team to create a social media strategy for a non-profit organization or analyzing the intercultural communication challenges a company would face if expanding operations in another country. Upon completion of the program, students will have demonstrable skills in critical analysis, persuasive theory, and academic research as well as professional writing, project management, and organizational leadership.

The program culminates in an intensive senior experience designed especially for adult or online students to hone project management skills through an individual project of their choosing. Students also have the option to complete an internship with one of the many professional or nonprofit organizations in the Chicago area.

Students can complete the major requirements of 40 semester hours in two years. ADC classes meet one night per week or on Saturday mornings to accommodate students' work schedules and may include a web-enhanced component. Online courses have no residency (on-campus) requirement.

Communication Major Requirements: 40 semester hours

Students must complete 40 semester hours of communication major-approved courses. Students are required to complete 20 semester hours of core communication courses and 20 semester hours of communication-approved electives.

Communication Core Requirements: 20 semester hours

All communication majors are required to complete the following courses:

COM1550	Professional Communication (4)
COM2150	Human Relationships and Interactions (4)
COM2200	Writing for Communication (4)
COM2850	Visual Communication (4)
COM3200	Persuasion and Consumer Culture (4)

Communication Elective Requirements*: 16 semester hours

Students must complete four of the following elective courses:

COM2240	Public Relations (4)
COM2250	Advertising (4)
COM3000	Navigating Organizations (4)
COM3140	Multimedia Journalism (4)
COM3240	Strategic Writing and Production (4)
COM3500	Intercultural Communication (4)
COM3810	Special Topics in Communication (4)
COM4240	Strategic Campaigns (4)
COM4940	Communication Internship (4)

* Note: Adult Degree Completion students have the option of completing their major elective requirements with any other offered communication course.

ADC Communication Senior Experience: 4 semester hours

ADC Communication students must complete the following course to meet the senior experience requirement:

COM4990	Communication Project Management (4)
---------	--------------------------------------

MAJOR IN COMMUNICATION SCIENCES AND DISORDERS

Bachelor of Science

The undergraduate program in communication sciences and disorders (CSD) is a pre-professional program, including coursework that exposes students to potential careers in the allied health fields, with specific focus on audiology and speech language pathology.

Coursework ranges from foundational courses in the sciences to courses with clinical components that investigate both typical and atypical aspects of language, speech and hearing. It is anticipated that many, if not most, students electing this major will continue on for graduate training. Therefore, the clinical experiences are established to allow students to begin to build toward this goal. Students should be aware that a master's degree in CSD is typically required for positions as a speech language pathologist; for audiology, an AuD may be required. This career path enables the professional to conduct diagnostic testing and to provide intervention in a variety of settings, from hospitals to rehabilitation centers to schools for both children and adults. Additionally, many professionals go into private practice.

Because many students will continue their education beyond their undergraduate degree, the undergraduate communication sciences and disorders program is designed to prepare students for success in a graduate program. For instance, because these graduate programs are very competitive, a grade point average of 3.0 is required to remain in the undergraduate program; students are counseled to be cognizant of maintaining a high level of academic achievement. However, not all majors elect the option of graduate school. The undergraduate major is also an excellent stepping stone for careers in social work, counseling, special education, and many careers within the allied health professions.

Required Courses: 40 semester hours

CSD1100	Introduction to Health Communication Sciences (4)
CSD2100	Phonetics (4)
CSD3100	Speech Language Development (4)
CSD3200	Communication and Language Disorders (4)
CSD3250	Introduction to Audiology (4)
CSD3300	Phonological and Articulatory Disorders (4)
CSD3400	Anatomy, Physiology and Science of Hearing and Speech (4)
CSD3450	Speech, Language and the Brain (4)
CSD4700	CSD Clinical I (4)
CSD4710	CSD Clinical II (4)

Required Courses in Related Fields: 52 semester hours

BIO1210	Biology of Cells (4)
BIO2660	Anatomy and Physiology I (4)
BIO2670	Anatomy and Physiology II (4)
ENG2010	Introduction to Research Writing (4)
ENG2100	Linguistics (4)
MTH1100	College Algebra (4)
MTH1310	Precalculus (4)

CSD/NUR4780	Ethics, Culture and Policy in Health Care (4)
PHY2210	General Physics I (4)
PSY1100	General Psychology (4)
PSY3250	Lifespan Development (4)
PSY3500	Research and Statistical Methods (4)
PSY3660	Abnormal Psychology (4)

MAJOR IN COMPUTER SCIENCE

Bachelor of Science

The Bachelor of Science degree program in computer science is designed to provide students with a strong background in both mathematics and computer science. The fundamentals of the program include computer architecture, software engineering, database systems, algorithm design and analysis, multiple language study, and web development. Additionally, students can choose from a variety of elective courses such as network communication, security, operating systems, artificial intelligence, and system analysis and design.

Ethical and social issues in computer science are discussed throughout the curriculum, along with current technologies and practices being utilized in the field. Senior courses include team-based software engineering and development projects, designed to simulate the expectations of the job market upon graduation. The program is intended to provide students experience with current technologies in order to prepare them for the changing expectations of employers, or as strong preparation for graduate study in computer science.

Required Mathematics Courses: 12 semester hours

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH3270	Discrete Mathematics (4)

Required Computer Science Courses: 36 semester hours

CSC1010	Introduction to Computer Science (4)
CSC1700	Introduction to Computer Programming (4)
CSC2200	Web Application Development (4)
CSC2300	Computer Architecture (4)
CSC2650	Data Structures and Algorithms (4)
CSC3610	Advanced Programming (4)
CSC4350	Software Engineering (4)
CSC4500	Database Design and Implementation (4)
CSC4990	Computer Science Capstone (4)

Selected Computer Science Courses: 12 semester hours from the following:

CSC2400	C++ for Java Developers (4)
CSC2550	Network Communications (4)
CSC3100	Operating Systems (4)
CSC3200	UNIX/LINUX Administration (4)
CSC3400	Computer Security (4)
CSC3700	Advanced Web Application Development (4)
CSC3800	Artificial Intelligence (4)
CSC3850	Introduction to Robotics (4)

CSC3810, 4810	Selected Topic in Computer Science (1-4)
CSC3830, 4830	Directed Study (1-4)
CSC4100	Systems Analysis and Design (4)
CSC4210	Introduction to Mobile Application Development (4)
CSC4940	Computer Science Internship (1-4)

Other Required Course:

COM1550	Professional Communication (4)
---------	--------------------------------

MAJOR IN CRIMINAL JUSTICE

Bachelor of Arts

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program and AU Online.

The admission requirements for the Adult Degree Completion program (including online) are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

The criminal justice program has two aspects to its mission. First, it provides a broad academic background for students in the area of criminal justice so that they have maximum flexibility while in college and after they graduate, regardless of whether they intend to undertake a career in law enforcement, corrections, probation, parole, homeland security, or federal service, or attend graduate school. Second, the program provides criminal justice practitioners with related and pertinent college courses to assist them in the performance of public service.

With these purposes in mind, the goal of the criminal justice program is to provide students with opportunities to develop both a theoretical and a practical understanding of the complexities involved in the processes of the justice system. Aurora University has developed a program for criminal justice majors composed of a core of eight required courses in addition to various program electives that support the core. Majors in criminal justice select an additional four courses from those electives. Criminal justice majors are encouraged to seek and secure internship opportunities in one or more professional capacities within the functional agencies of the criminal justice system and in other community service agencies.

Students also may major in any related discipline and minor in criminal justice or homeland security.

Bachelor of Arts in Criminal Justice: 40 semester hours

Required Courses: 28 semester hours

CRJ1010	Introduction to Criminal Justice System (4)
CRJ2150	Correctional Services (4)
CRJ/SOC2300	Criminology (4)
CRJ2420	Criminal Law (4)
CRJ2500	Policing America (4)
CRJ3610	Research Methods (4)
CRJ4800	Strategic Planning and Ethics (4)

(Junior status is a prerequisite for internships.)

Elective Courses: 12 semester hours

CRJ2210	Courts and Justice (4)
CRJ2310	Juvenile Justice (4)
CRJ2400	Principles of Emergency Management (4)
CRJ2810/3810/4810	Selected Topics (4)
CRJ3010	International Crime and Justice (4)
CRJ3100	Security Leadership (4)
CRJ3150	Probation and Parole (4)
CRJ/PSC3180	Constitutional Law and the Judicial System (4)
CRJ3200	Homeland Security (4)
CRJ3300	Criminal Investigation (4)
CRJ3310	Forensic Science (4)
CRJ3350	Terrorism and Counterterrorism (4)
CRJ3400	Criminal Evidence and Procedure (4)
CRJ3500	Organized Crime (4)
CRJ3550	Cyber Crime Investigations (4)
CRJ3650	Schools and Delinquency (4)
CRJ3700	Forensic Investigation of Child Abuse and Neglect (4)
CRJ4200	Administration of Criminal Justice Agencies (4)
CRJ4400	Introduction to Intelligence Policy (4)
CRJ4900	Criminal Justice Internship (4-12)

Note: 16 semester hours of 3000+ level electives in the major are required for graduation.

MAJOR IN DISABILITIES STUDIES

Bachelor of Arts

This major prepares Aurora University candidates for careers in agencies working with people with disabilities, primarily adults but also children. Agencies for people with disabilities provide a variety of services: education, advocacy, case management, job training and support, residential services, and social/leisure services. If a candidate is interested in working with individuals with disabilities, but not in the public schools, this would be an appropriate major. Because the major is interdisciplinary, the candidate will benefit from relevant courses in related disciplines within the university in addition to special education, including options in psychology, social work, sociology and criminal justice. The orientation of this major strongly favors a goal of inclusive practices for all people with disabilities; therefore, it is not merely a mechanism to relate research-based practices but also to promote self-advocacy for social justice and integration in all aspects of life for people with disabilities.

Given the interdisciplinary nature of the program, introductory courses are needed in more than one major area. For that reason, the total required hours for the major is somewhat higher than for some majors. Additionally, an internship is required, where in some majors it is optional, because it will help the candidate apply and provide a forum for discussion of the theoretical principles encountered in earlier coursework. A minimum of 41 semester hours comprises the major. Note that this degree does not carry Illinois State Board of Education licensure.

Required Courses:**Special Education Courses:** 24 semester hours

SPED2120	Characteristics and Identification of People with Disabilities (4)
or	
PSY3460	Exceptional Individual (4)
SPED3750	Prosocial Skills and Challenging Behavior (4)
SPED3815	Strategies and Assistive Technology for Students with Low Incidence Disabilities (4)
SPED4300	Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities (4)
SPED4400	Internship in Vocational, Social/Leisure, and/or Residential Agencies Serving People with Disabilities (4) (two eight-week placements, with a two-semester hour support seminar)
SPED4620	Collaboration Models for Inclusion (4)

Interdisciplinary Required Courses: 12 semester hours

PSY1100	General Psychology (4) (EDU Theories of Learning is an equivalent)
PSY3660	Abnormal Psychology (4)
SWK2050	Drugs and Human Behavior: Substance Abuse, Evaluation and Treatment (4)

Elective Options: Two of the following courses

CRJ3840	Issues in Criminal Justice (4)
PSY3250	Lifespan Development (4)
or	
PSY3360	Adult Development and Aging (4)
SWK2500	Survey of Social Work (4)
SWK3760	Effects of Trauma on Children
SPED3510	Diversity Studies for Teaching ELLs and Students with Disabilities (4)
or	
SOC3350	Race, Ethnicity and Power (4)
or	
SOC3550	Women, Men, Family and Diversity (4)
SPED4200	Introduction to Lifespan Work with People with Autism Spectrum Disorders (4)
SPED4250	Behavioral Topics relevant to People with Autism Spectrum Disorders (4)
SPED4350	Integrating Assistive Technology and Curricular Adaptations (4)
SPED4450	Collaboration and Changing Roles in Special Education (4)

MAJOR IN ELEMENTARY EDUCATION**Bachelor of Arts**

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

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

The elementary education major leads to a Professional Educator License for kindergarten through grade nine. An elementary education major must satisfy requirements for both the state and the university in both elementary education and General Education. It is therefore essential that the entering freshman work closely with an advisor in order to ensure that all course requirements will be met within four years of college academic coursework. It is advisable for students to work toward fulfillment of state requirements early in their academic careers, in particular, passing the Illinois Test of Academic Proficiency (TAP) or having an ACT Plus Writing score of 22 or higher.

Admission to the School of Education

Admission to the university does not guarantee admission to a major in the School of Education. Only students who have been accepted into the School of Education may take methods courses.

Admission Criteria: There are two levels of admission to the School of Education: 1) to be conditionally admitted, the candidate must have a cumulative GPA between 2.50 and 2.75. Once an individual has declared pre-education as a major, an advisor is able to advise each candidate to help ensure completion of the program in a timely fashion. As soon as a candidate’s GPA reaches a minimum of 2.75 and all the other requirements are met, the candidate is fully admitted. 2) To be fully admitted to the elementary education program, a candidate must have completed an application form to the School of Education; earned a cumulative GPA of 2.75 or higher; passed the Illinois Test of Academic Proficiency (TAP) or have an ACT Plus Writing of 22 or higher; passed a criminal background check and a sex offender check, and passed the TB test.

Retention Criteria: Candidates must maintain an overall GPA of 2.75 to remain in the elementary education major. Students must earn a grade of “C” or better in all General Education and School of Education (EDU) courses. In order to enroll in methods courses, a candidate must be a fully admitted School of Education student. Candidates must have passed the Illinois State Board of Education Content Area Test and Assessment of Professional Teaching (APT) in order to student teach.

Exit Criteria: Candidates must show satisfactory progress—completion of all required coursework and credit hours, including student teaching; and successful completion of the Illinois State Board of Education Assessment of Professional Teaching in order to be recommended—for teacher licensure.

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

Required Elementary Education Courses: 75 semester hours

EDU2100	Foundations of Teaching and Learning (4)
EDU2260	Learning Theories and Application K-12 (4)
EDU2300	Technology for Teachers (4)
EDU3330	Science Inquiry Methods (4)
EDU3350	Democracy, Diversity and Social Justice for Teachers (4)
EDU3355	Assessment (4)
EDU3360	Mathematics Methods (4)
EDU3365	Reading/Language Arts in Primary Grades (4)
EDU3380	Reading/Language Arts for Intermediate/Middle School (4)
EDU3420	Fine Arts Methods (2)
EDU3500	Physical Education Methods (2)
EDU/SPED3510	Diverse Teaching/ELL/SPED (4)
EDU4750	Student Teaching (13)
EDU4760	Student Teaching Seminar/Capstone (2)
SPED2120	Characteristics and Identification of Disabilities and the Law (4)
SPED/EDU3610	Linguistics for Teaching English Language Learners (4)
SPED3750	Prosocial Skills and Challenging Behaviors (4)
*SPED4620	Collaboration Models for Inclusion (4)

Areas of Endorsement/Minor:

The following are acceptable areas of endorsement/minor:

Art, biology, English, English language arts, ESL/bilingual, health education, general science, history, mathematics, middle school science, mathematics, music, physical science, political science, social studies, sociology, Spanish, theatre, special education, and others approved by the student's advisor. The Crouse Center can provide advisement about requirements for endorsements or specific minors.

Courses Required for Professional Educator License 89-95 semester hours in Elementary Education:

The requirements of the State of Illinois for licensure in elementary education (K-9) are outcome based. Our program consists of a series of courses that enable candidates to meet the required outcomes. The outcomes of these courses are aligned with both the Illinois Professional Teaching Standards (IPTS) and the Association of Childhood Education International (ACEI) standards. These outcomes are met not only in Aurora University's education courses, but also in many of the courses required to meet Aurora University's General Education requirements. In meeting the requirements of licensure, candidates also meet the requirements of General Education. The following courses are required to meet these outcomes:

6 semester hours in English

- A course in English composition (4)
- ENG1030 Grammar (2)

12 semester hours in mathematics

MTH1210	Mathematics for Elementary Teachers I (4)
and	
MTH1220	Mathematics for Elementary Teachers II (4) Students who have completed course equivalents to MTH1210 and MTH1220 will also need to take a course equivalent to MTH1100 or demonstrate competency through examination.
NSM2500	Integrated Mathematics and Science for Teachers (4)

12 semester hours in social sciences

HIS1210	American History II (4)
IDS2020	Trajectories of Human History (4)
IDS2040	Global Justice (4)

16 semester hours in science

NSM1400	Earth and Space Science (4)
IDS2030	Science and Society (4)
BIO1150	Life Science for Teachers (4)
NSM2500	Integrated Math and Science for Teachers (4)

Note: For those individuals seeking a middle school endorsement, completion of EDU3440 Middle School Missions and Methods (4) and PSY3350 Child and Adolescent Psychology (4) are required.

Elective Courses: Among the courses that may be taken as electives are:

EDU2750	Clinical Immersion in Elementary Education II (1)
EDU3180	Multicultural Literature for Children (2)
EDU3190	Multicultural Literature for Young Adults (2)
EDU3440	Middle School Mission and Methods (4)
EDU3750	Clinical Immersion in Elementary Education III (1)
EDU3751	Clinical Immersion in Elementary Education IV (1)
EDU4360	Methods of Teaching Math: Middle School (3)
PSY3350	Child and Adolescent Psychology (4)

MAJOR IN ENGLISH

Bachelor of Arts

The English program offers courses in the study of literature, in the production of various kinds of writing, and in the analysis of language. Students who choose to major in English will take courses in all three areas, thereby encompassing both breadth and depth. The latitude offered in the distribution of the required credit hours will enable the student to place the desired emphasis upon any of the three areas within the major. Students are required to complete 40 semester hours in English coursework.

In literature courses, students will pay special attention to the form and language of literary works in several genres; they will study the relationships among

works written during major periods of English and American literature; and they will explore the ways in which works of literature are related to other cultural products with which they share these periods.

In writing and language courses, students will study the structure, history and functions of the English language. Depending upon their needs and interests, they will also learn about, and gain proficiency in, several of the major forms of writing practiced both in and outside of the university curriculum. A track within the major is specifically designed for the study of creative writing.

Successful completion of the English major will require large quantities of reading and writing; both of these activities will in turn require close, critical thinking and reasoned assessment. The knowledge acquired and the skills developed through these activities will equip students for a variety of career paths: teaching, law, journalism, technical writing—indeed, any profession whose pursuit involves written communication and the careful reading of what others have written. More important, this knowledge and these skills will provide resources for a lifetime of reflection and productive participation in a diverse, dynamic, continually evolving culture.

Bachelor of Arts in English: 40–42 semester hours

Core Requirements: 20 semester hours

One genre course: ENG2200; ENG/THE2220 or ENG2240 (4)

Note: Creative writing students should take ENG2200 or ENG 2240.

One American Literature course: ENG3320; ENG3350 or ENG3370 (4)

Note: Creative writing students should take ENG3370.

One British literature course: ENG3400; ENG3420; ENG3440 or ENG3460 (4)

One course in literature outside the Anglo-American canon:

ENG3200; ENG3500; ENG 3510 or ENG3520 (4)

One capstone course: ENG4990 (4)

English majors will also select one of three tracks within the program to complete requirements for the degree.

General Studies Emphasis: 20 semester hours

One language course (4)

ENG2100 Linguistics; ENG3100 Stylistics; or ENG3550 Language, Literacy and Cognition

One writing course (4)

ENG2060 Introduction to Creative Writing or ENG3020 Advanced Academic Writing

One course in literary criticism (4)

ENG2260 Critical Approaches to Literature

Eight additional hours of ENG courses, excluding

ENG1000; ENG1060; ENG2010 and ENG/EDU3180

Creative Writing Emphasis: 20 semester hours

ENG2060 Introduction to Creative Writing (4)

ENG3060 Intermediate Fiction Writing (4)

ENG3100 Stylistics (4)

ENG3240 Intermediate Poetry Writing (4)

ENG4060 Advanced Creative Writing (4)

Secondary Education Licensure Emphasis: 22 semester hours*

ENG2260	Critical Approaches to Literature (4)
ENG2400	Grammar and Composition for Teachers (4)
ENG/EDU3190	Multicultural Young Adult Literature (2)
ENG3550	Language, Literacy, and Cognition (4)
ENG3820	Secondary Methods in English (4)

*Note: Secondary education candidates will also complete the supplemental major in secondary education.

MAJOR IN FINANCE

Bachelor of Arts - Bachelor of Science

The finance major prepares students to assume the various positions available in financial management. A career in finance is both challenging and rewarding, and successful majors in this field are in high demand. Study in finance requires careful attention to detail since finance blends concepts from accounting, economics and statistics into the coursework. For those who enjoy the challenge of analytical work and the responsibility of managing financial resources, finance is a great fit.

Students enrolled in this program take basic coursework in the functional areas of business: accounting, economics, management, marketing and information systems.

In-depth study in finance includes coursework in corporate finance, investments and portfolio management, financial markets and taxation. Additional courses may be taken in accounting, management and economics. Students will also benefit from the required professional internship experience in the finance field.

Required Business Foundation Courses: 32 semester hours

ACC2010	Principles of Financial Accounting (4)
ACC2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
COM1550	Professional Communication (4)
ECN2030	Principles of Economics (4)
MIT3520	Advanced Software Applications (4)
MKT2300	Principles of Marketing (4)
MTH2320	General Statistics (4)

Required Discipline Courses: 28 semester hours

FIN3400	Principles of Finance (4)
FIN3480	Financial Markets and Institutions (4)
FIN3940	Finance Internship (4)*
FIN4250	Investments and Portfolio Management (4)
FIN4430	Advanced Corporate Finance (4)

*The internship experience must be completed during the junior or senior year.

Selected Courses: Choose two additional courses

ACC3110	Intermediate Accounting I (4)
ACC3310	Federal and State Taxation of Individuals (4)
ACC3320	Federal Taxation of Business Entities (4)
BUS2010	Legal Environment of Business (4)
FIN3450	Personal Financial Management (4)
FIN3560	International Finance (4)

To earn a BS, the following two courses are required:

BUS3550	Operational Metrics (4)
MTH3590	Business Analytics (4)

MAJOR IN FITNESS AND HEALTH PROMOTION

Bachelor of Science

The preparation of a competent and caring professional in fitness and health promotion is accomplished through a comprehensive curriculum requiring a rigorous, interdisciplinary academic program. The learning environment, inclusive of classroom and field experiences, is structured to develop within the individual, measurable behaviors in effective communication, critical thinking, problem solving, creative planning and leadership skills. The knowledge base is derived from current research in the field regarding instructional/motivational theories, available technology, human behavior/performance and professional experience. Student development is nurtured through close, personal contact with faculty in an authentic learning environment, characterized by opportunities for applied learning and dynamic delivery systems based upon learner needs and characteristics.

Students who desire active leadership roles in fitness and health promotion must value the benefits of physical activity, possess a caring nature, be sensitive to quality-of-life issues, and desire to motivate and educate others to maintain a healthy lifestyle.

This major is geared toward preparation for fitness and strength and conditioning program administration in both private and public agencies (e.g., sport rehabilitation clinics, health clubs, YMCA/YWCAs, corporate fitness programs, park districts, strength and conditioning facilities, etc.). Students are prepared to apply for Health Fitness Instructor Certification through the American College of Sports Medicine (ACSM) and become a Certified Strength and Conditioning Specialist through the National Strength and Conditioning Association (NSCA) required for employment by most agencies in the fitness industry. This major requires a minor in business administration.

Physical Education Required Core Courses: 12 semester hours

PED3210	Kinesiology for Athletic Training, Fitness and Health Sciences (4)
PED3225	Physiology of Exercise for Athletic Training, Fitness and Health Sciences (4)
PED4110	Administration of Coaching and Fitness and Health Promotion (4)

Science Core Courses: 16–20 semester hours

BIO1210/BIO1210z	Biology of Cells (4)
BIO2660/BIO2660z	Anatomy and Physiology I (4)
BIO2670/BIO2670z	Anatomy and Physiology II (4)
BIO2080	Nutrition and Health Promotion (4)
MTH1100	College Algebra (4) or successful completion of the Mathematics Competency Examination

Professional Core Courses for Fitness and Health Promotion:

42–43 semester hours

PED1200	Fitness for Life (2)
PED1420	Step and Train (2)
PED2080	First Aid/CPR (1) (or current CPR card on file)
PED2250	Introduction to Fitness and Health Promotion (2)
PED2500	Prevention and Care of Acute Athletic Injuries and Illnesses (4)
PED2550	Advanced Strength Training and Conditioning: Certification Preparation (4)
PED3250	Fitness Assessment and Program Design (4)
PED3300	Advanced Program Design for Special Populations (4)
PED3260	Worksite Health Promotion (4)
PED4250	Fitness and Health Promotion Internship (12)
PED4370	Facilities and Special Events (4)

Required Minor in Business Administration: 20 semester hours

BUS1020	Foundations of Management (4)
ACC2020	Principles of Managerial Accounting (4)
ECN2030	Principles of Economics (4)
MKT2300	Principles of Marketing (4)
MTH2320	General Statistics (4)

MAJOR IN HEALTH SCIENCE

Bachelor of Science

A challenging career in the health sciences rewards those with a passion for science and service. Strong performance in academic coursework is essential, as are personal qualities, such as integrity, concern for the wellbeing of others and a commitment to lifelong service. Career options include pharmacy, physical and occupational therapy, speech and language therapy, dietetics, physician's assistant, chiropractic, podiatry, public health and many others. Students in the BS health science program can choose one of several specific advising tracks depending on their career interest, including general health professions (i.e., public health, dietetics), master's-level health professions (require master's program; i.e., physician's assistant, occupational therapy), and doctoral-level health professions (require doctoral program; i.e., pharmacy, physical therapy, podiatry, chiropractic). A clinical experience or internship in one of the health care professions is highly recommended for all health science students.

The following courses are required for the BS degree in health science (recommendations for advising tracks can be obtained from the Crouse Center for Student Success).

Required Courses (science): 29 semester hours

BIO1050	Life Sciences Seminar (1)
BIO1210/1210Z	Biology of Cells with laboratory (4)
BIO1220/1220Z	Biology of Organisms with laboratory (4)
BIO2660/2660Z	Anatomy and Physiology I with laboratory (4)
BIO2670/2670Z	Anatomy and Physiology II with laboratory (4)
BIO2750	Health Professions Seminar (2)
CHM1310/1310Z	General Chemistry I with laboratory (4)
CHM1320/1320Z	General Chemistry II with laboratory (4)
BIO4985	Senior Capstone in Health Sciences (2)

Required Courses (mathematics): One of the following mathematics courses based on results of the Mathematics Competency Examination (4 semester hours)

MTH2320	General Statistics (4)
MTH2700	Statistics for Research (4)

Required Courses (outside of the sciences): 16 semester hours

COM1550	Professional Communication (4)
PSY1100	General Psychology (4)
PSY3250	Lifespan Development (4)
PSY3660	Abnormal Psychology (4)

Selected Courses: Minimum of six courses (24 semester hours)

BIO2080	Nutrition and Health Promotion (4)
BIO2280/2280Z	Microbiology with laboratory (4)
BIO2400	Genetics (4)
BIO3050	Pathophysiology (4)
BIO3100	Human Physiology (4)
BIO3360	Biogerontology (4)
BIO/CHM3550	Biochemistry (4)
BIO/PSC/SOC 3700	Politics of Global Health and Medicine (4)
CHM2410/2410Z	Organic Chemistry I with laboratory (4)
CHM2420/2420Z	Organic Chemistry II with laboratory (4)
PHY2210/2210Z	Physics I with laboratory (4)
PHY2220/2220Z	Physics II with laboratory (4)

Other courses which may be used up to a maximum of six semester hours from this group:

BIO2830, 3830, 4830	Directed Study (1–4)
BIO3940, 4940	Internship in Biology (2–4)
BIO3970	Research in Biology (1–4)
BIO3980, 4980	Independent Study (1–4)
BIO3790	ACCA Affiliated Course (2–4)

MAJOR IN HISTORY

Bachelor of Arts

The study of history does many things for a person (and for society). It is an integrative discipline that touches many other fields and provides an understanding of how society changes over time, thus broadening the perspectives of its students. It promotes tolerance of differences in that it shows the tremendous diversity of cultures, both over time and at any given time in history, among nations and within individual societies. It also gives students of history great pleasure in that history is storytelling at its best.

Those who love history constantly ask: “What can I do with a history major?” The answer is “Quite a lot!” The skills that history majors develop—critical thinking, reading, and writing skills, research skills, the ability to place problems within broader contexts, the capacity to deal effectively with questions of cause and effect, and much more—are absolutely vital to a wide range of careers. Many history majors pursue a course of study that will bring them licensure to teach social studies at the secondary level. Others pursue satisfying career opportunities in such fields as museum and archival work, government, communications, publishing, law, historical administration, historical editing, and the travel industry. To better prepare themselves for such careers, history majors often undertake internships in history-related fields while completing their degrees.

Aurora University history students have interned at such places as the Aurora Historical Society, the Chicago Historical Society, Naper Settlement and the National Archives in Washington D.C. There are also three archives on the AU campus where students can do hands-on research and gain practical work experience.

Students majoring in history are also encouraged to combine the history major with another major or with one or more minors. Several minors mesh especially well with a history major: American culture and ethnic studies; international studies; gender studies; religion; political science; film studies; philosophy; art history; and museum studies. Bringing this kind of variety into a program greatly enhances the history major and stimulates students’ thoughts about how they could turn their love of history into a rewarding career.

MAJOR IN HISTORY (Traditional) — 44 semester hours

Required Courses: 28 semester hours

HIS1200	American History I (to 1877) (4)
HIS1210	American History II (since 1877) (4)
HIS2200	Introduction to Historical Methods (4)
HIS2500	Western Civilization I (to 1500) (4)
HIS2600	Western Civilization II (since 1500) (4)
HIS3400	Problems in History (4)
HIS4990	Senior Seminar in History (4)

Selected Courses: Choose 16 semester hours with at least four semester hours in non-Western history.

HIS/PHL 2250	Ancient Philosophy: History of Philosophy I (4)
HIS2310	Early Modern British History (4)

HIS2320	Modern British History (4)
HIS2400	History of the Ancient Mediterranean World (4)
HIS2700	20th Century European History (4)
HIS/REL2750	Topics in Religious History (4)
HIS/REL2760	Religion in America (4)
*HIS2900	Topics in U.S., European, Non-Western or Latin American History (4)
HIS3050	American Urban History (4)
HIS3100	The African-American Experience (4)
HIS3150	Women in American History (4)
HIS3200	United States History since the 1960s (4)
HIS3250	Illinois History and Government (2)
HIS3300	The American West (4)
HIS/SBS3350	The Native Americans (4)
HIS/ART3360	Renaissance, Renovation and Revival (4)
*HIS3450	Latin American History (4)
HIS3650	Hitler and the Nazi Revolution (4)
*HIS3700	History of the Middle East (4)
*HIS3750	History of East Asia (4)
HIS/REL3800	Reformation Europe (4)
*HIS3900	Advanced Topics in U.S., European, Non-Western or Latin American History (4)
*HIS4100	Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History (4)
HIS4940	History Internship (1-4)

* Non-Western history courses (HIS2900, HIS3900 and HIS4100 sometimes fulfill this requirement depending on the topic offered.)

MAJOR IN HISTORY for Secondary Education Social Studies Licensure Students — 66 semester hours*

Required Courses: 30 semester hours

HIS1200	American History I (to 1877) (4)
HIS1210	American History II (since 1877) (4)
HIS2200	Introduction to Historical Methods (4)
HIS2500	Western Civilization I (to 1500) (4)
HIS2600	Western Civilization II (since 1500) (4)
HIS3250	Illinois History and Government (2)
HIS3400	Problems in History (4)
HIS4990	Senior Seminar in History (4)

Selected Courses: Choose 12 semester hours with at least four semester hours in non-Western history.

HIS/PHL 2250	Ancient Philosophy: History of Philosophy I (4)
HIS2310	Early Modern British History (4)
HIS2320	Modern British History (4)
HIS2400	History of the Ancient Mediterranean World (4)
HIS2700	20th Century European History (4)
HIS/REL2750	Topics in Religious History (4)
HIS/REL2760	Religion in America (4)

*HIS2900	Topics in U.S., European, Non-Western or Latin American History (4)
HIS3050	American Urban History (4)
HIS3100	The African-American Experience (4)
HIS3150	Women in American History (4)
HIS3200	United States History since the 1960s (4)
HIS3250	Illinois History and Government (2)
HIS3300	The American West (4)
HIS/SBS3350	The Native Americans (4)
HIS/ART3360	Renaissance, Renovation and Revival (4)
*HIS3450	Latin American History (4)
HIS3650	Hitler and the Nazi Revolution (4)
*HIS3700	History of the Middle East (4)
*HIS3750	History of East Asia (4)
HIS/REL3800	Reformation Europe (4)
*HIS3900	Advanced Topics in U.S., European, Non-Western or Latin American History (4)
*HIS4100	Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History (4)
HIS4940	History Internship (1-4)

*Non-Western history courses (HIS2900, HIS3900 and HIS4100 sometimes fulfill this requirement depending on the topic offered.)

Required Courses outside the History Department: 24 semester hours

ECN2030	Principles of Economics (4)
PSC1500	International Relations (4)
PSC2110	Introduction to U. S. Government (4)
SBS1100	Introduction to the Social Sciences (4)
SBS2100	Human Geography (4)
SBS3820	Secondary Methods in Social Studies (4)

**Note:* Secondary education candidates will also complete the supplemental major in secondary education.

MAJOR IN MARKETING

Bachelor of Arts — Bachelor of Science

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program.

The admission requirements for the Adult Degree Completion program are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

Marketing is a fundamental activity in corporate and not-for-profit organizations. The emphasis on metrics, cost-effective operations, value delivery systems, customer satisfaction and brand loyalty in today's economy make marketing a priority in all business settings. The marketing major prepares students for careers in digital marketing, product development, brand management, advertising, per-

sonal selling and consumer research. Students considering a career in creative advertising are encouraged to complete a minor in communication or art. Practical application of marketing theory is highlighted in the required professional internship experience in the marketing field. The optional digital marketing minor prepares students for positions in social media, internet marketing and online community development. The integrated marketing communication minor is beneficial for advertising account management. The professional selling minor is also available to develop interpersonal skills needed for success in all areas of business.

The Adult Degree Completion program in marketing is a fast-paced, year-round program for adults who work full time. Students are challenged to combine their prior learning (informal and formal) with theory, concepts, and history to maximize their effectiveness. Part of the process involves participation in team projects during which they apply their learning to both hypothetical and actual challenges, in order to prepare for work in environments that are increasingly complex and reliant on this skillset. Most classes meet year-round in eight-week modules, allowing steady progress toward educational goals while still maintaining work and family life.

Required Business Foundation Courses: 28 semester hours

ACC2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
COM1550	Professional Communication (4)
ECN2030	Principles of Economics (4)
FIN3400	Principles of Finance (4)
MIT3520	Advanced Software Applications (4)
MTH2320	General Statistics (4)

Required Discipline Courses: 28 semester hours

MKT2300	Principles of Marketing (4)
MKT3320	The Professional Sales Process (4)
MKT3350	Consumer Behavior (4)
MKT3370	Integrated Marketing Communication (4)
MKT3610	Internet Marketing (4)
MKT3940	Marketing Internship (4)**
MKT4350	Marketing Research (4)*

Selected Courses: Choose two additional courses:

COM2240	Public Relations (4)
COM2250	Advertising (4)
COM2850	Visual Communication (4)
MKT3360	Sales Management and Motivation (4)
MKT4320	Advanced Business Selling (4)
MKT4610	Social Media Marketing (4)

*Available in 16-week format only.

**The internship experience must be completed during the junior or senior year and is not required for Adult Degree Completion students.

To earn a BS, the following two courses are required:

BUS3550	Operational Metrics (4)
MTH3590	Business Analytics (4)

MAJOR IN MATHEMATICS

Bachelor of Science

The mathematics program is designed for students interested in entering careers in business and industry requiring strong analytical and problem-solving skills, or pursuing graduate degrees in mathematics or other disciplines requiring a robust background in the mathematical sciences. Three emphases are available if students wish to focus on a particular area of mathematics, which include statistics, pure and applied mathematics. Career areas for which the mathematics major is appropriate preparation include actuarial science, computer science, operations research, and a variety of research and engineering applications. Students considering pursuing a mathematics degree should plan to begin the calculus sequence as early as possible in their college careers.

A minimum of 44 semester hours from the following lists is required for the mathematics major.

Required Core: 28 semester hours

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH2230	Calculus III (4)
MTH3240	Probability and Statistics I (4)
MTH3250	Linear Algebra (4)
MTH3270	Discrete Mathematics (4)
MTH4990	Senior Seminar in the Mathematics Sciences I (2)
MTH4991	Senior Seminar in the Mathematics Sciences II (2)

Selected Courses: Choose at least 16 semester hours from the selected list.

CSC2650	Data Structures and Algorithms (4)
MTH2810, 3810, 4810	Selected Topic in Mathematics (4)
MTH3200	Actuarial Mathematics I (4)
MTH3260	Probability and Statistics II (4)
MTH3280	Biostatistics (4)
MTH3300	Differential Equations (4)
MTH3320	Modern Geometry (4)
MTH3350	History of Mathematics (4)
MTH3490	Numerical Analysis (4)
MTH3500	Applied Statistical Methods (4)
MTH3590	Business Analytics (4)
MTH4450	Abstract Algebra (4)
MTH3830, 4830	Directed Study (1-4)
MTH4260	Number Theory (4)
MTH4300	Introduction to Real Analysis (4)
MTH4970	Research in Mathematics (1-4)
MTH4980	Independent Study (1-4)

Other Required Courses:

COM1550	Professional Communication (4)
CSC1700	Introduction to Computer Programming (4)

Students may choose to focus their study of mathematics by selecting one of the following three emphases.

Pure Mathematics Emphasis: Fulfilled by taking the three selected courses. *This is especially appropriate for students wishing to pursue graduate studies in mathematics.*

MTH3320	Modern Geometry (4)
MTH4300	Introduction to Real Analysis (4)
MTH4450	Abstract Algebra (4)

Applied Mathematics Emphasis: Fulfilled by taking the three selected courses. *This is especially appropriate for students wishing to pursue careers in business and industry or applied graduate degrees.*

MTH3300	Differential Equations (4)
MTH3490	Numerical Analysis (4)
MTH4300	Introduction to Real Analysis (4)

Statistics Emphasis: Fulfilled by taking the three selected courses. *This is especially appropriate for students wishing to pursue careers in quantitative analysis or a graduate degree in statistics.*

MTH3200	Actuarial Mathematics I (4)
MTH3260	Probability and Statistics II (4)
MTH3500	Applied Statistical Methods (4)

MAJOR IN MATHEMATICS

Bachelor of Science — Secondary Education Licensure

The mathematics program with secondary licensure is for students seeking teacher certification in mathematics at the pre-college level. This degree prepares students with a strong background in analytical and problem-solving skills that allows them to be successful in the classroom. Students considering pursuing a mathematics degree should plan to begin the calculus sequence as early as possible in their college careers.

A minimum of 44 semester hours* from the following lists is required for the mathematics major, secondary licensure option.

Required Core: 40 semester hours

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH2230	Calculus III (4)
MTH3240	Probability and Statistics I (4)
MTH3250	Linear Algebra (4)
MTH3270	Discrete Mathematics (4)
MTH3320	Modern Geometry (4)
MTH3820	Methods for Teaching Secondary Mathematics (4)
MTH4260	Number Theory (4)
MTH4450	Abstract Algebra (4)

Select one course (four semester hours) from the following list:

MTH2810, 3810, 4810	Selected Topic in Mathematics (4)
MTH3260	Probability and Statistics II (4)
MTH3300	Differential Equations (4)
MTH3350	History of Mathematics (4)
MTH3490	Numerical Analysis (4)
MTH3500	Applied Statistical Methods (4)
MTH3830, 4830	Directed Study (1-4)
MTH4300	Introduction to Real Analysis (4)
MTH4970	Research in Mathematics (1-4)
MTH4980	Independent Study (1-4)

Other Required Course:

CSC1010	Introduction to Computer Science (4)
---------	--------------------------------------

**Note:* Refer to Secondary Education section for EDU requirements.

MAJOR IN MEDIA STUDIES

Bachelor of Arts

A degree in media studies builds upon the core competencies of the communication program to develop the critical mind, aesthetic sensibilities and technical skills needed to work and create in modern media industries. Students of the media studies program have the opportunity to gain practical experience in many areas of media design and development, such as broadcast production for television and radio, digital graphic design, multimedia journalism, and cinematic film production. Students will exit the program with a high degree of technological facility in multiple modes of message delivery, but they will also gain an education grounded in the liberal-arts tradition, along with demonstrable abilities in critical analysis, mass media writing and research, project management, and professional leadership.

Students will engage in a sequence of courses designed to develop their skills over multiple years of study. Media studies courses are structured around challenging, creative projects that reflect the kinds of work done in the industry, so that students will leave with well-developed portfolios that showcase their abilities. A student may spend a term writing, directing, and editing a short documentary film or working on a team to design a comprehensive brand identity package for an organization. The diverse skill sets that are fostered in the media studies program will prepare students for the dynamic, constantly evolving mass media workplace.

The program culminates in an intensive senior experience, which combines a major individual project with a year-long residency as a member of the university's digital media outlet. Students also have the option to complete an internship with one of the many professional media organizations in the Chicago area.

Media Studies Major Requirements: 40 semester hours

Students must complete 40 semester hours of media studies major-approved courses. Students are required to complete 20 semester hours of core communication courses and 20 semester hours of media studies major-approved electives.

Communication Core Requirements: 20 semester hours

All media studies majors are required to complete the following courses:

COM1550	Professional Communication (4)
COM2150	Human Relationships and Interactions (4)
COM2200	Writing for Communication (4)
COM2850	Visual Communication (4)
COM3200	Persuasion and Consumer Culture (4)

Media Studies Electives*: 12 semester hours

Students must complete at least three (3) of the following electives:

COM2300	The Art of Film (4)
COM3140	Multimedia Journalism (4)
COM3250	Digital Design (4)
COM3310	Media Criticism (4)
COM3350	Interactive Media (4)
COM3410	Survey of European Film (4)
COM3420	Survey of Non-Western Film (4)
COM3700	Broadcast Media Production (4)
COM3710	Screenwriting and Cinema Production (4)
COM3810	Special Topics in Communication (4)
COM4940	Communication Internship (4)

* *Note:* Students double majoring in communication and media studies cannot use the same three electives to meet the requirements of both majors. In this case of double majoring, the student is required to have six electives, three unique to each major.

Media Studies Senior Experience: 8 semester hours

Students must complete the following courses, constituting the Media Studies Senior Experience:

COM4992	Communication Project Planning (2)
COM4994	Communication Project Implementation (2)
COM4996	Media Production Seminar (2)
COM4998	Media Production Management (2)

MAJOR IN MUSIC

Bachelor of Arts

Music is an extraordinary intellectual discipline that combines creativity, technique, historical awareness and a fascinating perpetual investigation of the human condition. The faculty of the Music Department at Aurora University is committed to providing students with solid academic scholarship and continuing opportunities to learn about and appreciate the many facets that music presents as a discipline.

The Music Department offers all Aurora University students the opportunity to develop a refined understanding and appreciation of music, while providing its majors with serious, sustained and comprehensive musical training. For students focusing their academic studies in music, Aurora University offers a Bachelor of

Arts degree with a broad-based core that combines the study of music history, music theory and performance. Music students may choose between vocal and keyboard studies. The major was created to offer flexibility for students who wish for greater elective choice or the possibility of combining music with another major. Beyond the stated requirements, there are many electives students can choose to amplify and define the degree. For the fulfillment of the degree, the department offers a wide range of music courses, various collaborative activities, numerous performance opportunities, and impressive performance halls, including the stunning Crimi Auditorium which offers superb acoustics and is the on-campus venue for most concerts performed by guest artists, music faculty and students. This artistic environment provides a rich educational context where students have the potential to achieve the highest results and develop into professional musicians and well-rounded artists.

The experiential learning at Aurora University gives students the tools they need to hold leadership positions in the field of private music instruction, music performance as a soloist and collaborator, music administration and myriad other ways in which musically trained professionals can enrich the lives of others.

Bachelor of Arts in Music: 51 semester hours

Applied Music: 7 semester hours

MUS1070 Recital Attendance (0) (P/F for all semesters enrolled)

MUS2400 Musicianship I (4)

MUS2610 Musicianship II (4)

MUS2620 Musicianship III (4)

MUS2630 Musicianship IV (4)

MUS3400 Conducting (2)

MUS3410 Music History I (4)

MUS3450 Music History II (4)

MUS3510 Music History III (4)

MUS4400 Audio Recording and the Business of Music (2)

MUS4100/4300 Vocal/Keyboard Pedagogy (2)

MUS4990 Recital/Senior Capstone (1)

8 semester hours of Ensemble (1 each)

Ensemble must be approved by Music Department faculty.

Pianists must take one semester of Choral Ensemble and MUS2300 Accompanying (1).

Vocalists must take two semesters of Applied Piano Study (.5 hours each) or placement by instructor permission.

Recommended Electives:

MUS1400 World Music (4)

MUS2100 Diction for Singers I (2)

MUS2110 Diction for Singers II (2)

MUS3130 Vocal Literature (2)

MUS3330 Keyboard Literature (2)

MUS3500 Applied Conducting (1)

MAJOR IN NURSING

Bachelor of Science in Nursing

The BSN to RN Entry (Pre-licensure) Track is only offered on the Aurora campus in Illinois. The RN to BSN Degree Completion Track is offered at the Aurora campus, George Williams College, Woodstock Center, AU Online, and several hospital sites in Illinois and Wisconsin.

The admission requirements for the Adult Degree Completion program (including online) are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

The practice of nursing is both an art and a science. Nursing is a therapeutic helping relationship devoted to promoting, restoring, and maintaining the health of individuals, families, groups and communities. The mission of the School of Nursing is to support the mission of the university in providing an inclusive community dedicated to the transformative power of learning. Five themes serve to provide recurrent foci throughout the program: caring, health, learning, commitment to human dignity, and nursing.

The nursing faculty is committed to a collaborative learning environment for students. The nursing faculty seeks to accommodate the learning needs and professional aspirations of students with varied educational backgrounds. Aurora University offers a four-year Bachelor of Science in Nursing degree. Following admission to the university, applicants are reviewed for acceptance to the School of Nursing. Successful achievement in the standardized entrance exam is required for acceptance to the School of Nursing. The minimum grade point average (GPA) for admission is 2.75/4.00 scale. Applicants will be expected to maintain a successful academic profile in order to progress into nursing courses at the junior level.

An RN to BSN completion track is available to registered nurses with an associate's degree or diploma in nursing. Coursework is designed to build on prior learning and provides opportunities for accelerated, individualized study. Current Illinois/Wisconsin licensure is required for admission. Registered nurses completing a bachelor's degree in nursing earn 30 semester hours as block credit in the transfer evaluation process for prior nursing education.

Program Outcomes

Graduates of this CCNE-accredited program are prepared to enter the profession of nursing as contributing members of the discipline to promote, maintain and restore the health of patients. Graduates are prepared for practice in a variety of care settings, participation in a wide range of health promotion and teaching activities, and advancement to graduate study in nursing.

Graduates are prepared to:

- Integrate knowledge from the liberal arts and sciences education into one's professional nursing practice.
- Demonstrate caring and culturally sensitive behaviors that create an environment of respect for the dignity of patients, families, self and others.

- Utilize multiple interprofessional and intraprofessional methods of communication to collaborate effectively in delivering safe, patient-centered care throughout the lifespan and in a variety of settings.
- Articulate a philosophy of nursing which guides one's practice as an educator, researcher, advocate, manager and provider of care.
- Ethically manage data, information, knowledge and technology to achieve desired quality outcomes.
- Integrate scholarly inquiry and research into evidence-based nursing practice.
- Integrate critical thinking and professional values into the clinical decision-making process.
- Perform competently, effectively and ethically as a baccalaureate nurse to promote, maintain and restore the health of vulnerable populations.
- Accept responsibility for lifelong learning, global citizenship and service in the nursing profession.
- Assume a professional nurse leadership role to assure quality nursing practice in the delivery of health services.

Note: Additional information about the program and policies are contained in the current Aurora University Baccalaureate Nursing Student Handbook.

BSN Core Prerequisites: 40 semester hours

BIO1210	Biology of Cells (4)
BIO2280	Microbiology (4)
BIO2660	Anatomy and Physiology I (4)
BIO2670	Anatomy and Physiology II (4)
*BIO3050	Pathophysiology (4)
CHM1200	Principles of Chemistry (4)
MTH1100	College Algebra (4)
MTH2320	General Statistics (4)
PSY1100	General Psychology (4)
PSY3250	Lifespan Development (4)
Elective:	ART, COM, ENG, HUM, MUS, THE, or SPA (4)

Note: BIO3050 must be taken prior to beginning nursing courses.

Nursing Requirements: 59 semester hours

NUR3000	Introduction to Professional Nursing (3)
NUR3100/Z	Principles of Nursing I (6)
NUR3110/Z	Principles of Nursing II (6)
NUR3160	Pharmacological Concepts (4)
NUR3260/Z	Health Assessment, Education and Promotion (4)
NUR3400/Z	Psychiatric/Mental Health Nursing (5)
NUR4050	Nursing Research (3)
NUR4200/Z	Nursing: A Global Community Outlook (5)
NUR4300/Z	Medical Surgical Nursing I: Collaborative Practice in Health and Illness (7)
NUR4500/Z	Nursing Care of the Family (7)
NUR4600	Leadership and Management (4)
NUR4800/Z	Medical Surgical Nursing II: Collaborative Practice in Health and Illness (6)

Requirements for Registered Nurse Students: Thirty semester hours for prior nursing education are received as block credit in the transfer evaluation. RN to BSN completion students must take the listed course requirements as part of their degree completion program.

Core Requirements: 44 semester hours

Eight semester hours from the following:

	Human Biology, Microbiology, Biology of Cells, Anatomy and Physiology I and II or course equivalency (8)
MTH1100	College Algebra (meets General Education Mathematics Requirement) (4)
ENG2010	Introduction to Research Writing (4)
Elective Course	from ART, COM, ENG, HUM, MUS, THE, or SPA (4)
Elective Course	from HIS (4)
Elective Course	from REL, PHL, or SBS (4)
IDS2040	Global Justice (4)*

RN to BSN Requirements: 46 semester hours (30 semester hours within the major).

BIO3050	Pathophysiology (4)*
NUR3015	Introduction to Nursing Informatics (4)
NUR3030	Dimensions of Professional Practice (4)
NUR3280/Z	Health Assessment, Education and Promotion (4)
NUR4060	Nursing Research/RN (4)
NUR4620	Leadership and Management/RN (6)
NUR4780	Ethical, Cultural, and Policy Considerations in Healthcare (4)
NUR4850	Nursing: A Global Community Outlook/RN (4)
MTH2320	General Statistics (4)*

MAJOR IN PHILOSOPHY

Bachelor of Arts

Philosophy is the study of the grounds of knowledge about ourselves, our world and our values. As the most fundamental of the sciences, it seeks answers to the most profound questions of human existence through the use of rational argument. Aurora University's major in philosophy serves students whose personal or professional interests would be furthered by careful training in close reading, critical analysis, logical reasoning, effective argumentation, and broad and creative thinking.

The major emphasizes study in the history of philosophy, offering students a comprehensive grasp of the major thinkers and themes of the past two and a half millennia. It is designed to foster a deepened understanding of the contexts and issues that have shaped our thinking, while training students to approach philosophical questioning with insight, rational acuity and intellectual rigor.

The philosophy major is an excellent preparation for careers in law, politics, medicine, public service and business, as well as for those who aim to pursue graduate studies in the field. Because of its focus on understanding the roots and contexts of ideas, the major also offers itself as a useful complement to other studies in the sciences and humanities.

The major requires at least 32 semester hours of study in the discipline, the core of which is made up of five required courses: Logic, the three-course History of Philosophy sequence, and the Senior Seminar.

Required Courses: 20 semester hours

PHL1200	Logic (4)
PHL/HST2250	Ancient Philosophy: History of Philosophy I (4)
PHL3300	Modern Philosophy: History of Philosophy II (4)
PHL3350	History of Philosophy III (4)
PHL4990	Senior Seminar in Philosophy (4)

Selected Courses: Choose at least 12 semester hours from the following:

PHL1100	Problems of Philosophy (4)
PHL2100	Ethics (4)
PHL/PSC2200	Introduction to Political Theory (4)
PHL/ART2700	Art and Philosophy (4)
PHL/REL3100	Philosophy of Religion (4)
PHL 3150	Professional Ethics (4)
PHL3200	Business Ethics (4)
PHL3400	The Good Life? (4)
PHL3500	Philosophy of Love and Sex (4)
PHL3600	Analytic Philosophy (4)
PHL3800	Special Topics in Philosophy (4)
PHL/PSC4650	Classics in Political Philosophy (4)
PHL/PSC4660	Modern Political Philosophy (4)

MAJOR IN PHYSICAL EDUCATION

Bachelor of Arts — Special Teaching Licensure K-12 Major

The preparation of a competent and caring physical educator is accomplished through a comprehensive curriculum requiring a rigorous, interdisciplinary academic program. The learning environment, inclusive of classroom and field experiences, is structured to develop within the individual, measurable behaviors in effective communication, critical thinking, problem solving, creative planning and leadership skills. Student development is nurtured through close, personal contact with faculty in an authentic learning environment, characterized by opportunities for applied learning and dynamic delivery systems based upon learner needs and characteristics.

Students who desire to teach physical education must possess a strong commitment to meeting the learning needs of the “whole child” through physically oriented activities that are appropriate for the age, ability, capability, and interests of their students.

The Physical Education Teacher Licensure K–12 program is closely aligned with the School of Education and promotes the philosophy of “Achieving Excellence in Teaching and Learning through Professional Education Communities.” This major encompasses an endorsement in middle school health education and a state-required endorsement in coaching from the American Sport Education Program. Majors will engage in clinical experiences at the elementary, middle school and high school levels.

Physical Education Required Core Courses: 12 semester hours

- PED/HED 3215 Kinesiology for Physical Education and Coaching (4)
 PED/HED3230 Physiology of Exercise for Physical Education and Coaching (4)
 PED4100 Administration of Physical Education (4)

Special Teaching Licensure K-12 Major**Professional Core Courses for Teaching:** 37-40 semester hours*

- BIO1060 Human Biology (4)
 PED1320 Foundations of Dance (1)
 PED1510 Foundations of Teaching K-12 Physical Education (2)
 PED2080 First Aid (1) or current American Red Cross First Aid/CPR card on file
 PED2300 Coaching Principles and Techniques (2) or current online certificate on file
 PED2400 Inclusive Physical Education Characteristics/ID Disability and the Law (4)
 PED2510 K-12 Student Learning Through Fitness Activities (4)
 PED2520 K-12 Student Learning Through Sport Activities (4)
 PED2600 Motor Development (2)
 PED3000 An Integrated Approach to Teaching K-5 Physical Education (4)
 PED3025 Enhancing Cultural Awareness through Dance (2)
 PED3050 An Integrated Approach to Teaching 6-12 Physical Education (4)
 PED3150 Assessing Student Learning in K-12 Physical Education (4)
 PED4760 Student Teaching Seminar for Physical Education K-12 (2)

Education Core Courses: 38 semester hours

- EDU2100 Foundations of Teaching and Learning (4)
 EDU2260 Learning Theories and Application (4)
 PSY3350 Child and Adolescent Psychology (4)
 EDU3440 Middle School Methods (4)
 EDU3720 Reading and Writing across the Curriculum (4)
 SPED3750 Prosocial/Problem Behavior (4)
 SPED3620 Language Development and Diversity (4)
 EDU4750 Student Teaching Internship (10)

Required Minor in Health Education: 18 semester hours

- HED1500 Health Behaviors and Social Responsibility (2)
 HED/IDS1610 Being Human: Ethics and Morality (4)
 HED2300 Planning for Health Education (4)
 HED3100 Emotional Aspects of Health Education (2)
 HED3200 Resources and Assessment in Health Education (2)
 HED3500 School/Community Partnerships in Health Education (2)
 HED4100 Curriculum Development in Health Education (2)

Individuals wanting the secondary health endorsement must pass the ISBE Health Content Area Exam and complete all required courses for the K-12 physical education major and minor in health education.

*Note: Refer to Secondary Education Major and Health Education Minor sections.

MAJOR IN POLITICAL SCIENCE

Bachelor of Arts

The political science program at Aurora University is designed to prepare students for business and industry, criminal justice, government service, and graduate or law school. The majority of political science majors enter the business and professional world immediately upon graduation. The program is designed to prepare students to meet these goals, and students are encouraged to have a double major or minor to increase their opportunities in today's competitive job market. For example, students are urged to consider business, communication, computer science, criminal justice, history, psychology, social work and sociology as second majors or minors, or the international studies minor.

For students who are considering graduate or law school, the program is very effective in preparing for the highly competitive Graduate Record Examination and the Law School Admissions Test. Our graduates are able to successfully compete for admission at the national level. Aurora University political science graduates have been accepted to outstanding graduate and law schools across the U.S.

The political science program is highly individualized. In addition to coursework and on-campus activities and organizations, students have the opportunity to gain practical experience through a variety of off-campus experiences, including work-study terms, both state and national internship programs, and study-abroad programs. Students also have the opportunity to participate in independent study coursework designed to explore areas of particular interests.

MAJOR IN POLITICAL SCIENCE: 40 semester hours

Required Courses: 16 semester hours

PSC2110	Introduction to U.S. Government (4)
PSC/PHL2200	Introduction to Political Theory (4)
PSC/SOC3600	Theory and Methods of Social Scientific Analysis (4) <i>Prerequisite:</i> PSC3500 or PSC/CRJ3180; <i>Highly Recommended:</i> MTH2320 General Statistics (4)
PSC4700	Senior Thesis Seminar (4) capstone <i>Prerequisite:</i> PSC3600; <i>Highly Recommended:</i> ENG 2010 (4)

Note: Students must select one of the following concentrations, or they may complete both.

A. POLITICAL SCIENCE CONCENTRATION

Required Courses: 8 semester hours

PSC1500	International Relations (4)
PSC3500	Comparative Political Systems (4) <i>Prerequisite:</i> PSC1500 or PSC2110.

Elective Courses: 16 semester hours

Students must complete an additional 16 semester hours from the political science program, selecting either other required courses from the two concentrations, or political science electives listed below.

B. PRE-LAW CONCENTRATION**Required Courses:** 8 semester hours

PHL1200 Logic (4)

PSC/CRJ3180 Constitutional Law and the Judicial System (4)

Prerequisite: PSC2110.**Elective Courses:** 16 semester hours

Students must complete additional 16 semester hours from the political science program, selecting either other required courses from the two concentrations, or electives listed below.

Political Science Electives:

PSC3140 Political Participation and the Electoral Process (4)

Prerequisite: PSC2110.

PSC/LTS3200 Contemporary Latin American Politics (4)

PSC/HIS3250 Illinois History and Government (2)

PSC/SOC3400 Social Problems and Public Policies (4)

Prerequisite: SOC1100 or PSC1500.

PSC/SOC3480 Globalization and Social Change (4)

Prerequisite: SOC1100 or PSC1500.

PSC/SOC3610 Politics of European Integration (4)

Prerequisite: PSC1500.

PSC3650 Issues in Political Economy (4)

Prerequisite: PSC1500.

PSC/SOC/BIO3700 Politics of Global Health and Medicine (4)

Prerequisite: SOC1100 or PSC1500 or SOC2150;*Highly Recommended:* SOC/PSC3480 or BIO3540.

PSC/SOC4500 Human Rights and Social Justice (4)

Prerequisites: PSC/SOC3400; PSC/SOC34800.

PSC/PHL4650 Classical Political Philosophy (4)

PSC/PHL4660 Modern Political Philosophy (4)

PSC3810, 4810 Special Topics in Political Science (4)

PSC4830 Internship in Political Science (2-4)

PSC4980 Independent Study (2-4)

MAJOR IN PSYCHOLOGY**Bachelor of Arts**

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program and George Williams College.

The admission requirements for the Adult Degree Completion program are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

Psychology is the scientific study of the mind and behavior. A bachelor of arts degree in psychology can prepare students for a variety of career options, including careers in the human services, business management, personnel, counseling,

behavioral instruction, or as a family worker and youth advocate. The major is also an excellent preparation for graduate study in a variety of areas, including psychology, business, education, social work and law. As a psychology major, students will study human behavior from a lifespan developmental perspective; including both abnormal and normal behavior as it is affected by the learning process, personality development, motivation, the cultural environment, and interaction with others.

This dynamic field has long been one of the most popular areas of study for Aurora University students. Because of the flexible program requirements and the opportunity to develop individual interests, the psychology major is often teamed with criminal justice, sociology, social work, recreation, political science, business, or communication in a student's pursuit of a double major or a minor. Independent study and internship opportunities are readily available. Aurora University students have worked in local hospitals, social service agencies, group homes and schools, as well as in various businesses, state institutions and government offices. The major can be completed with evening classes.

A total of 37 semester hours are required to complete the psychology major. The 37 semester hours are to be completed by taking 33 semester hours of required courses below and four semester hours from the selected courses below.

Required Courses: 21 semester hours

PSY1100	General Psychology (4)
PSY2210	Careers in Psychology (1)
PSY3380	Brain and Behavior (4)
PSY/SOC3500	Research and Statistical Methods (4)
PSY3520	Experimental Psychology (4)
PSY4700	Contemporary Issues in Psychology (4)

Two courses from Group A: 8 semester hours

PSY/SOC3450	Social and Applied Psychology (4)
PSY2340	Personality (4)
PSY3660	Abnormal Psychology (4)
PSY3350	Child and Adolescent Development (4)

or

PSY3360	Adult Development and Aging (4)
---------	---------------------------------

One course from Group B: 4 semester hours

PSY2300	Learning and Motivation (4)
PSY3400	Cognitive Psychology (4)
PSY4200	Sensation and Perception (4)

Selected Courses: 4 semester hours

PSY/SOC3430	Gender, Sexuality and Society (4)
PSY3460	Exceptional Individual (4)
PSY3470	Industrial/Organizational Psychology (4)
PSY3700	Clinical and Counseling Psychology (4)
PSY3810, 4810	Special Topics in Psychology (4)
PSY3940, 4940	Internship in Psychology (1-4)
PSY4520	Psychological Assessment (4)
or	Another four-hour course from Group A or B list, excluding PSY3250 Lifespan Development.

MAJOR IN RELIGION

Bachelor of Arts

The religion major at Aurora University is intended to provide a broad training in the study of religion, offering students a wide range of classes taught by a diverse and committed faculty. The university's Christian roots are reflected in courses which focus on Christianity from a variety of perspectives, while courses on other families of faith and individual faith traditions, such as East Asian and Indian religions, Islam, and Judaism, permit students the opportunity to study religion closely within its global context. Overall, the major emphasizes the encounter of the world's religions, and the ways in which religious people seek to understand diversity and the beliefs of others.

Students majoring in Religion will deal with pressing issues facing religions in the modern world, such as evil and suffering, gender and sexuality, and ethical and moral formation. They will seek to understand the core notions of religion itself: our yearning for perfection and continued awareness of imperfection, our sense of the transcendent and its implications for the mundane, our search for guidance in our judgments and behavior.

Whatever your background or motivation in studying religion, we aim to provide opportunities for you to ask some of life's biggest questions, to critically engage with some of the most enduring answers that human beings have offered in response to those questions, and to re-imagine your life and work in light of these encounters. Many of our students pursue interdisciplinary studies by combining the Religion major with another undergraduate major.

The Bachelor of Arts in Religion requires at least 32 semester hours of study, including 12 hours of required courses and 20 hours of selected elective courses, of which at least eight hours must be at 3000-level or above.

Required Courses: 12 semester hours

REL2060	Exploring Religion (4)
REL2200	The Shaping of Christian Identity (4)
REL4990	Seminar in Religious Studies (4)

Choose at least 20 semester hours from the following groups, with at least eight hours from courses numbered at the 3000-level or higher:

Group A: Global Families of Faith: Choose at least one

REL2310	The Faiths of Abraham (4)
REL2320	The Faiths of India (4)
REL2330	The Faiths of East Asia (4)

Group B: Religion in Today's World: Choose at least one

REL1400	Spirituality for Today's World (4)
REL3360	Jewish and Christian Responses to the Holocaust (4)
REL3400	Love the Stranger: the History and Significance of Interfaith Dialogue (4)
REL4200	Topics in Contemporary Religion (4)

Group C: Topics in Religion: Choose at least one

REL1050	An Introduction to World Religions (4)
REL1100	The Christian Bible (4)

REL/HIS2760	Religion in America (4)
REL/PHL3100	Philosophy of Religion (4)
REL3350	Jesus (4)
REL/ART3450	Icons and Idols: Religion and Art (4)
REL/HIS3750	Topics in Religious History (4)
REL/HIS3800	Reformation Europe (4)

MAJOR IN SOCIAL WORK

Bachelor of Social Work

This major is part of the Traditional Undergraduate program. The degree may also be completed through the Adult Degree Completion program and George Williams College.

The admission requirements for the Adult Degree Completion program are two years of demonstrated work experience, military service or other relevant adult responsibilities and 15 semester hours of transferable college credit with a GPA of 2.0 or higher. Individual circumstances can be reviewed by an admission counselor.

The Bachelor of Social Work degree is a four-year program accredited by the Council on Social Work Education. It is built on a strong liberal arts base that prepares students for beginning social work practice with communities, groups, families, and individuals in a variety of settings with diverse populations and problems. This program also prepares students to pursue graduate study in social work. Graduates with the BSW degree are eligible to take the examination for the state social work license (LSW) and to apply for advanced standing in the Aurora University MSW program. Excellent scholarship in coursework and in the field is required to be eligible for advanced standing.

The curriculum offers basic liberal arts education in the first two years with a professional orientation during the third and fourth years. This provides the option for students to transfer in or out of the program without loss of credit until the beginning of their junior year. The educational components of the BSW degree program include the general liberal arts and sciences, supportive liberal arts requirements, and the social work curriculum foundation, which includes a field work component.

The focus of the program is on understanding how people function in relation to their environment and on developing growth-enhancing professional relationships. Students develop an understanding and appreciation of human diversity and are able to practice effective social work with vulnerable populations especially those experiencing social and economic oppression. In developing professional competency, a strong emphasis is placed on the student's interpersonal effectiveness and self-awareness.

Career Options

Career opportunities for graduates with a BSW degree cover a wide variety of social services in private and public agencies, including general social services, addictions, health services and rehabilitation, child and family welfare, youth services, geriatric services, juvenile justice services and services to women.

Supportive Liberal Arts Requirements

Specific liberal arts courses are required to support the social work required (foundation) coursework. These include:

PSY1100	General Psychology (or suitable transfer course)
SOC1100	Principles of Sociology (or suitable transfer course)
PSC2110	United States Government (or suitable transfer course)
GEN2400	Social Inquiry (GWC students only)

Addictions Specialization

BSW students in the Addictions specialization take four courses in the Addictions sequence as well as complete their BSW field placement in an addictions-approved agency. This will qualify them to sit for the Illinois Professional Credential in Addictions: the Certified Alcohol and other Drug Abuse Counselor certification (CADC). The courses can be taken as part of the elective requirements for the BSW. The School of Social Work is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc (IAO-DAPCA) at the advanced accreditation level. This means students successfully completing our program will sit for the exam at the CADC level.

Child Welfare Specialization

The Child Welfare specialization is available to BSW students. The specialization of child welfare addresses the educational needs of the students interested in child welfare by ensuring an understanding of the needed skills and in order to work toward improving the lives of children and their families. Students in the specialization must complete their BSW field placement in an agency that focuses on child welfare services. The three courses in the specialization are designed to provide comprehensive child welfare education and experiences.

Admission to the BSW Program

Students must be admitted to the School of Social Work before beginning the social work coursework in the junior year. Students declare their intention to pursue social work as their major in their freshman and sophomore years and can begin taking 1000- and 2000-level social work classes prior to formal admission to the BSW program. Formal admission to the School of Social Work occurs during the fall or spring semester of the sophomore year. Applicants to the BSW program are expected to have completed approximately 60 semester hours of General Education coursework and have an overall grade point average of 2.50 on a 4.00 scale. Students must submit the required program application materials (obtained from the School of Social Work or online from the school's web page). The formal admission process may include an interview with a BSW faculty member once application materials are submitted. Students may apply for fall or spring admission.

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, above and beyond compliance with the general academic regulations 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.

Statement of Criminal Background Notification

Aurora University, and the School of Social Work, reserve the right to deny admission to the BSW program based on application materials, previous academic record, and records of past conduct including but not limited to the results of a national background check or registration of a sex offense. Full regulations are contained in the BSW Handbook.

Full-Time/Part-Time Study

Students can complete the BSW program either as full- or part-time students. Required coursework must be completed within five years. Many required courses beyond the introductory course (s) are sequenced and begin in the fall semester of each year. However, students may be admitted to begin the BSW program in either the fall or spring semester.

BSW Social Work Curriculum Foundation

The program emphasizes generalist practice. Students are taught to examine problems from an ecological perspective and to effectively intervene in ways that are preventive, build on strengths and promote healing. The social work curriculum integrates knowledge, values and skills related to the eight basic components necessary for preparation for social work practice: values and ethics, diversity, populations-at-risk and social and economic justice, human behavior and the social environment, social welfare, social work practice, research and field education.

Required Courses: 48 semester hours

Foundation Knowledge, Values, and Skills — 40 semester hours

SWK2500	Survey of Social Work (4) (or SWK1100 Careers in Social Work [4] and SWK2100 Social Work in American Society [4])
SWK3140	Social Work with Groups (4)
SWK3150	Social Welfare: Institutions and Policies (4)
SWK3210	Human Behavior in the Social Environment: Infancy to Adolescence (HBSE I) (4)
SWK3400	Human Behavior in the Social Environment: Adult Lifespan (HBSE II) (4)
SWK4010	Social Work with Communities and Organizations (4)
SWK4110	Individuals and Families (4)
SWK4120	Integrative Seminar in Social Work (4)
SWK4200	Social Work Research I (4)
SWK4300	Social Work Research II (4)

Field Instruction (concurrent with SWK4110 and 4120): 8 semester hours

SWK4210	Field Instruction I (4)
SWK4220	Field Instruction II (4)

Selected Courses: Take a minimum of three courses from courses listed below. The BSW program provides students with the following elective courses from which they are required to select a minimum of three courses. Students may be granted credit for suitable transfer courses.

SWK2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment (4)
SWK2150	Violence in America (4)
SWK3730	Social Development and Prevention Programs (4)
SWK3760	Effects of Trauma on Children (4)
SWK3770	Social Work Practice with Older Adults (4)
SWK3810/4810	Selected Topics
SWK4710	Expressive Therapy for Children (4)
SWK4720	Social Work with Vulnerable Children and Families (4)
SWK4725	Child Welfare Services (4)
SWK4740	Family Violence: Issues and Intervention (4)

Addictions Specialization: 16 semester hours

SWK2050	Drugs and Human Behavior: Substance Abuse Evaluation and Treatment (4)
SWK3200	Psychopharmacology (4)
SWK3750	Addictions Counseling I (4)
SWK4700	Addictions Counseling II (4)

Child Welfare Specialization: 12 semester hours

SWK3760	Effects of Trauma on Children (4)
SWK4720	Social Work with Vulnerable Children and Families (4)
SWK4725	Child Welfare Services (4)

Field Instruction

Field instruction is an integral part of the BSW curriculum. BSW students are placed in an agency where they receive instruction from a qualified, approved field instructor holding an MSW degree. Students are required to complete a minimum of 14 hours per week in their field placement during fall and spring semesters for a total of 450 clock hours while enrolled concurrently in classes on campus. Students completing the Addictions specialization must complete a minimum of 500 hours. In order to begin an addiction placement, students MUST have the first two specialization courses completed and meet with either the Addictions Training Director or his/her designee.

A wide variety of field practice settings are available, reflecting the fields of service and social service agencies available for beginning careers in social work. A series of theory and practice-related courses help the student to prepare for and make productive use of the field learning experience.

Advanced Standing for Graduate Work

Students who have earned a BSW degree at Aurora University, or through other BSW programs accredited by the Council on Social Work Education, and who have demonstrated excellence in scholarship in coursework and in the field are eligible to apply for advanced standing in the MSW program at Aurora University.

If granted, advanced standing allows the student to apply BSW courses toward a maximum of 30 semester hours of the MSW degree. The MSW degree at Aurora University consists of 60 semester hours.

Transfer Credit**A. Experiential Credit**

Academic credit for life experience and previous work experience may not be applied in lieu of any portion of the field practicum requirements nor may it be substituted for any of the social work courses.

B. From a Community College

Students transferring with an associate of arts or science degree may be ready to start the social work curriculum provided they have completed sufficient General Education coursework that also serves as social work prerequisites/co-requisites.

Students transferring with an applied degree in human services or a specific area of the human services may apply their coursework toward general elective credit.

Specific questions about transfer procedures should be directed to the Director of Transfer Admission in the Office of Admission.

C. From an accredited BSW Program

Social work courses completed no more than five years before the date of the student's first enrollment in the BSW program and satisfying the social work foundation requirements may be substituted with the approval of the BSW Program Director.

Criteria for Academic Performance

The BSW degree program requires all students enrolled in the program to earn a minimum cumulative grade point average of 2.00 in the three prerequisite liberal arts General Education supportive courses. In addition, students are expected to maintain a cumulative grade point average of 2.80 in all social work coursework. Full regulations are contained in the BSW Handbook.

Criteria for Personal/Professional Performance

Students in the BSW program are evaluated, and may be dismissed from the program, on the basis of standards of personal and professional behavior, lack of adherence to ethical standards, and on the basis of certain civil and criminal records. Full regulations are contained in the BSW Handbook.

Leave of Absence

If a student wishes to take a leave of absence of more than one term excluding Summer Session, a request for leave of absence must be made by filing the appropriate form in the Registrar's Office. BSW students are expected to meet with the BSW Program Director prior to filing the leave of absence form in the Office of the Registrar. The limit on terms for leave of absence is four terms or two years. A student who does not fulfill these conditions is considered to have terminated the program, and must reapply for admission to continue in the program.

MAJOR IN SOCIOLOGY

Bachelor of Arts

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender, social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology provides many distinctive perspectives on the world, generating new ideas and critiquing the old. The field also offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate downsizing, how people express emotions, welfare or education reform, how families differ and flourish, or problems of peace and war. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work. Sociology is an exciting discipline with expanding opportunities for a wide range of career paths.

Individual attention is the hallmark of the sociology program at Aurora University. The flexibility of the program also provides students with the opportunity to develop and pursue individual interests and either double major or acquire additional minors. Sociology blends very well with business administration, criminal justice, psychology, political science, communication or education, as well as with ethnic studies, gender studies, international studies or religion.

Upon completion of our program students either go to graduate schools or find employment in the following areas: social services—where skills other than social work are central: in rehabilitation, case management, group work with youth or the elderly, recreation, or administration; community work—community planning and development: in fund-raising for social service organizations, nonprofits, child-care or community development agencies, or environmental groups; corrections—in probation, parole or other criminal justice work; business—where understanding of human relations is critical; in advertising, marketing and consumer research, insurance, real estate, personnel work, training, or sales; various types of applied research; college settings—in admissions, alumni relations, or placement offices; health services—in family planning, substance abuse, rehabilitation counseling, health planning, hospital admissions, and insurance companies; publishing, journalism, and public relations—in writing, research, and editing; government services—in federal, state, and local government jobs in such areas as transportation, housing, agriculture, and labor; teaching—in elementary and secondary schools, in conjunction with appropriate certificate.

MAJOR IN SOCIOLOGY: 36 semester hours**Required Courses:** 16 semester hours

SOC1100	Introduction to Society (4)
SOC/PSY3500	Research and Statistical Methods (4) <i>Prerequisites:</i> PSY1100; MTH1100.
or	
SOC/PSC3600	Theory and Methods of Social Scientific Analysis (4) <i>Prerequisites:</i> SOC/PSC3400; SOC/PSC3430; <i>Highly Recommended:</i> MTH2320.
SOC4310	Seminar in Sociological Theory I (4) <i>Prerequisites:</i> SOC3350; SOC/PSC3480.
SOC4320	Seminar in Sociological Theory II (4) <i>Prerequisite:</i> SOC4310.

Highly Recommended Courses:

ENG2010	Introduction to Research Writing (4)
MTH2320	General Statistics (4)

Elective Courses: 20 semester hours

Students must complete 20 semester hours from the following list of courses:

SOC2150	Cultural Anthropology (4)
SOC/CRJ2300	Criminology (4)
SOC3350	Race, Ethnicity, and Power (4) <i>Prerequisite:</i> SOC1100 or SOC2150.
SOC/PSC3400	Social Problems and Public Policies (4) <i>Prerequisite:</i> SOC1100 or PSC1500.
SOC/PSY3430	Gender, Sexuality and Society (4) <i>Prerequisite:</i> SOC1100 or PSY1100.
SOC/PSY3450	Social and Applied Psychology (4)
SOC/PSC3480	Globalization and Social Change (4) <i>Prerequisite:</i> SOC1100 or PSC1500.
SOC/PSC3550	Politics of Intimate Relations (4) <i>Prerequisite:</i> SOC1100 or PSC1500.
SOC/PSC/BIO3700	Politics of Global Health and Medicine (4) <i>Prerequisite:</i> SOC1100 or PSC 1500 or SOC2150; <i>Highly Recommended:</i> SOC/PSC3480 or BIO3540.
SOC3810	Special Topics (2–4)
SOC/PSC4500	Human Rights and Social Justice (4) <i>Prerequisite:</i> PSC/SOC3400 and SOC/PSC3480.
SOC2940, 3940, 4940	Community Internship (2–4)
SOC4980	Independent Study (2–4)

MAJOR IN SPANISH

Bachelor of Arts

The Spanish program offers students the opportunity to master each of the four basic skills of language acquisition: reading, writing, speaking and listening. Each course is designed to encourage active participation, strong language skills and an understanding of and appreciation for the various countries that speak Spanish as their first language.

Those who know and use the Spanish language will have an advantage in almost any field that they may choose. An understanding of Spanish will prepare students for a variety of professions such as education, social work, law, criminal justice, psychology, sociology, business, communication, health care and nursing.

Successful completion of a major in Spanish requires students to complete 36 semester hours of Spanish coursework. Each student will be required to take 20 hours of required coursework in addition to 16 hours of student-selected coursework. The student-selected coursework options will be dependent on the student choice of major within two areas of emphasis: Latino Studies and Spanish Language and Literature.

Those students with sufficient experience or background in Spanish are encouraged to begin coursework at the 2000-level. The Elementary Spanish I course (SPN1120) and Elementary Spanish II course (SPN 1220) do not count as part of the credits earned toward a major, but can be used for the Spanish minor.

Required Courses: 20 semester hours

SPN2200	Intermediate Spanish I (4)
SPN2300	Intermediate Spanish II (4)
SPN3200	Advanced Conversation and Spanish Phonetics (4)
SPN3300	Spanish Translation (4)
SPN4990	Spanish Capstone Seminar (4)

Spanish majors must pick from the Spanish Language and Literature emphasis or the Latino Studies emphasis detailed below.

Emphasis I: Spanish Language and Literature Emphasis

Selected Courses: Choose 16 semester hours

SPN3450	Spanish Language Films (4)
SPN3500	Advanced Spanish Literature (4)
SPN3600	Latin American Civilization and Culture (4)
SPN3650	Language and Community Immersion (4)
SPN3800	Comparative Grammatical Structures (4)
SPN3880	Spanish Travel/Study Experience (4)

Emphasis II: Latino Studies Emphasis

Required Courses: 8 semester hours

LTS1200	Introduction to Latino Cultural Studies (4)
LTS1300	Latinos in the United States (4)

Selected Courses: Choose eight semester hours

SPN3600	Latin American Civilization and Culture (4)
SPN3880	Spanish Travel/Study Experience (4)
HIS3450	Latin American History (4)

MAJOR IN SPECIAL EDUCATION

Bachelor of Arts

The special education major seeks to prepare candidates to utilize a variety of theoretical and research based practices to enable students with disabilities to reach their full potential. Moreover, candidates will gain experience in the varied settings and roles of the special educator, including expanding consulting and collaborative roles in the inclusive classroom. The major will allow candidates to complete all coursework for an Illinois State Board of Education Professional Educator License Endorsed in Learning Behavior Specialist I (LBS I) Pre K–Age 21.

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 impairments (intellectual disabilities and traumatic brain injury), autism, social/emotional disabilities, and physical disabilities/other health impaired. Moreover, although the certificate will cover grades K–12, candidates will have a working knowledge of issues and strategies appropriate for the grades P–12. 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. The field experiences culminate in a semester-long student-teaching experience in special education. In addition to the coursework, students will need to complete the following state tests to receive licensure and LBS I PreK–Age 21 endorsement: Test of Academic Proficiency (TAP, formally Basic Skills; candidates may also take the ACT Plus Writing, following ISBE guidelines); Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); and Special Education General Curriculum Test (content). Please note that the state now requires two content area tests due to the K–12 span of curriculum covered by the license/endorsement.

Due to state requirements, this is a particularly challenging major, requiring significant coursework to cover all disability types and levels. While it is possible to complete the coursework in the four-year experience at Aurora University, timely completion will necessitate careful planning. During the freshman and sophomore years, candidates generally focus on completing their General Education requirements and begin their major by taking the introductory education course, Standards and Foundations of Education, accompanied by a clinical immersion experience in an inclusive setting (one hour). The junior and senior years are largely devoted to required education pedagogy courses, needed to demonstrate the breadth of K–12 teaching experience and to allow the special educator to collaborate with the regular education teacher, and the special education courses that constitute the major. While there is some flexibility in when university-wide General Education courses and background courses in the School of Education are taken, the order in which the special education courses must be taken is less flexible due to the fact that discipline knowledge builds over the span of the special education coursework. Again, candidates should keep in close contact with their advisors in order to complete this major on schedule.

Admission to the Major

Admission to the major requires that the student first be accepted into the School of Education. This involves an application form, passage of the Basic Skills Test/TAP, and a grade point average of 2.75 on a scale of 4.0. If the applicant's

grade point average is below that of 2.75, the applicant may be accepted on a probationary basis. Note that acceptance into the special education program requires a 3.0 average; the same guidelines for probationary status apply. If probationary status is granted, a formal review will be conducted by the program chair after completion of the first three courses, where progress toward a 3.0 average must be noted or the applicant will not be able to continue the program. Applicants should be aware that continuation in the special education major requires that candidates maintain a 3.0 grade point average in the major (including required School of Education courses). Candidates will not be able to proceed to upper-level special education courses (those with prerequisites) if this grade point average is not sustained. Again, a probationary period may be extended, based on the recommendation of the candidate's advisor and the program chair.

Required Special Education Courses:

EDU2200	Standards and Foundations of Education (4) (may be replaced with EDU2100 with chair's approval)
SPED2120	Characteristics and Identification of Disabilities and the Law (4)
SPED2200	Cognitive Development of Typical and Atypical Learners (4)
SPED2750	Clinical Immersion in K-12 (1)
SPED3350	Introduction to Educational Research (4)
SPED/EDU3510	Diversity Studies for Teaching ELLs and Students with Disabilities EDU Cross Cultural Studies for Teaching ELLs (encompasses course content of EDU3100) (4)
SPED3550	Direct Instruction Methods (4)
SPED/EDU3610	Development for Special Education and English Language Learners (encompasses course content of EDU3150) (4)
SPED3750	Prosocial Skills and Challenging Behaviors (4)
SPED3815	Strategies and Assistive Technology for Students with Low Incidence Disabilities (4)
SPED/EDU3860	Psychological/Educational Assessment of Bilingual/ELLs and students with Disabilities (4) (cross-listed with EDU3860 Assessment of Bilingual Students; encompasses course content of EDU3140)
SPED4500	Mathematics and Sciences Methods for Students with Disabilities (4)
SPED4550	Reading Disabilities Theory and Interventions (4)
SPED4610	Written Language Development and Disorders (4)
SPED4620	Collaboration Models for Inclusion (4)
SPED4750	Student Teaching in Special Education (13)
SPED4760	Special Education Student Teaching Seminar (2)
or	
SPED4770	Student Teaching in Special and Elementary Education (13)
SPED4780	Special and Elementary Education Student Teaching Seminar (2)

Additional Required School of Education Courses (for pedagogical background or regular education)

EDU3365	Reading/Language Arts Primary Grades (4)
---------	--

Additional General Education Courses (beyond university requirements), based on licensure requirements

A two-course sequence in mathematics:

MTH1210 and MTH1220 Mathematics for Elementary Teachers I and II (4 each) or their equivalent in upper-level mathematics coursework

NSM2500 Integrated Mathematics and Science for Teachers (4)

or a physical science, such as chemistry or physics from another institution

Two additional science courses, covering biology and earth science, with four-year Aurora University candidates taking the following courses (transfers may petition for other equivalencies):

BIO1150 Life Science for Educators

NSM1400 Earth and Space Science

ENG1030 Grammar (2)

HIS1210 American History

Humanities (one course)–choose from defined list of humanities, art, music, theatre

MAJOR IN THEATRE

Bachelor of Arts

It is the belief of AU theatre faculty that the best theatre artists develop through intensive training in a specialty combined with knowledge in all areas of theatre. In the core theatre classes, students will explore theatre history, performance elements and literature. In professional quality productions and in concentration-specific classes, students will learn and develop the skills needed for a career in theatre or nearly any field. As students progress through the program, faculty will work collaboratively with them to prepare for graduate study, entrance into the world of theatre, and/or toward any career goals that could be enhanced with theatre training.

On stage, students are provided the opportunity to be actively involved in high caliber productions and work directly with professional directors, designers and other theatre artists. The theatre department explores a variety of themes and styles in these productions while maintaining a very high standard for everyone involved. Each year students and faculty also participate in many other activities, such as student productions, collaborations with other programs and special events on campus. A student's activity level is only limited by his or her desire to be involved.

Many theatre graduates pursue careers in theatre, television and film. Others find that with the combination of theatre studies and a solid liberal arts education, they are prepared to pursue careers in a variety of fields, including law, teaching, business, performance coaching, sales and marketing. The theatre major and minor are also designed to be easily combined with many other majors to meet the needs of many different career goals. Commonly, theatre is combined with communication, education, English, social work, music, history and business.

To fulfill the requirements for the degree, each theatre major must complete a core of nine courses and three required courses in his or her concentration area. Majors may choose an acting or design/technical theatre concentration. Theatre students must also be actively involved in productions presented by the department. Each theatre major must substantially participate in at least four main stage productions (and at least one of those must include backstage or responsible front-of-house work). Quality of student participation will be gauged by theatre faculty and will be assessed as part of annual reviews.

Students are also required to complete an annual review. For transfer students, the first review must be completed upon entry into the program. In these reviews, the students present audition monologues or portfolios. Faculty members work with the students to improve their presentation skills and discuss their progress in the program and their future goals. Students are also given the opportunity to provide feedback about the program. In their final semester, all majors complete an exit review as a final step toward future employment.

Core Courses for All Majors: 32 semester hours

THE1300	Acting I (4)
THE1500	Stagecraft I (4)
THE2210	Play Analysis (4)
THE3600	History of Theatre: Antiquity to Renaissance (4)
THE3610	History of Theatre: Restoration to Present (4)
THE2510	Design for the Stage (4)
THE3310	Directing (4)
THE4900	Senior Capstone Preparation (1)
THE4990	Senior Capstone (3)

Acting Concentration: 12 semester hours

THE2310	Voice and Movement (4)
THE2300	Acting II (4)
THE3300	Acting III (4)

Design/Technical Theatre Concentration: 12 semester hours

ART2100	Introduction to Drawing (4)
THE4500	Advanced Study in Design or Technical Theatre (4)

Select one course from:

THE2500	Stagecraft II (4)
THE3500	Scenic Design (4)
THE3520	Costume Design (4)
THE3525	Lighting Design (4)
THE3550	Stage Management (4)

SUPPLEMENTAL MAJOR

Students seeking professional preparation in secondary education may complete a supplemental major in addition to an appropriate major offered by Aurora University. In the case of secondary education, the choice of the major is linked to subsequent licensure. For specific requirements, consult a Crouse Center advisor.

SUPPLEMENTAL MAJOR: SECONDARY EDUCATION

The career of a high school teacher requires intellectual competence and dedication to service. For those willing and able to meet the rigorous standards for Professional Educator Licensure, the joys of helping students grow and learn during their teen years are lifelong rewards.

Aurora University has designed its Professional Educator Licensure programs around the concept of achieving excellence in teaching and learning through collaboration in professional learning communities. To achieve the unit's overarching goal of a collaborative community of learners, we have developed our programs around three main organizing concepts: the collaborative educator; the curriculum; and the community and society. These concepts, taken together, are the foundation of experiences designed to transform the candidates who study with us; ultimately, these educators will also have the disposition to be lifelong learners. They will bring to their classrooms the power to transform the lives of their students. Our program goals complement the mission of Aurora University: An inclusive community dedicated to the transformative power of learning.

A student seeking a Professional Educator Licensure with a grade-level endorsement of secondary level (grades 6–12) must satisfy state requirements both in the primary major, supplemental major and in General Education. It is therefore essential the entering freshman work closely with an academic advisor in order to ensure all course requirements will be met within four years of college coursework. It is advisable for students to work toward fulfillment of state requirements early in their academic careers. It is also essential teacher candidates apply to the School of Education as soon as the decision to teach is made. Candidates seeking licensure in one of the Aurora University approved secondary subject areas must apply to the School of Education for acceptance no later than the end of the sophomore year, or upon admission to the university as a transfer student in the case of those who have completed the sophomore year. Aurora University is approved to offer the following secondary teacher licensure programs as approved by the Illinois State Board of Education: biology, English, mathematics, physical education and social studies.

Admission to the School of Education

Admission to the university does not guarantee admission to a major in the School of Education. Only students who have been accepted into the School of Education may take methods courses.

Admission Criteria: All secondary education students in biology, English, mathematics and social studies must have a cumulative GPA of 3.00 in their major courses as required in secondary education in order to be admitted to teacher education in the School of Education. In addition, to be fully admitted to the secondary teacher education program, a candidate must have completed an application form from the School of Education; passed the Test of Academic Proficiency (TAP) or ACT Plus Writing with a score of 22; passed an FBI Fingerprinting Screening that encompasses a criminal background/sex offender check and a TB test.

Retention Criteria: Students admitted into teacher education must maintain a cumulative GPA of 3.00 in their major courses in order to remain in the teacher education program. In order to enroll in methods courses, a candidate must be a

fully admitted School of Education student. Candidates must have passed the Test of Academic Proficiency (TAP) or ACT Plus Writing with a score of 22, an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check, and the required TB test prior to enrollment in student teaching.

Exit Criteria: Candidates must show satisfactory progress: completion of all required coursework and credit hours, including student teaching; successful completion of all Illinois State Board of Education Licensure exams, including successful completion of edTPA as determined by ISBE and Pearson, in order to be recommended for Professional Educator License.

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

Required for State Licensure in Secondary Education

The required and selected courses in the “approved” major plus the following professional education courses must be satisfactorily completed for state licensure:

Required for State Licensure: Total number of semester hours varies according to each program

COM1550 Professional Communication (4)

Required for biology, mathematics, English and physical education

Meet Aurora University’s Mathematics Competency requirement through coursework or examination.

Fulfillment of all General Education requirements, including but not limited to:

IDS1610	Being Human: Ethics and Mortality
IDS2020	Trajectories of Human History
IDS2030	Science and Society
IDS2040	Global Justice

Required Courses:

EDU2200	Standards and Foundations of Education (4)
EDU2260	Theories of Learning (4)
EDU2900	Pre-teaching (1)
EDU3720	Reading Across the Curriculum (4)

Candidates will choose according to major:

Biology:	BIO3820 Secondary Methods in Biology (4)
English:	ENG3820 Secondary Methods in English (4)
History:	SBS3820 Secondary Methods in Social Studies (4)
Mathematics:	MTH3820 Secondary Methods in Mathematics (4)
SPED2120	Characteristics and Identification of Disabilities and the Law (4)
SPED3620	Language Development and Diversity (4)
SPED3750	Prosocial Skills and Challenging Behaviors (4)
SPED4620	Collaboration Models for Inclusion (4)
EDU4750	Student Teaching (13)
EDU4760	Student Teaching Seminar (2)
	Junior Cornerstone Collaborative Research (4)

Note: For those individuals seeking a middle school endorsement, completion of PSY3350 (4) Child and Adolescent Development and EDU3440 (4) Middle School Mission and Methods are required. For those individuals seeking a middle school endorsement in mathematics, EDU3440 (4) Middle School Mission and Methods, PSY3350 (4) Child and Adolescent Development and EDU4360 (4) Methods of Teaching Math: Middle School (3) are required.

Approved Professional Educator Licensure Grade-Level Endorsements:

Aurora University offers ISBE- and NCATE-approved licensure programs in:

Elementary Education K–9: Type 3

Secondary Education 6–12: Type 9

Content Areas of

- Biology
- English
- History
- Mathematics

Special Education pre-K–age 21: Type 10 Learning Behavior Specialist 1

*Physical Education K–12: Type 10 (no second major possible)

An endorsement can be added to a Secondary Education Type 9 license that will allow the candidate to teach in a middle school. The candidate will be required to successfully complete EDU3440 and PSY3350.

Students who wish to add an endorsement are required to make an appointment to meet with their advisor in the Crouse Center to:

- receive information about the specific courses required by the State of Illinois;
- receive information about endorsements offered by Aurora University; and
- receive information about requirements and prerequisites.

Approved Endorsement Areas

For those candidates seeking a middle school endorsement, completion of PSY3350 (4) and EDU3440 (4) are required. For those candidates seeking a middle school endorsement in mathematics, PSY3350 (4) Child and Adolescent Development, EDU3440 (4) Middle School Mission and Methods and EDU4360 (5) Methods of Teaching Math in Middle School are required.

Aurora University offers ISBE- and NCATE-approved endorsement areas in:

- Bilingual/ESL (can be added to elementary [Type 3] and secondary [Type 9])
- Special Education (may require additional semesters to complete; can be added to elementary [Type 3] and secondary [Type 9])
- Health Education (middle school only;)
- Art
- Biology
- English
- General Science
- History
- Mathematics
- Physical Science
- Social Science
- Spanish
- Theatre

Approved Professional Educator Licensure Endorsements for Graduate Students

- Elementary Education Endorsement
- Social Work Endorsement
- School Administration
- Reading Specialist Endorsement
- Early Childhood/Special Education

Graduate Endorsements Approved by ISBE and NCATE

- Endorsements for Illinois
 - Bilingual/ESL
 - Reading Teacher
 - Special Education
 - Technology Specialist
- Endorsements for Wisconsin
 - Reading Teacher
 - Bilingual/ESL
 - Early Childhood/Special Education
 - Pre-K and Kindergarten (An elementary certificate is required)

Students seeking licensure in one of the above areas must apply to the School of Education for acceptance no later than the end of the sophomore year, or upon admission to the university as a transfer student in the case of those who have completed the sophomore year. Admission to the university does not guarantee admission to a major in the School of Education. Admission to the program is based on passing the Illinois State Board of Education background check and sex offender check, the Illinois Certification Testing System Test of Academic Proficiency (TAP) or ACT Plus Writing, a TB Test, and a minimum GPA of 2.75 on a 4.00 scale (all secondary education students must have a cumulative GPA of 3.00 on a 4.00 scale in their major courses as required in secondary education). Because of the extensive nature of the program requirements, there may be some overlap of AU General Education requirements. Students must plan coursework carefully in consultation with their academic advisor.

UNDERGRADUATE MINORS



GENERAL INFORMATION ABOUT MINORS:

1. Minors at Aurora University are optional. They are not required for graduation.
2. A minor shall comprise a minimum of 18 semester hours.
3. At least 9 semester hours applied to a minor must be earned at AU.
4. No "D's" will apply toward minors.
5. A maximum of four semester hours of credit/no credit coursework will apply toward a minor.

MINOR IN ACCOUNTING**20 semester hours***Not open to accounting majors.***Required Courses:** 16 semester hours

ACC2010	Principles of Financial Accounting (4)
ACC2020	Principles of Managerial Accounting (4)
ACC3110	Intermediate Accounting I (4)
ACC3120	Intermediate Accounting II (4)

Selected Courses: Choose one additional course

ACC3210	Cost Accounting (4)
ACC3310	Federal and State Taxation of Individuals (4)
ACC3320	Federal Taxation of Business Entities (4)
ACC4140	Advanced Accounting (4)
ACC4410	Auditing (4)

**MINOR IN AMERICAN CULTURE
AND ETHNIC STUDIES****20 semester hours****Required Courses:** 8 semester hours

HIS1210	American History II (since 1877) (4)
SOC3350	Race, Ethnicity and Power (4)

Elective Courses: 12 semester hours*Students must complete an additional 12 semester hours from the following courses:*

LTS1300	Latinos and Latinas in the U.S. (4)
SOC2150	Cultural Anthropology (4)
ART2530	Introduction to Native American Art (4)
HIS/REL2760	Religion in America (4)
HIS3050	American Urban History (4)
HIS3100	The African American Experience (4)
PSC/LTS3200	Contemporary Latin American Politics (4)
HIS3300	The American West (4)
HIS3450	Latin American History (4)
SOC/PSC3480	Globalization and Social Change (4)
COM3500	Intercultural Communication (4)
ENG3520	Racial and Ethnic Themes in Literature (4)
SPN3600	Latin American Civilization and Culture (4)

MINOR IN ART**20 semester hours**

The Art Department at Aurora University offers students a broad-based foundation program designed to encourage aesthetic appreciation, sensitivity and skill building in the visual arts through study in the classroom, art studio and computer lab. Because art and aesthetic sensitivity contribute to the quality of life for all people, a minor in art can be beneficial to all students regardless of their academic major or career aspirations. A minor in art can also have practical value when skills and knowledge of graphic communication or art education are used to supplement a student's major. Education and communication are two majors that readily benefit from an art minor.

Students may complete a minor in art by choosing 20 semester hours from the Art Program's course offerings. This selection must include either ART1000 Art Appreciation or one of the art history courses (ART2500 or ART2600).

MINOR IN ART HISTORY**20 semester hours**

The art history minor offers students a program of study designed to encourage aesthetic appreciation, sensitivity and a deeper understanding of the ways art has influenced and contributed to the human experience. Art historians work in museums, publishing, galleries and archives. As art, aesthetic sensitivity and visual culture contribute to the quality of life for all people, a minor in art history can be beneficial to all students regardless of their academic major or career aspirations. Study of art history also fosters intellectual growth and critical thinking and writing skills, which have a high practical value in all fields. As a result, art history complements major study in other disciplines.

Students may complete a minor in art history with 20 semester hours of coursework in art history.

Required Courses: 8 semester hours

ART2500	Art History: Prehistoric to Medieval (4)
ART2600	Art History: Renaissance to Modern (4)

Elective Courses: 12 semester hours

ART2530	Introduction to Native American Art (4)
ART/PHL2700	Art and Philosophy (4)
ART/HIS3360	Renaissance, Renovation and Revival (4)
ART/REL3450	Icons and Idols: Critical Approaches to Religious Art (4)
ART3540	Photography and Society (4)
ART3810	Special Topics (4)

MINOR IN BILINGUAL/ENGLISH AS A SECOND LANGUAGE EDUCATION**20 semester hours**

The minor in bilingual and/or English as a Second Language (ESL) education prepares teacher candidates to meet the academic and linguistic needs of English Language Learners (ELLs) in their classrooms. This minor is designed to prepare candidates to meet state requirements for a bilingual and/or ESL endorsement at the elementary or secondary level. This makes the minor an endorsement

program. It will also enable teacher candidates to enter the work force with a bilingual and/or ESL endorsement in addition to their elementary or secondary education license achieved with the BA/BS.

The coursework meets the State of Illinois Board of Education (ISBE) requirements for the endorsement needed to work in state-approved bilingual education, English as a Second Language and/or Dual Language Immersion Programs. The minor includes, throughout the coursework, 100 hours of clinical experience also required by ISBE for each endorsement.

Candidates who speak a target language will qualify for both the bilingual and the ESL endorsement after passing the Illinois Language Proficiency Test (LPT) in their target language.

Minor Requirements:

Maintaining a minimum GPA of 2.75 and successful completion of at least 24 semester hours, which should include EDU2100 and EDU2260.

Required Courses:

EDU3110	Foundations for Language Minority Education (2)*
EDU3120	Methods and Materials for Teaching ESL (4)*
EDU3130	Cross Cultural Studies for Teaching ELLs (2)*
EDU3140	Assessment of Bilingual Students (4)*
EDU3150	Linguistics for Teaching English Language Learners (4)*
EDU3170	Methods and Materials for Teaching ELLs in Bilingual Programs (4)*

*Course also requires 20 hours of clinical experience.

All 20 semester hours and hours of clinical experience are required for the endorsement in bilingual/ESL education. The endorsement also requires a valid Illinois teaching certificate.

An alternative for candidates is to take only three courses (EDU3110, EDU3130, EDU3150) in bilingual/ESL education, which can result in an undergraduate “concentration” but no minor and no endorsement added to their teaching certificate. However, this group of courses would serve to establish a foundation to understand the needs and challenges faced by ELL students in U.S. classrooms. After graduation, students could complete the remaining three courses (EDU3120, EDU3140, EDU3170), at the graduate level, to seek the bilingual and/or ESL endorsement.

MINOR IN BIOLOGY

20 semester hours

Required Courses: 8 semester hours

BIO1210/1210Z	Biology of Cells with laboratory (4)
BIO1220/1220Z	Biology of Organisms with laboratory (4)

Selected Courses: Minimum of three courses (12 semester hours)

BIO2280/2280Z	Microbiology with laboratory (4)
BIO2300/2300Z	Introduction to Zoology with laboratory (4)
BIO2350/2350Z	Introduction to Botany with laboratory (4)
BIO 2400	Genetics (4)
BO3150	Invertebrate Zoology (4)

BIO3250	Vertebrate Zoology (4)
BIO3260	Systematic Botany (4)
BIO3510	Ecology (4)
BIO3530	Evolution (4)
BIO3540	Biological Anthropology (4)
BIO3600	Molecular Biology (4)

MINOR IN BUSINESS ADMINISTRATION 20 semester hours

Not open to accounting, business administration, finance or marketing majors.

ACC2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
ECN2030	Principles of Economics (4)
MKT2300	Principles of Marketing (4)
MTH2320	General Statistics (4)

MINOR IN CHEMISTRY

20 semester hours

Required Courses: 16 semester hours

CHM1310/1310Z	General Chemistry I (4)
CHM1320/1320Z	General Chemistry II (4)
CHM2410/2410Z	Organic Chemistry I (4)
CHM2420/2420Z	Organic Chemistry II (4)

Selected Courses: Students must choose at least four semester hours offered in the chemistry program at the 2000-level or above.

MINOR IN COACHING

21 semester hours

Required Courses: 18 semester hours

PED1210	Strength Training (1)
PED1600	Career Exploration in Coaching and Youth Sport Development (2)
PED2300	Coaching Principles and Techniques (4)
PED2330	Officiating Team Sports (2)
PED2340	Sports Statistics (1)
PED2500	Prevention and Care of Acute Athletic Injuries & Illnesses (4)
PED3480	Sport Psychology (4)

Electives: 3 semester hours

PED2080	First Aid/CPR (1) or current American Red Cross First Aid/CPR card on file
PED2354	Methods and Strategies of Coaching Baseball (1)
PED2355	Methods and Strategies of Coaching Basketball (1)
PED2364	Methods and Strategies of Coaching Football (1)
PED2365	Methods and Strategies of Coaching Golf (1)
PED2374	Methods and Strategies of Coaching Lacrosse (1)

PED2375	Methods and Strategies of Coaching Soccer (1)
PED2384	Methods and Strategies of Coaching Softball (1)
PED2385	Methods and Strategies of Coaching Tennis (1)
PED2394	Methods and Strategies of Coaching Track/Field/ Cross-Country (1)
PED2395	Methods and Strategies of Coaching Volleyball (1)

MINOR IN COMPUTER SCIENCE**20 semester hours****Required Courses:** 16 semester hours

CSC1010	Introduction to Computer Science (4)
CSC1700	Introduction to Computer Programming (4)
CSC2300	Computer Architecture (4)
CSC2650	Data Structures and Algorithms (4)

Selected Courses: Students must choose at least four semester hours offered in the computer science program at the 2000-level or above.

MINOR IN CREATIVE WRITING**20 semester hours**

Students may complete a minor in creative writing by choosing a minimum of 20 semester hours from the courses in English, excluding ENG1000, ENG1060, ENG2010 and ENG/EDU3180. At least 12 semester hours must be in creative writing courses, and at least 12 semester hours of courses must be at the 3000-level or above.

MINOR IN CRIMINAL JUSTICE**20 semester hours****Required Course:**

CRJ1010	Introduction to Criminal Justice (4)
---------	--------------------------------------

Selected Courses: Choose 16 semester hours from criminal justice courses except CRJ4940.

MINOR IN DIGITAL MARKETING**20 semester hours**

COM2850	Visual Communication (4)
MKT2300	Principles of Marketing (4)
MKT3610	Internet Marketing (4)
MKT4350	Marketing Research (4)
MKT4610	Social Media Marketing (4)

MINOR IN ENGLISH**20 semester hours**

Students may complete a minor in English by choosing a minimum of 20 semester hours from the courses in English (at least four semester hours must be in literature, at least four semester hours in writing or language, and at least 12 semester hours at the 3000-level or above) excluding ENG1000, ENG1060, ENG2010, ENG/EDU3180 and ENG/EDU3190.

MINOR IN FILM STUDIES**20 semester hours**

The minor in film studies allows students the opportunity to select a program of study that examines the many facets of American and international film. The nature of the program allows students to select courses that emphasize media productions and those in which they experience different approaches to film study, including film aesthetics, film theory, film genres, film and cultural difference, film history, and basic film vocabulary. Students will need to successfully complete at least 20 semester hours in the minor.

Required Courses: 12 semester hours

COM2300	The Art of Film (4)
COM3410	Survey of European Film (4)
COM3420	Survey of Non-Western Film (4)

Elective Courses:* 8 semester hours at a minimum

COM2850	Visual Communication (4)
COM3310	Media Criticism (4)
COM3710	Screenwriting and Cinema Production (4)
COM3810	Special Topics in Communication (4)**
COM4100	Communication Research (4)
COM4940	Communication Internship (4)**
SPN3450	Spanish Language Films (4)

* Communication or media studies majors must select two unique electives not already used to fulfill the requirements of the major or another minor.

** To be eligible for the minor, this course requires approval of course/internship content as relevant to minor.

MINOR IN FINANCE**20 semester hours***Not open to finance majors.***Required Courses:** 12 semester hours

ACC2020	Principles of Managerial Accounting (4)
ECN2030	Principles of Economics (4)
FIN3400	Principles of Finance (4)

Selected Courses: Choose two additional courses

FIN3450	Personal Financial Management (4)
FIN3480	Financial Markets and Institutions (4)
FIN3560	International Finance (4)
FIN4250	Investments and Portfolio Management (4)
FIN4430	Advanced Corporate Finance (4)

MINOR IN FITNESS AND HEALTH PROMOTION**19 semester hours****Required Courses:** 14–15 semester hours

PED1200	Fitness for Life (2)
PED1410	Cardiovascular Training Inside and Out (2)
PED2080	First Aid/CPR (or current American Red Cross First Aid/CPR card on file) (1)

PED2250	Introduction to Fitness and Health Promotion (2)
PED2500	Prevention and Care of Acute Athletic Injuries and Illnesses (4)
PED3250	Fitness Assessment and Program Design (4)

Electives: 4 semester hours

PED1210	Strength Training (1)
PED1420	Step and Train (2)
PED3225	Physiology of Exercise for Athletic Training, Fitness and Health Sciences (4)
PED4370	Facilities and Special Events (4)
PED2550	Advanced Strength Training and Conditioning (4)

MINOR IN FRENCH**20 semester hours****Required Courses:** 20 semester hours

FRN1120	Elementary French (4)
FRN1220	Intermediate French I (4)
FRN2200	Intermediate French II (4)
FRN2500	French Composition and Conversation (4)

Any other 3000-level French course.

MINOR IN GENDER STUDIES**20 semester hours****Required Courses:** 8 semester hours

SOC/PSY3430	Gender, Sexuality and Society (4)
ENG3510	Gender and Literature (4)

Elective Courses: 12 semester hours

Students must complete an additional 12 semester hours selected from the following list of courses:

LTS1300	Latinas and Latinos in the U.S. (4)
LTS2100	Latina Writers (4)
SOC2150	Cultural Anthropology (4)
HIS3150	Women in American History (4)
COM3500	Intercultural Communication (4)
PHL3500	Philosophy of Love and Sex (4)
BIO3540	Biological Anthropology (4)
PSC3500	Comparative Political Systems (4)
SOC/PSC3550	Politics of Intimate Relations (4)

MINOR IN GRAPHIC DESIGN**20 semester hours**

A minor in graphic design will supplement majors from art, computer science, business, marketing and other fields. The minor provides the necessary skill set needed in visual communication and the tools to contribute and work with information/marketing campaigns and creative professionals. A graphic design minor will have advantages and opportunities, including strategic planning and full involvement in the creative process and opportunities. Interdisciplinary courses in Communication and Art will help students develop exceptional skills and the ability to verbalize creative ideas on a variety of platforms.

Required Courses:

COM2850	Visual Communication (4)
COM3250	Digital Design (4)
COM3350	Interactive Media (4)

Elective Courses* (choose two):

ART 1210	Two Dimensional Design (4)
ART 2670	Photography I (4)
COM3710	Screenwriting and Cinema Production (4)
COM3810	Special Topics in Communication (4)**
COM4940	Communication Internship (4)**

* Communication or media studies majors must select two unique electives not already used to fulfill the requirements of the major or another minor.

** To be eligible for the minor, this course requires approval of course/internship content as relevant to minor.

MINOR IN HEALTH EDUCATION**18 semester hours**

HED1500	Health Behaviors and Social Responsibility (2)
HED/IDS1610	Being Human: Ethics and Morality (4)
HED2300	Planning for Health Education (4)
HED3100	Emotional Aspects of Health Education (2)
HED3200	Resources and Assessment in Health Education (2)
HED3500	School/Community Partnerships in Health Promotion (2)
HED4100	Curriculum Development in Health Education (2)

This minor qualifies an individual for a middle school health endorsement in the state of Illinois. An endorsement allows a licensed educator to teach health education in the middle school full time, but in the high school a licensed educator may teach health education only part time. If a student majoring in K-12 physical education would like to qualify for the secondary school health endorsement, he/she must complete all necessary courses for the K-12 physical education major, health education minor, and pass the ISBE Health Content Area Exam.

MINOR IN HISTORY**18 semester hours**

Students may complete a minor in history by choosing 18 semester hours from the history program, including either HIS1200 or HIS1210 and excluding HIS4990.

MINOR IN HOMELAND SECURITY**20 semester hours**

The minor in homeland security is built on the existing body of knowledge in homeland security and emergency management as well as developing research, with an emphasis on lessening the impacts of disasters on society's most vulnerable citizens. The proposed minor prepares students for public service and partnership with the local community (private, nonprofit and public), and will provide opportunities for students to transfer acquired skills into the work environment, thereby contributing to economic development and a society more prepared to meet hazards, emergencies, terrorist threats or disasters.

Required Courses: 8 semester hours

CRJ 3200	Homeland Security (4)
CRJ 3350	Terrorism and Counterterrorism (4)

Selected Courses: Choose 12 semester hours

CRJ 2400	Principles of Emergency Management (4)
CRJ 3100	Security Leadership (4)
CRJ 3550	Cyber Crime Investigations (4)
CRJ4400	Introduction to Intelligence Policy (4)

MINOR IN INTEGRATED MARKETING COMMUNICATION **20 semester hours**

COM2240	Public Relations (4)
COM2250	Advertising (4)
MKT2300	Principles of Marketing (4)
MKT3320	The Professional Sales Process (4)
MKT3370	Integrated Marketing Communication (4)

MINOR IN INTERNATIONAL BUSINESS **24 semester hours**

ACC 2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
BUS3500	International Business (4)
BUS3880	International Business Trip (4) or one course of foreign language (4)
FIN3560	International Finance (4)
MKT2300	Principles of Marketing (4)

MINOR IN INTERNATIONAL STUDIES **20 semester hours**

Required courses: 8 semester hours

PSC1500	International Relations (4)
PSC3500	Comparative Political Systems (4)

Elective courses: 12 semester hours

Students must complete an additional 12 semester hours selected from the following list of courses:

REL1050	An Introduction to World Religions (4)
MUS1400	World Music (4)
SOC2150	Cultural Anthropology (4)
FRN2200	Intermediate French (4)
REL2310	The Faiths of Abraham (4)
REL2320	The Faiths of India (4)
SPN2400	Intermediate Spanish II (4)
CRJ3010	International Crime and Justice (4)
PSC/LTS3200	Contemporary Latin American Politics (4)

HIS3450	Latin American History (4)
SOC/PSC3480	Globalization and Social Change (4)
BUS3500	International Business (4)
COM3500	Intercultural Communication (4)
ENG3500	Contemporary World Literature (4)
SPN3600	Latin American Civilization and Culture
PSC/SOC3610	The Politics of European Integration (4)
PSC3650	Issues in Political Economy (4)
FRN3700	Survey of Francophone Literature (4)
HIS3700	History of the Middle East (4)
HIS3750	History of East Asia (4)
SOC/PSC/BIO3700	Politics of Global Health and Medicine (4)
SOC/PSC4500	Human Rights and Social Justice (4)

Students may earn credits towards the international studies minor by taking any course within the AU Study Abroad Program, with the approval of the chair of the program that offers that course.

MINOR IN LATIN AMERICAN AND LATINO/A STUDIES

20 semester hours

Required Courses: 16 semester hours

LTS1200	Introduction to Latino Cultural Studies (4)
LTS/PSC3200	Contemporary Latin American Politics (4)
HIS3450	Latin American History (4)
LTS4800	Introduction to Community-Based Research (4)

Selected Course: Choose one course:

LTS1300	Latinos and Latinas in the United States (4)
LTS2100	Latina Writers (4)
SPN1120	Elementary Spanish I (4)
SPN1220	Elementary Spanish II (4)
SPN2200	Intermediate Spanish I (4)
SPN2300	Intermediate Spanish II (4)
SPN3600	Latin American Civilization and Culture (4)

MINOR IN MARKETING

20 semester hours

Not open to marketing majors.

Required Courses: 8 semester hours

MKT2300	Principles of Marketing (4)
MKT4350	Marketing Research (4)

Selected Courses: Choose 3 additional courses

MKT3320	The Professional Sales Process (4)
MKT3350	Consumer Behavior (4)
MKT3370	Integrated Marketing Communication (4)
MKT3610	Internet Marketing (4)

MINOR IN MATHEMATICS**20 semester hours****Required Courses:**

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH2230	Calculus III (4)

Selected Courses: Students must choose at least eight semester hours offered in the mathematics program at the 3000-level or above, excluding MTH2810/3810/4810, MTH3820, MTH 3830/4830, MTH4970, MTH4980, MTH4990 and MTH4991.

MINOR IN MULTIMEDIA JOURNALISM **20 semester hours**

The minor in multimedia journalism gives students a solid foundation for succeeding in the field of journalism or broadcast media. The minor produces graduates who are multifaceted in their skills and prepared for entry-level positions with media outlets. It also offers expertise to students who plan to pursue careers in other disciplines that intersect with the media, such as English, history, political science and business. Students will need to successfully compete at least 20 semester hours in the minor.

Required Courses:

COM2200	Writing for Communication (4)
COM2850	Visual Communication (4)
COM3140	Multimedia Journalism (4)

Elective Courses* (choose two):

COM3250	Digital Design (4)
COM3350	Interactive Media (4)
COM3700	Broadcast Media Production (4)
COM3810	Special Topics in Communication (4)**
COM4940	Communication Internship**
ENG2060	Introduction to Creative Writing (4)

* Communication or media studies majors must select two unique electives not already used to fulfill the requirements of the major or another minor.

** To be eligible for the minor, this course requires approval of course/internship content as relevant to minor.

MINOR IN MUSEUM STUDIES**20 semester hours**

The Aurora University museum studies minor is designed to train students for entry-level jobs in museums and to prepare them for graduate school. It is designed to fit with the student's major area of study. The core courses provide a working knowledge and historic foundation of the role of museums in society and the variety of jobs held by museum professionals. The program offers extensive opportunities for experiential learning through practical application and internships in area museums and in the collections of Aurora University: The Schingoethe Center for Native American Cultures and the Jenks Memorial Collection of Adventual Materials. Students majoring in history, art, English, education, and the sciences may desire a minor in museum studies.

Required Courses: 8 semester hours

MST1110	Introduction to Museum Studies (4)
MST3940	Internship in Museum Studies (4)

Choose eight semester hours from the list below:

MST2200	Museum Exhibitions (4)
MST2250	Museum Methods (4)
MST2300	Museum Education (4)

Selected Courses:

Choose at least four semester hours from the list below:

ART1310	Three-Dimensional Design (4)
ART2500	Art History I (4)
ART2530	Introduction to Native American Art (4)
ART2600	Art History II (4)
COM 3250	Digital Design for Print and the Web (4)
COM3500	Intercultural Communication (4)
HIS1200	American History I (4)
HIS1210	American History II (4)
HIS2500	Western Civilization I (4)
HIS2550	Western Civilization II (4)
HIS3300	The American West (4)
HIS/SBS3350	The Native Americans (4)
SOC2150	Cultural Anthropology (4)

MINOR IN MUSIC

20-24.5 semester hours

Ensemble Requirement: Four semesters of Ensemble approved by faculty. Pianists may use Accompanying as their ensemble

Applied Music Requirement: Four semesters of a single instrument or voice course (.5 or 1 semester hour per semester) plus MUS2200 Applied Piano for non-majors or above with instructor permission (.5).

Courses:

MUS1500	Music Appreciation (4)
MUS2600	Musicianship I (4)
MUS2610	Musicianship II (4)

Plus:

Choose one course from the following:

MUS3410	Music History I (4)
MUS3450	Music History II (4)
MUS3510	Music History III (4)
MUS1400	World Music (4)

**MINOR IN ORGANIZATIONAL
MANAGEMENT****20 semester hours****Required Courses:**

ACC2020	Principles of Managerial Accounting (4)
BUS1020	Foundations of Management (4)
BUS3280	Organizational Behavior (4)
BUS 4230	Operations Management (4)

Selected Courses: Choose one additional course

BUS3010	Dynamics of Leading Organizations (4)
BUS3250	Human Resource Management (4)
BUS4200	Not-for-Profit Strategic Management (4)

MINOR IN PHILOSOPHY**20 semester hours**

Aurora University's minor in philosophy serves students whose personal or professional interests would be furthered by careful training in close reading, critical analysis, logical reasoning, effective argumentation, and broad and creative thinking.

A minor in philosophy is eminently helpful for students planning careers in law, politics, medicine, public service and business. Because of its focus on understanding the roots and contexts of ideas, the minor also offers itself as a useful complement to other studies in the sciences and humanities.

Students desiring a minor in philosophy are required to complete at least 18 semester hours in courses in the discipline. Of these, the following courses are mandatory: PHL 1200 (Logic), at least one of the courses in the History of Philosophy sequence, and at least one other 3000-level or higher Philosophy course.

Required Courses: 8 semester hours

PHL1200	Logic (4)
PHL/HST2250	Ancient Philosophy: History of Philosophy I (4)
or	
PHL3300	Modern Philosophy: History of Philosophy II (4)
or	
PHL3350	History of Philosophy III (4)

Selected Courses: At least 12 semester hours; at least one additional class must be at the 3000-level

PHL1100	Problems of Philosophy (4)
PHL2100	Ethics (4)
PHL/PSC 2200	Introduction to Political Theory (4)
PHL/ART2700	Art and Philosophy (4)
PHL/REL3100	Philosophy of Religion (4)
PHL3150	Professional Ethics (4)
PHL3200	Business Ethics (4)
PHL3400	The Good Life? (4)
PHL3500	Philosophy of Love and Sex (4)
PHL3600	Analytic Philosophy (4)
PHL3800	Special Topics in Philosophy (4)
PHL/PSC4650	Classics in Political Philosophy (4)
PHL/PSC4660	Modern Political Philosophy (4)
PHL4990	Senior Seminar in Philosophy (4)

MINOR IN PHYSIOLOGY**20 semester hours****Required Courses:** 4 semester hours

BIO1210/1210Z Biology of Cells with laboratory (4)

Selected Courses: Minimum of four courses (16 semester hours)

BIO2080 Nutrition and Health Promotion (4)

*BIO2650 Essentials of Anatomy and Physiology (4)

BIO2660/2660Z Anatomy and Physiology I with laboratory (4)

BIO2670/2670Z Anatomy and Physiology II with laboratory (4)

BIO3050 Pathophysiology (4)

BIO3100 Human Physiology (4)

BIO3270 Plant Physiology (4)

BIO3360 Biogerontology (4)

BIO3790 ACCA Affiliated Course (2-4) (requires permission of department chair)

BIO3810 Special Topic in Anatomy and Physiology (4) (requires permission of department chair)

PED3225 Physiology of Exercise for Athletic Training, Fitness, and Health Sciences (4)

* Students will not receive credit for both BIO2650 (Essentials of Anatomy and Physiology) and BIO2660/2670 (Anatomy and Physiology I and II)

MINOR IN POLITICAL SCIENCE**20 semester hours****Required Courses:** 8 semester hours

PSC1500 International Relations (4)

PSC2110 Introduction to U.S. Government (4)

Elective Courses: 12 semester hours

Students must complete additional 12 semester hours from the political science program.

MINOR IN PRE-LAW**20 semester hours****Required Courses:** 12 semester hours

PHL1200 Logic (4)

PSC/PHL2200 Introduction to Political Theory (4)

PSC3180 Constitutional Law and the Judicial System (4)

Prerequisite: PSC2110.**Elective Courses:** 8 semester hours

Students must complete additional eight semester hours from the political science program.

Note: Students transferring PSC credits from other institutions may apply for substitution of courses listed as prerequisites.

MINOR IN PROFESSIONAL SELLING **20 semester hours**

MKT2300	Principles of Marketing (4)
MKT3320	The Professional Sales Process (4)
MKT3350	Consumer Behavior (4)
MKT3360	Sales Management and Motivation (4)
MKT4320	Advanced Business Selling (4)

MINOR IN PSYCHOLOGY **18 semester hours****Required Course:**

PSY1100	General Psychology (4)
---------	------------------------

Selected Courses: Choose 14 semester hours in the psychology program.

MINOR IN RELIGION **20 semester hours**

The religion minor at Aurora University is intended to provide a broad training in the study of religion, offering students a wide range of classes taught by a diverse and committed faculty. The university's Christian roots are reflected in courses which focus on Christianity from a variety of perspectives, while courses on other families of faith and individual faith traditions, such as East Asian and Indian religions, Islam, and Judaism, permit students the opportunity to study religion closely within its global context. Overall, the minor emphasizes the encounter of the world's religions, and the ways in which religious people seek to understand diversity and the beliefs of others.

Students who minor in religion will deal with pressing issues facing religions in the modern world, such as evil and suffering, gender and sexuality, and ethical and moral formation. They will seek to understand the core notions of religion itself: our yearning for perfection and continued awareness of imperfection, our sense of the transcendent and its implications for the mundane, our search for guidance in our judgments and behavior.

Whatever your background or motivation in studying religion, we aim to provide opportunities for you to ask some of life's biggest questions, to critically engage with some of the most enduring answers that human beings have offered in response to those questions, and to re-imagine your life and work in light of these encounters. Many of our students pursue interdisciplinary studies by combining the religion minor with their other undergraduate disciplines.

Required Course:

REL2060	Exploring Religion (4)
---------	------------------------

Select an additional 16 semester hours from the religion program, including at least eight hours at the 3000-level or above.

MINOR IN SERVANT LEADERSHIP **20 semester hours**

The minor in servant leadership will guide students through a multi-year process of character examination facilitated by the exploration of the roles of commendable exemplars of citizenship, stewardship, and excellence. The program model provides an experiential opportunity through which the value of continuous learning can be reinforced beyond biographical examples. The overall goal of this program is to provide a path for students to define and claim the elements that will define their own integrity, all with an air of intentionality rather than default. There is no more appropriate way to begin the lifelong practice of citizenship, excellence, continuous learning and integrity, than to be asked to examine and demonstrate those practices for oneself. The requirements for completion stipulate 20 semester hours. The curriculum draws from classic and current literature, and historical and contemporary biographies to build a philosophical premise for navigation of leadership rights and responsibilities, exemplifying servant leadership and stewardship.

Required Courses: 20 semester hours

SVL2300	Servant Leadership: Philosophy and Action (4)
SVL3100	Servant Leadership Capstone (4)
PSY1100	General Psychology (4)
SOC1100	Introduction to Society (4)
REL3350	Jesus (4)

MINOR IN SOCIOLOGY **20 semester hours****Required Courses:** 8 semester hours

SOC1100	Introduction to Society (4)
SOC/PSC3480	Globalization and Social Change (4)

Students must complete 12 additional semester hours from the sociology program.

Note: Students transferring SOC credits from other institutions may apply for substitution of courses listed as prerequisites.

MINOR IN SPANISH **20 semester hours**

SPN1120	Elementary Spanish I (4)
SPN 1220	Elementary Spanish II (4)
SPN2200	Intermediate Spanish I (4)
SPN2300	Intermediate Spanish II (4)
Any other 3000-level Spanish course (4)	

MINOR IN SPECIAL EDUCATION**20 semester hours**

The minor in special education is designed to meet two broad goals:

1. To prepare regular education teachers to meet the needs of children with special needs in their classrooms, and
2. To begin the process of candidates becoming certified in LBS I at the master's level by offering undergraduates the opportunity to take classes that would result in advanced standing in the Aurora University Master of Arts in Special Education (MASE) program.

Therefore, this minor will enable regular education teachers to enter the workforce with additional knowledge for the inclusive classroom. The minor will also allow undergraduates the potential to achieve advanced standing for a graduate degree (MASE), which would carry an LBS I endorsement, complementary to their elementary or secondary classroom licensure and endorsement achieved with the BA/BS. To become endorsed in LBS I at the undergraduate level, a candidate must major in special education; an endorsement for a restricted range of grades is possible, but it may not be possible if the candidate wishes to graduate in four years.

Academic Standards

Candidates should be aware that graduate school standards maintain that a grade of "C" or lower is unacceptable academic performance. Graduate school expectations will apply to any undergraduate who elects to pursue this minor and who then plans to apply for advanced standing for an MASE degree at a later date. Coursework completed in the undergraduate courses that does not meet the standards of the graduate school may need to be repeated at the master's level at the discretion of the graduate school admission committee for special education.

Minor Requirements: Minimum of 20 semester hours

Required Courses, totaling four semester hours:

SPED2120 Characteristics and Identification of Disabilities and the Law (4)

Candidates may take any of the remaining SPED courses (with the exception of Immersion coursework) totaling a minimum of 16 hours. Candidates should note that other initial licensure programs have special education requirements that are stipulated. The following coursework may be advantageous as they, with SPED 2120, comprise the endorsement:

SPED2200 Cognitive Development of Typical and Atypical Learners (4)

SPED3750 Prosocial Skills and Challenging Behaviors (4)

SPED3815 Strategies and Assistive Technology for Students with Low Incidence (4)

SPED/EDU3860 Psychological/Educational Assessment of Students with Disabilities/Assessment of Bilingual Students (4)

SPED4620 Collaboration Models for Inclusion (4)

Note: Some courses require acceptance into the School of Education and/or passage of the TAP.

MINOR IN SPEECH COMMUNICATION 20 semester hours

Speech communication is a very flexible and adaptable minor that works well in combination with majors such as theatre, English, history, political science, business and education. To receive a minor in speech communication, a student must complete 20 semester hours of the following courses:

Required Courses:

COM1550	Professional Communication (4)
COM2250	Human Relationships and Interactions (4)
COM3200	Persuasion and Consumer Culture (4)

Elective Courses* (choose two):

COM3000	Navigating Organizations (4)
COM3500	Intercultural Communication (4)
COM3810	Special Topics in Communication (4)
COM4100	Communication Research (4)
COM4940	Communication Internship (4)
THE1200	Introduction to Theatre (4)
THE1300	Acting I (4)

* Communication or media studies majors must select two unique electives not already used to fulfill the requirements of the major or another minor.

MINOR IN SPORT MANAGEMENT 19 semester hours**Required Courses:**

MKT2300	Principles of Marketing (4)
COM1550	Professional Communication (4)
PED2340	Sports Statistics (1)
PED2942	Sport Management Field Experience (2)
PED3040	Sport Management (4)
PED4370	Facilities and Special Events (4)

MINOR IN STATISTICS 20 semester hours**Required Courses:** 12 semester hours

MTH2210	Calculus I (4)
MTH2220	Calculus II (4)
MTH3240	Probability and Statistics I (4)

Selected Courses: Students must choose at least eight semester hours from list below.

MTH3500	Applied Statistical Methods (4)
MTH3260	Probability and Statistics II (4)
MTH3200	Actuarial Mathematics I (4)
MTH3590	Business Analytics (4)
MTH3280	Biostatistics (4)

MINOR IN STRATEGIC COMMUNICATION: PUBLIC RELATIONS AND ADVERTISING 20 semester hours

A minor in strategic communication: public relations and advertising offers an integrated approach to traditionally separate programs in public relations and advertising. Students complete this minor balancing theory and practice to create and deliver messages targeted to a wide array of audiences: media, employees, customers, legislators, investors and the community. This program serves well as a compliment to degrees in English, political science, psychology, history, business and marketing. The minor helps to prepare students for careers in public relations, advertising or corporate communications.

Required Courses:

COM2240	Public Relations (4) or COM2250 Advertising (4)
COM3240	Strategic Writing and Production (4)
COM4240	Strategic Campaigns (4)

Elective Courses*(choose two):

BUS3280	Organizational Behavior (4)
COM3000	Navigating Organizations (4)
COM3810	Special Topics in Communication (4)**
COM4100	Communication Research (4)
COM4940	Communication Internship (4)**
MKT3350	Consumer Behavior (4)
MKT3370	Integrated Marketing Communication (4)
MKT3610	Internet Marketing (4)
MKT4610	Social Media Marketing (4)

* Communication or media studies majors must select two unique electives not already used to fulfill the requirements of the major or another minor.

** To be eligible for the minor, this course requires approval of course/internship content as relevant to minor.

MINOR IN THEATRE 20 semester hours

Core Requirements: 12 semester hours

THE1200	Introduction to Theatre (4)
THE1300	Acting I (4)
THE1500	Stagecraft I (4)

Selected courses: 8 semester hours

Students must take two electives within the department at least one of which is History of Theatre or Play Analysis. Electives are chosen from the selected courses listed under the major, including special topic courses. Minors must substantially work on at least two main stage productions (and at least one of those must include backstage or responsible front-of-house work).

UNDERGRADUATE COURSE DESCRIPTIONS



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

1810, 2810, 3810, 4810	Selected Topics
2830, 3830, 4830	Directed Study
3850, 4850	Workshop
2880, 3880	Travel Study
2940, 3940	Career Investigation Field Experience (internship)
4940	Career Application Field Experience (advanced internship)
2980, 3980, 4980	Independent Study

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

Course Numbering System:

The course numbering system is comprised of three letters for the departmental program and four digits for the course number.

Course Level Definitions:

Below 1000-level: Preparatory course; credit does not count toward graduation requirements.

1000-level: Designed as a foundation or introductory course primarily for first- or second-year students; typically there are no prerequisites.

Upon successful completion of these courses, students will be expected to:

- demonstrate the ability to communicate course content effectively at the college level, orally and in writing; and
- fulfill course objectives related to content.

2000-level: Intermediate-level course or an introduction to a particular discipline. Students entering these courses are expected to possess foundational knowledge and skills consistent with successful completion of the first year of college. Open to students who meet the prerequisites.

Upon successful completion of these courses, students will be expected to:

- write at a level exceeding first-year proficiency; and
- demonstrate skills of analysis and application in regard to course content.

3000-level: Designed to focus on specific topics, methods and approaches within a particular academic discipline. Typically designed for upper-class students. In general, may be open to second-year students who have completed prerequisites.

Upon successful completion of these courses, students will be expected to:

- engage in critical thinking, reading and writing that is consistent with the academic discipline.

4000-level: Designed as advanced courses within a major or minor for upper-class students who meet appropriate prerequisites. Students will be expected to synthesize, integrate and apply prior coursework to the academic discipline and professional field.

Courses bearing numbers in the 5000 series are open to advanced undergraduates who meet the prerequisites, or with permission from the program chair. Courses with 5000 numbers that are integral to undergraduate programs are listed by title following the undergraduate descriptions for each program. Courses bearing numbers in the 6000 series are open to graduate students only and courses bearing numbers 7000 and 8000 are open to doctoral students only.

Prerequisites:

In most cases, prerequisites are expressed in terms of Aurora University courses that students are required to have completed before entering a given course. **Except where noted**, successful completion of a transfer course that is deemed by Aurora University to be equivalent to the prerequisite course is considered to meet prerequisite requirements. Faculty have established specific alternative means of meeting prerequisites (e.g., portfolio evaluation, placement test or permission of instructor) as noted within the prerequisites for the course.

In all cases, prerequisites may be waived or modified by the academic dean responsible for a course, or by the dean's designate. Aurora University recognizes that prerequisite learning may occur in many settings. If you believe that your prior learning from non-college sources may have prepared you to succeed in advanced coursework, you should contact the dean of the school or college offering the course for information about waiver of prerequisites in specific instances.

ACCOUNTING

ACC2010 Principles of Financial Accounting *4 semester hours*

This course addresses the study of the fundamental principles of financial accounting theory and practice, including the analysis of assets, liabilities and owners' equity accounts; allocation, estimation and accrual procedures for financial statement preparation.

ACC2020 Principles of Managerial Accounting *4 semester hours*

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.

ACC3110 Intermediate Accounting I *4 semester hours*

This course addresses the study of accounting theory and practice as it relates to current assets, including monetary assets, receivables and inventories. The standard setting process, the accrual process, present value applications, accounting for discontinued operations and extraordinary items, and the preparation of financial statements will also be examined. Additional topics include plant assets, intangible assets, current liabilities, bonds and contingencies. Class work builds on previous coursework, facilitating self-discovery of knowledge and the development of professional skills and attitudes. This course focuses on working through and resolving complex accounting problems in a professional manner.

Prerequisite: ACC2010.

ACC3120 Intermediate Accounting II *4 semester hours*

This course provides a study of accounting theory and practice as it relates to stockholder's equity, investments, revenue recognition, income taxes, pensions and postretirement benefits, leases, accounting changes, cash flow, and full disclosure in the financial statements. Earnings per share for both simple and complex capital structures will also be examined. This course focuses on working through and resolving complex accounting problems in a professional manner.

Prerequisite: ACC3110.

ACC3210 Cost Accounting *4 semester hours*

This course applies general accounting principles to the recording, analysis, and interpretation of material, labor, and overhead costs for divisions, functions, departments, and operations; product cost systems, job cost systems, and factory overhead cost.

Prerequisite: ACC2020.

ACC3310 Federal and State Taxation of Individuals *4 semester hours*

This course addresses the study of individual income tax principles underlying filing status, personal exemptions, dependency, gross income, deductions for adjusted gross income, standard and itemized deductions, and income tax calculation. This is a hands-on course consisting of the preparation of various individual income tax returns using Form1040EZ, Form1040A, Form1040, and IL-1040. This course also includes voluntary income tax preparation for low income and elderly taxpayers.

ACC3320 Federal Taxation of Business Entities *4 semester hours*

This course provides a study of federal taxation of business entities of sole proprietorships, C corporations, partnerships and S corporations. Federal gift and estate taxes and income taxation of trusts and estates will also be studied.

Prerequisite: ACC2010.

ACC3910 Professionalism and Ethical Leadership *4 semester hours*

This is a seminar course which discusses the accountant's ethical, legal and social responsibility necessary to function as a professional. Topics include the need for independence in fact and in appearance, professional regulation and fiduciary duties.

Prerequisite: ACC2010.

ACC3940 Accounting Internship *4 semester hours*

Students will have the opportunity to embark on new related experiential learning opportunities through the use of general elective accounting internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic accounting skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

Prerequisite: Determined by faculty sponsor.

ACC4140 Advanced Accounting *4 semester hours*

This course provides a study of accounting principles as it relates to business combinations, segment and interim reporting, legal reorganizations, liquidations and partnerships.

Prerequisite: ACC3120.

ACC4410 Auditing *4 semester hours*

This course studies generally accepted auditing standards and procedures used in examining financial statements and supporting records, including the auditor's responsibilities to third parties, the evaluation of the client's internal control and the ethics of the profession. Particular emphasis is placed upon the auditing of cash, accounts and notes receivable, prepaid expenses, inventory, property, plant and equipment, current liabilities, long-term liabilities and stockholder's equity. Electronic auditing will also be reviewed.

Prerequisites: MTH2320; ACC3120.

ACTUARIAL SCIENCE (See Mathematics)

ART

ART1000 Art Appreciation *4 semester hours*

This course is designed to encourage an understanding and appreciation of the visual arts through a study of their theory, history and mechanics. The course includes a survey of the major developments in the visual arts and their respective aesthetic criteria, from Classical Greece to the present.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ART1210 Two-Dimensional Design*4 semester hours*

Introductory course that examines, manipulates and critically evaluates the visual and conceptual properties of two-dimensional art. Designed to heighten aesthetic appreciation and serve as an introduction for those who wish further study of painting, drawing, or graphic design.

ART1310 Three-Dimensional Design*4 semester hours*

This introductory course examines, manipulates and critically evaluates the visual and conceptual properties of three-dimensional art. The course is designed to heighten aesthetic appreciation and serve as an introduction for those who wish to further study three-dimensional design or sculpture.

ART1400 Digital Imaging*4 semester hours*

This course is an introduction to basic processes for creating, manipulating and utilizing digital images. It includes digital camera operation, scanning, image storage and cataloging, image editing, developing digital workflow, image printing and utilizing digital images in presentations, web design and publications. Students must have the use of a digital camera. Lab fee; students will need to purchase some materials (e.g., paper, CDs/DVDs, portfolio).

ART2100 Introduction to Drawing*4 semester hours*

This course is an introduction to the techniques of drawing with emphasis on representation and pictorial composition.

ART2500 Art History: Prehistoric to Medieval*4 semester hours*

This course is a survey of visual art from Prehistory to 1400. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ART2510 Introduction to Painting*4 semester hours*

This course brings together the disciplines of drawing, design, color theory and painting technique to help students learn to manipulate the tools and materials of painting media.

Prerequisites: ART1210 and/or ART2100 recommended.

ART2530 Introduction to Native American Art*4 semester hours*

This course is designed to give a broad understanding of the art of the indigenous people of North America from prehistoric petroglyphs to contemporary artists such as Jaune-Quick-to-See-Smith. An attempt is made to examine these arts in a cultural context, focusing upon the religious, socio-economic and political environments in which they were produced, particularly westward expansion. Art representing many tribes from all culture areas will be the subject of study. Many artifacts from the Aurora University Schingoethe Museum will be the subject of research. Field trips to local museums will be incorporated into the course.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ART2600 Art History: Renaissance to Modern*4 semester hours*

This course is a survey of visual art from the Renaissance to the present. It is a course designed to develop an understanding of major developments in the visual arts and the relationship of those developments to the cultures that produced them.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ART2610 Introduction to Sculpture *4 semester hours*

This course is an introduction to some of the basic sculptural techniques and media as applied to the visual and conceptual properties of three dimensional art.

Prerequisite: ART1200 recommended.

ART2670 Introduction to Digital Photography *4 semester hours*

This course is an introduction to the aesthetics and practice of photography, the history of photography and its place in contemporary culture. Students learn the mechanics of digital black and white photography, explore the written and visual history of photographic movements and major artists, and create a portfolio of original work and an accompanying paper integrating a personal photographic style and vision with historical and contemporary photographic art. Access to a digital camera with manual exposure adjustments is required (see the instructor for details) and students must purchase some materials, such as digital printing paper and a flash memory drive.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ART2700 Art and Philosophy *4 semester hours*

This course studies the varied relationships between philosophy and the production and reception of art. Topics covered include aesthetics, the cross-influences between art and philosophy, and questions about the similarities and differences between the two practices.

ART3110 Intermediate Drawing *4 semester hours*

This course provides a further study of representation and pictorial composition in conjunction with experimentation with the various drawing media.

Prerequisite: ART2100 or portfolio review.

ART3200 Intermediate Sculpture *4 semester hours*

This course provides a further study of sculptural techniques and media as applied to the visual and conceptual properties of three dimensional art.

Prerequisite: ART2610 or portfolio review.

ART/HIS3360 Renaissance, Renovation and Revival *4 semester hours*

History is punctuated by periods of rebirth and renewal. The energy characterized by such periods is illustrated in material culture and in particular in the visual arts. This course explores the idea of renaissance in art and history and its visual manifestations. Topics covered include the Carolingian Renovation, the Italian Renaissance, Neoclassicism and the revivals of the 19th century, and the Harlem Renaissance of the 20th century.

Prerequisite: One prior college-level history or art history course.

ART3400 Intermediate Digital Photography *4 semester hours*

Building on technical skills and aesthetic sensibilities developed in the introductory course, students continue to explore digital photography through color. This course explores creative use of color theory and digital workflow. Skill sets acquired in ART2670 are expanded with emphasis on personal, creative and thematic projects. Access to a digital camera with manual exposure adjustments is required (see instructor for details) and students must purchase some materials such as digital printing paper and portfolio products.

Prerequisite: ART2670 or equivalent knowledge and skills as determined by the instructor.

ART/REL3450 Icons and Idols: Religion and Art *4 semester hours*

What is the difference between an icon and an idol? How does religious imagery function in the unique traditions of Christianity, Islam, Buddhism, Hinduism and other world religions? Icons and Idols takes a critical approach to visual representation, treating image-objects across cultures, times and systems of belief to promote a greater understanding of both visual culture and its informing religions. Readings range from Plato and the Old Testament to contemporary criticism. Prior study of art history and/or religion is recommended, but not required.

Prerequisite: One prior college-level art history or religion course.

ART3510 Intermediate Painting *4 semester hours*

This course provides a further study of painting media in a wider range of uses and forms of expression.

Prerequisite: ART2510 or portfolio review.

ART3540 Photography and Society *4 semester hours*

This course explores the history of photography, both as an art form and as a cultural phenomenon that has reshaped our society. It will trace major aspects of the technical and aesthetic development of photography from the early 19th century to the present day and examines the impact of photography on the development of the “image-based” society, as well as exploring the interaction of photography with the other visual arts.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ART4100 Advanced Drawing *4 semester hours*

This course offers further intensive experimentation with selected drawing media.

Prerequisite: ART3110 or portfolio review.

ART4200 Advanced Sculpture *4 semester hours*

This course offers further intensive experimentation with selected sculpture media.

Prerequisite: ART3200 or portfolio review.

ART4400 Advanced Digital Photography *4 semester hours*

This course covers advanced digital photography and imaging with an emphasis on developing and enhancing individual student skills. Students will create portfolios of original work demonstrating mastery of the technical and aesthetic approaches of the course, developing themes and approaches through an extended series of large-format images suitable for exhibition.

Prerequisites: ART2670; ART3400 or equivalent coursework.

ART4510 Advanced Painting *4 semester hours*

This course offers further intensive experimentation with selected painting media.

Prerequisite: ART3510 or portfolio review.

ART4990 Senior Seminar/Exhibit for Studio Art Emphasis *4 semester hours*

This is a capstone course that allows a student to demonstrate comprehensive knowledge and skills expected of an art major at the conclusion of his or her program of study. Written and oral critique will verify the student’s ability to verbalize aesthetic concepts. The student will present a public exhibit of his or her creative work which will include responsibility for all aspects of presentation and

advertising. The student will also create a personal website, to be published on the university's server, which will contain a gallery displaying his or her work plus a biography and artist's statement.

Prerequisite: Open only to senior art majors.

ATHLETIC TRAINING

ATR1760 Athletic Training Practicum I

1 semester hour

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the health care given to athletes in the athletic training environment. Students will gain an understanding of the daily operations of the athletic training room. Basic skill development includes taping, wrapping and bracing techniques, modality application, risk management and injury prevention. This practicum includes a one hour lab/seminar class. 75 hours of clinical experiences required. This course requires a lab fee.

Prerequisites: Only open to declared pre-athletic training majors. Must pass a certified criminal background/sex offender check, as well as a TB test (cost incurred by student).

ATR1800 Responding to Emergencies

2 semester hours

This course is designed to provide students with the knowledge and skills necessary to recognize and respond appropriately to cardiac, breathing and first aid emergencies. The course content and activities will prepare students to provide care to a suddenly injured or ill person until more advanced medical personnel arrive and take over. Upon completion of this course, students who qualify will be certified by the American Red Cross in First Aid, CPR for the Professional Rescuer and Health Care Provider, Blood borne Pathogens, Asthma Inhaler, and Epinephrine Administration. This course requires a lab fee.

Prerequisite: Only open to declared pre-athletic training majors.

ATR2050 Foundations of Athletic Training

2 semester hours

This course is designed to give students an introduction to the field of athletic training. Topics that will be discussed include the athletic training profession, career options, health care administration, infectious diseases and blood borne pathogens, legal considerations, taping and bracing, fitting of protective equipment, and therapeutic modalities.

Prerequisite: Only open to declared pre-athletic training majors.

ATR2500 Prevention and Care of Acute Athletic Injuries and Illnesses

4 semester hours

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.

Prerequisites: ATR2050 and admission into the athletic training major.

ATR2750 Athletic Training Practicum II

2 semester hours

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and

practicums. Students will be assigned to a preceptor at a pre-determined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 150 hours of clinical experiences required. This course requires a lab fee.

Prerequisites: ATR1760 and admission into the athletic training major.

ATR2760 Athletic Training Practicum III *2 semester hours*

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 150 hours of clinical experiences required. This course requires a lab fee.

Prerequisite: ATR2750.

ATR3200 Emergency Medical Response *4 semester hours*

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. The course content and activities will prepare the student to make appropriate decisions about the care to provide 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, Blood Borne Pathogens, and Oxygen Administration. Additional skills instructed in this course include emergency airway management, assessing body core temperature, blood glucose levels, pulse oximetry, nebulizer treatment therapy, metered dose inhaler, and epinephrine administration. This course requires a lab fee.

Prerequisites: ATR1800; ATR3750.

ATR3500 Medical Aspects of Athletic Training *4 semester hours*

This course addresses general medical conditions encountered in the athletic training setting while caring for athletes. Each major body system will be addressed, including common conditions and disease states in relationship to their effect on sports participation. Students will learn about the etiology, clinical presentation, and diagnosis through physical evaluation and treatment options for these conditions. Strategies in prevention and athlete education will occur in each section. Competencies required in the areas of anatomical relationships, mechanism of injury, illness/injury management, pharmacology, and current research will be investigated.

Prerequisites: ATR3510; BIO2670.

ATR3510 Assessment of Lower Extremity/Viscera *4 semester hours*

This course emphasizes the theory and practical applications of evidence-based practice in orthopedic assessment. Standard assessment techniques will be learned and applied to injuries and illnesses of the lower extremity and viscera. Guidelines for appropriate physician referral, documentation and standard treat-

ment protocols will be discussed. Lab section: Clinical proficiencies addressing the study of the lower extremity and viscera will be practiced and mastered. Orthopedic evaluation, standard documentation, and critical thinking skills will be emphasized. This course requires a lab fee.

Prerequisites: ATR2500; BIO2660.

ATR3530 Assessment of Upper Extremity/Axial Skeleton *4 semester hours*

This course emphasizes the theory and practical applications of evidence-based practice in orthopedic assessment. Standard assessment techniques will be instructed and applied to injuries and illnesses of the upper extremity and axial skeleton. Guidelines for physician referral, proper documentation and standard treatment protocols will be discussed. Lab section: Clinical proficiencies addressing the study of the upper extremity and axial skeleton will be practiced and mastered. Orthopedic evaluation, standard documentation and critical thinking skills will be emphasized. This course requires a lab fee.

Prerequisite: ATR3510.

ATR3550 Therapeutic Exercise

4 semester hours

This course offers a study of clinical sports therapy techniques used in the physical reconditioning of athletic-related injuries. The student will gain an understanding of scientific principles and procedures of therapeutic exercise, indications and contraindications in the uses of various therapeutic exercises, manual therapy techniques, surgical techniques, and decision-making skills. Lab section: Clinical proficiencies associated with the physical reconditioning of injuries to the musculoskeletal system will be practiced and mastered. Rehabilitation exercises, manual therapy techniques, practical applications and decision-making skills will be emphasized. This course requires a lab fee.

Prerequisite: ATR3530.

ATR3600 Therapeutic Modalities

4 semester hours

This course offers a study of current theories and applications in the use of evidence-based practice in therapeutic modalities. The student will gain an understanding of the underlying physics, physiological effects, indications, and contraindications of the use of therapeutic physical agents. Emphasis will be placed on the proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities. Lab section: 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 will be emphasized. This course requires a lab fee.

Prerequisite: ATR3510.

ATR3750 Athletic Training Practicum IV

3 semester hours

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 225 hours of clinical experiences required. This course requires a lab fee.

Prerequisite: ATR2760.

ATR3760 Athletic Training Practicum V*3 semester hours*

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 225 hours of clinical experiences required. This course requires a lab fee.

Prerequisite: ATR3750.

ATR4150 Administration of Athletic Training*4 semester hours*

This course will focus on the management strategies in athletic training, including facilities, programs, employees, finances and information. An emphasis will be placed on interactive management skills necessary to develop effective teams of satisfied and productive individuals by creating trusting interpersonal relationships. Students will study the standards, policies and practices, supervision and administration of athletic training programs. Health care administration and reimbursement for services, professional development, ethics and legal concepts will also be investigated.

Prerequisite: Concurrent with ATR4750.

ATR4750 Athletic Training Practicum VI*3 semester hours*

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 225 hours of clinical experiences required. This course requires a lab fee.

Prerequisite: ATR3760.

ATR4760 Athletic Training Practicum VII*3 semester hours*

Under the direct supervision of a BOC-certified athletic trainer/preceptor, students will observe and participate in the application of athletic training clinical skills and proficiencies previously learned and practiced in courses and practicums. Students will be assigned to a preceptor at a predetermined clinical affiliate site. Students will also be required to attend a variety of allied health profession presentations conducted outside of scheduled class time. This practicum includes a one-hour lab/seminar class. 225 hours of clinical experiences required. This course requires a lab fee.

Prerequisite: ATR4750.

ATR4990 Athletic Training Senior Seminar/Board of Certification**Preparation***2 semester hours*

This capstone course emphasizes a student-oriented research project culminating in a presentation at the Aurora University Undergraduate Research Conference. Current research in athletic training will be investigated and discussed throughout the course. Emphasis is also placed on preparation for the Board of Certification (BOC) exam.

Prerequisite: ATR4150.

BIOLOGY

BIO1050 Life Sciences Seminar

1 semester hour

This course will serve as an introduction to either the biology or health science major at Aurora University. Topics include academic, professional and behavioral expectations of students in the sciences, potential career pathways, and tips for college and future success.

BIO1060 Human Biology

4 semester hours

The course examines the human organism and the impact of modern biology and medical discoveries on humans. Topics covered include anatomy/physiology, immunity, reproduction, development, genetics, and the relationship between humans and their environment. Laboratory experiences are incorporated into the course where appropriate.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

BIO1150 Life Science for Educators

4 semester hours

This course surveys the major principles of life science for those majoring in elementary, middle school or special education. Topics include evolution, the diversity of life, ecology, cell biology and inheritance. Laboratory experiences will include exercises that enhance content understanding, and will focus on the pedagogy of life science.

BIO1210 Biology of Cells

3 semester hours

This course studies the cell as the basic unit of biology. Topics include structure and roles of biologically important molecules, prokaryote and eukaryote cell structure, concepts of metabolism and energy flow, enzymes, photosynthesis, ATP production, cell reproduction, molecular genetics, and the principles of Mendelian genetics.

Co-requisite: Registration in BIO1210Z laboratory section.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

BIO1210Z Biology of Cells Laboratory

1 semester hour

The laboratory for Biology of Cells will explore the methods and techniques in biology that support the lecture topics of cell and molecular biology.

Co-requisite: Registration in BIO1210 lecture section.

BIO1220 Biology of Organisms

3 semester hours

This course studies the levels of the biological hierarchy above the level of the individual organism. Topics include microevolution and natural selection, macroevolution, the history and diversity of life, and ecological principles.

Co-requisite: Registration in BIO1220Z laboratory section.

BIO1220Z Biology of Organisms Laboratory

1 semester hour

The laboratory for Biology of Cells will explore the methods and techniques in biology that support the lecture topics of evolution, diversity and ecology.

Co-requisite: Registration in BIO1220 lecture section.

BIO2080 Nutrition and Health Promotion*4 semester hours*

This course explores all aspects of health (physical, mental, spiritual), with an emphasis on the impact of nutrition on one's well being. Topics include biochemical, cellular and physiological roles of carbohydrates, lipids, proteins, vitamins and minerals, the body's response to excess and deficiency of various nutrients, and contemporary issues in nutrition.

Prerequisite: BIO1060 or BIO1210/1210Z.

BIO2200 Humans and the Environment*4 semester hours*

This course provides students with an overview of the relationship between humans and their environment, and to the environmental problems that we face. Topics include human population growth, pollution, climate change, energy use, and loss of biodiversity, along with emerging contemporary issues. Implications and potential solutions will be discussed.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

BIO2280 Microbiology*3 semester hours*

This course covers principles and techniques of microbiology. Topics include the structure and life cycles of bacteria, viruses, protists, fungi, parasitic worms, characteristics of the major groups of bacteria, bacterial growth and metabolism, microbial genetics and pathogenesis, epidemiology, and selected infectious diseases.

Prerequisite: BIO1210/1210Z with a grade of "C" or higher.

Co-requisite: Registration in BIO2280Z laboratory section.

BIO2280Z Microbiology Laboratory*1 semester hour*

Laboratory experiences for Microbiology include microscopy and staining techniques, bacterial culture, control of microbes, and identification of microbes using metabolic and morphologic characteristics plus selected topics.

Prerequisite: BIO1210/1210Z with a grade of "C" or higher.

Co-requisite: Registration in BIO2280 lecture section.

BIO2300 Introduction to Zoology*3 semester hours*

This course will examine the diversity and organ systems of animals, using a comparative approach. Topics include the classification and phylogeny of the major animal groups, the structure and function of animal organ systems, and the ways in which animals are adapted to their environments.

Prerequisites: BIO1210/1210Z; BIO1220/1220Z.

Co-requisite: Registration in BIO 2300Z laboratory section.

BIO2300Z Introduction to Zoology Laboratory*1 semester hour*

Laboratory and experiences for Introduction to Zoology are designed to support the content presented in lecture and to provide hands-on experience with representative animals and techniques.

Prerequisites: BIO1210/1210Z; BIO1220/1220Z.

Co-requisite: Registration in BIO2300 lecture section.

BIO2350 Introduction to Botany*3 semester hours*

This course will examine the diversity and organ systems of "plants," using a comparative approach. Topics include the classification and phylogeny of the major photosynthetic groups (cyanobacteria, algae, and plants) as well as the het-

erotropic fungi, characteristics of selected angiosperm families, the structure and function of plant and fungal organ systems, and the ways in which plants and fungi are adapted to their environments.

Prerequisites: BIO 1210/1210Z; BIO1220/1220Z.

Co-requisite: Registration in BIO 2350Z laboratory section.

BIO2350Z Introduction to Botany Laboratory *1 semester hour*

Laboratory and experiences for Introduction to Botany are designed to support the content presented in lecture and to provide hands-on experience with representative plants/fungi and techniques.

Prerequisite: BIO1210/1210Z; BIO1220/1220Z.

Co-requisite: Registration in BIO2350 lecture section.

BIO2400 Genetics *4 semester hours*

This course provides an in-depth analysis of both transmission and molecular genetics. Topics include the sources of genetic variation, Mendelian inheritance, chromosomal transmission, DNA structure and function, gene expression, gene mapping, bioinformatics and the interaction between genetics and society.

Prerequisites: MTH1100 or equivalent; BIO1210/1210Z with “C” or better.

BIO2650 Essentials of Anatomy and Physiology *4 semester hours*

This course explores the interrelationship between structure and function in the human body at the macro, micro and cellular levels, with an emphasis on how physiological mechanisms operate to maintain homeostasis. Topics include tissues, thermoregulation, and the major body systems (i.e., integumentary, skeletal, muscular, nervous, endocrine, cardiac, respiratory, digestive, renal and reproductive). Laboratory experiences will reinforce lecture material through the use of models, dissection and various modes of technology. (Fall even years)

Prerequisites: BIO1210/1210Z; BIO1220/1220Z. Credit WILL NOT be given for this course and BIO2660/2660Z and/or BIO2670/2670Z.

BIO2660 Anatomy and Physiology I *3 semester hours*

This course is the first of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include physical and chemical principles related to the major organ systems, including integumentary, muscular, skeletal, nervous and the sensory systems.

Prerequisite: BIO1210/1210Z with a grade of “C” or higher.

Co-requisite: Registration in BIO2660Z laboratory section.

BIO2660Z Anatomy and Physiology I Laboratory *1 semester hour*

Laboratory experiences for Anatomy and Physiology I will reinforce lecture material through the use of models, dissection and various modes of technology.

Prerequisite: BIO1210/1210Z with a grade of “C” or higher.

Co-requisite: Registration in BIO2660 lecture section.

BIO2670 Anatomy and Physiology II *3 semester hours*

This course is the second of a two-course sequence that provides a detailed study of the relationship between structure and function of the human organism. Topics include the endocrine, digestive, respiratory, cardiovascular, immune, reproductive and urinary systems, with discussion of acid-base and electrolyte balance.

Prerequisite: BIO2660/2660Z with a grade of “C” or higher.

Co-requisite: Registration in BIO 2670Z laboratory section.

BIO2670Z Anatomy and Physiology II Laboratory *1 semester hour*

Laboratory experiences for Anatomy and Physiology II will reinforce lecture material through the use of models, dissection and various modes of technology.

Prerequisite: BIO2660/2660Z with a grade of “C” or higher.

Co-requisite: Registration in BIO2660 lecture section.

BIO2750 Health Professions Seminar *2 semester hours*

This course is designed for students interested in pursuing a career in the health professions, and introduces them to the health care environment. Topics include the roles and responsibilities of healthcare providers, issues affecting healthcare in America, and the economic, political, sociological, psychological, and ethical problems facing healthcare professionals. The various factors that may influence career decisions in the health field will also be discussed. Intended for sophomore-level students.

BIO3040 Immunology *4 semester hours*

This course explores the principles and applications of immunology. Topics include the anatomy, physiology and genetics of the immune system, the cellular and antibody response to various infectious organisms (i.e., bacteria, viruses, fungi, protozoa and parasitic worms), and the immune response to tumors. In addition, immune disorders, including hypersensitivity, allergy, autoimmunity, and immune deficiency, will be discussed. Immunologic techniques will be discussed, studied in the laboratory, and applications to research, testing, and diagnosis will be covered.

Prerequisite: BIO2280/2280Z.

BIO3050 Pathophysiology *4 semester hours*

This course surveys the principles and mechanisms of disease on the cellular and organismal levels. Topics include the immunologic, inflammatory, genetic, nutritional and neoplastic mechanisms of disease, and reviews the major diseases of each organ system.

Prerequisite: BIO2670/2670Z with a grade of “C” or higher.

BIO3100 Human Physiology *4 semester hours*

This course covers the fundamentals of human physiology from a homeostatic perspective, emphasizing the intrinsic and extrinsic control of body systems. Topics include membrane and neuronal physiology, fluid and acid-base balance, energy balance, and temperature control, as well as the physiology of the nervous, musculoskeletal, cardiac, immune, respiratory, urinary, digestive, endocrine and reproductive systems.

Prerequisites: BIO1210/1210Z; BIO2300/2300Z.

High Recommended: PHY2220; BIO/CHM3550.

BIO3150 Invertebrate Zoology *4 semester hours*

This course provides an in-depth survey of the protozoa and invertebrate animals. Topics include taxonomic classification, key characteristics, body systems, and evolutionary innovations of each invertebrate group studied, using a comparative approach. Laboratory will involve detailed observations of select invertebrates (with emphasis on identification and classification) through behavioral, microscopy, dissection, and field techniques.

Prerequisite: BIO2300/2300Z.

BIO3250 Vertebrate Zoology*4 semester hours*

This course provides an in-depth survey of the vertebrate animals beginning with fishes and ending with mammals. Emphasis will be placed on identification and evolution of vertebrates, comparative physiology, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes, using a comparative approach. Laboratory will involve detailed observations of select vertebrates through behavioral observation, microscopy, dissection and field techniques.

Prerequisite: BIO2300/2300Z.

BIO3260 Systematic Botany*4 semester hours*

This course will examine the morphology and anatomy of the vascular plants, with an emphasis on the characteristics of major families to aid in the diagnostic identification of plant taxa. Topics include a comprehensive overview of vascular plant phylogeny through various lines of taxonomic evidence (e.g., morphology, anatomy, embryology, chromosomes, palynology, secondary plant compounds, proteins and DNA), the history of plant classification and botanical nomenclature, and the interactions between humans and plants. Laboratory will involve detailed observations of plant morphology and anatomy, as well as field and herbarium methodologies.

Prerequisite: BIO2350/2350Z.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

BIO3270 Plant Physiology*4 semester hours*

This course will examine the functional and related structural aspects of vascular plants. Topics include transport and translocation of water and solutes; mineral nutrient requirements (including deficiency symptoms and availability from soil); biochemistry and metabolism of photosynthesis and respiration, plant regulators; and growth and development (with plant movements and responses to light and temperature). Laboratory will involve short- and long-term experiments in controlled conditions that explore physiological concepts.

Prerequisite: BIO2350/2350Z.

BIO3360 Biogerontology*4 semester hours*

This course provides an in-depth exploration of the biology of aging in humans and distinguishes pathophysiological conditions from "normal aging." Topics include theories of aging and how nutrition, exercise, stress, and social interaction affect aging. Students will have the opportunity to conduct service learning projects with older adults at long-term care facilities.

Prerequisites: BIO1060; BIO2650 or BIO2670/2670Z.

BIO3370 Conservation Biology*4 semester hours*

This course provides an introduction to conservation biology and conservation practice. Topics include the earth's biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. Laboratory experiences will provide opportunities to apply lecture material, and include both conservation management methods and fieldwork at local nature reserves to give students the opportunity for real-world application of conservation techniques.

Prerequisites: BIO2300/2300Z; BIO2350/2350Z.

Highly Recommended: BIO3510.

BIO3450 Advanced Cell Biology*4 semester hours*

This course examines the integration of structure and function of living things on the cellular level. Topics include cell physiology and energetics, molecular biology, and contemporary problems in cell biology, immunology, and developmental biology. Research methods and primary literature will be discussed.

Prerequisites: BIO2400; CHM1320/1320Z.

BIO3510 Ecology*4 semester hours*

This course provides an introduction to ecological principles and the interactions of organisms with their environment (living and non-living). Topics include climate, soils, aquatic and marine environments, an organism's relationship to its environment, population ecology, species interactions, community ecology, and ecosystem ecology. Laboratory exercises will reinforce lecture material and enhance ecological research methods and data analysis through conducting small-scale experiments and exploring the biodiversity in our region.

Prerequisite: BIO2300/2300Z or BIO2350/2350Z.

BIO3520 Animal Behavior*4 semester hours*

This course provides an introduction to the study of ethology, or animal behavior, with an emphasis on both the proximate and ultimate causes of behavior. Topics include genetic and hormonal influences on behavior, types of learning and cultural transmission, predation, foraging, habitat selection, mating systems and social interactions. Laboratory exercises will reinforce lecture materials and expose students to research methods and data analysis in the animal behavior field.

Prerequisites: BIO2300/2300Z; BIO2400.

BIO3530 Evolution*4 semester hours*

This course provides an introduction to evolutionary biology. Topics include the evidence for evolution, inferring evolutionary relationships, mechanisms of evolutionary change, population genetics, speciation and the history of life. Research methods and primary literature will be discussed, and students will use online molecular databases to make evolutionary inferences.

Prerequisite: BIO2400.

BIO3540 Biological Anthropology*4 semester hours*

This course provides an overview of the human species in the context of its evolutionary relationships with other primates, with emphasis on the interrelated realms of knowledge that shed light on leading hypotheses for human evolution, biology and behavior. Topics include evidence from the fossil record, molecular evolutionary trees, primatology, evolutionary biology, history of science, human biology, forensics and psychology. Scientific findings from these fields will be explored to understand our origins and contemporary issues in human biology, science and society.

Prerequisite: Junior standing.

BIO/CHM3550 Biochemistry*4 semester hours*

This course explores the properties of the four classes of macromolecules and chemical processes important to living organisms. Topics include the structure, properties, function and metabolism of proteins, carbohydrates, lipids and nucleic acids, emphasizing enzymology, bioenergetics and metabolic regulation. Research methods and primary literature will be discussed.

Prerequisite: CHM2420/2420Z with a grade of "C" or higher.

BIO3600 Molecular Biology*4 semester hours*

This course will provide a detailed study and analysis of molecular biological processes. Topics include DNA replication, transcription, and translation as well as the regulation of these processes. Laboratory experiences will enable in-depth examination of these topics, and provide opportunities to learn modern molecular biological techniques that play an important role in biological research (including DNA extraction, polymerase chain reaction, gel electrophoresis, molecular cloning, and DNA sequencing).

Prerequisite: BIO2400 with a grade of “C” or higher.

BIO/CHM3650 Instrumental Methods of Analysis*3 semester hours*

This course will provide the fundamentals of instrumental and classical methods of analysis. It will be an introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical and spectroscopic methods. Laboratory work combines classical and instrumental methods of analysis.

Prerequisites: BIO1210/1210Z; MTH1100; CHM1320/1320Z.

Co-requisite: Registration in CHM/BIO3650Z Instrumental Methods of Analysis Laboratory.

BIO/CHM3650Z Instrumental Methods of Analysis**Laboratory***1 semester hour*

This course addresses the basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry, and X-ray diffraction.

Co-requisite: Registration in BIO/CHM3650.

BIO/PSC/SOC3700 Politics of Global Health and Medicine*4 semester hours*

The course addresses the question of how social and political factors, such as race, nationality or social class, as well as governmental laws, regulations and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address (1) the determinants of disease and health inequalities between populations and over time; (2) how social and political factors influence medical knowledge, health care and medical care; and 3) what must be done to combat and prevent health inequalities in local, national and global contexts.

BIO3790 ACCA Affiliated Course*2–4 semester hours*

Aurora University in collaboration with the other Associated Colleges of the Chicago Area (ACCA), the Shedd Aquarium, and Morton Arboretum offers a range of courses, including lecture series, laboratory courses and field experiences which enrich our core curriculum. These will be offered as student interests and needs indicate.

Prerequisite: Consent of program chair.

BIO3820 Secondary Methods in Biology*4 semester hours*

This course presents techniques that are effective for teaching in the biology content area at the secondary level. Topics include lesson planning, science education standards, assessment, curriculum design, inquiry-based lessons and alternative-teaching strategies. This is usually the last course the student takes prior to student teaching, and includes a simultaneous practicum in addition to regular classroom hours.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200, EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

BIO3970 Research in Biology*1-4 semester hours*

This course is designed to provide students with the opportunity to do biological research that has the potential to be published in a peer-reviewed scientific journal and/or presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project, and attending weekly seminars with their supervising instructor on how to conduct scientific research. A maximum of two semester hours can be used toward graduation.

Prerequisite: Consent of instructor and program chair.

BIO4985 Senior Capstone in Health Sciences*2 semester hours*

This course examines problems and issues at the intersection of the health sciences and society. These problems will be explored through readings, writing, class discussion, group projects and presentations. Students will gather and analyze information from scientific journals, secondary sources and popular literature.

Prerequisite: Senior standing.

BIO4990 Senior Capstone in Biological Sciences*2 semester hours*

This course examines problems and issues at the intersection of the natural sciences and society. These problems will be explored through readings, writing, class discussion, group projects and presentations. Students will gather and analyze information from scientific journals, secondary sources and popular literature.

Prerequisite: Senior standing.

BUSINESS

BUS1020 Foundations of Management*4 semester hours*

This course is intended to be a comprehensive and up-to-date introduction to the fundamentals of management. The course introduces the student to the fundamental management issues of planning, organizing, leading, directing and controlling. The text and lectures will address the history of management, what organizations look for in managers, managerial roles, ethics, innovation and leadership. The course also explores decision making, organizational strategy, human resource management, communication, and business control methods and processes. The student will understand and evaluate quality control processes and customer service requirements that are so critical in today's competitive environment.

BUS2010 Legal Environment of Business*4 semester hours*

This course introduces students to the nature of the legal system in which society functions, including the Uniform Commercial Code, criminal law, litigation, basic business agreements, business entities, government regulation and other legal concepts applicable to the business field.

BUS3010 Dynamics of Leading Organizations *4 semester hours*

This course provides an analysis of the development of various leadership theories and the practice of leadership. Topics include leadership, motivation, groups and influence. The concept of transformational leadership, contrasted with transactional leadership, is stressed. Students analyze case examples from organizations, practice leadership roles in class and apply their knowledge in a course project.

Prerequisite: BUS1020.

BUS3250 Human Resource Management *4 semester hours*

This course is a detailed study of the theories, principles, and practices of employing, organizing and leading people. Emphasis is placed on recent research in communication, leadership and supervision, motivation, organizational behavior, appraisal, development, compensation, and other traditional functions of staff personnel and development departments.

Prerequisite: BUS1020.

BUS3280 Organizational Behavior *4 semester hours*

This course provides a study of the social and psychological factors that influence the management of groups and individuals in work settings. Topics include communication, leadership, decision-making, power, politics and job design.

Prerequisite: BUS1020.

BUS3500 International Business *4 semester hours*

This course is intended to be a comprehensive and up-to-date review of international business and its impact on world economies. The course is structured to provide the student with an overview of key global issues, the four international strategies and their global implications when dealing with international business, multinational organizations, multinational enterprise, and global operations.

Prerequisites: BUS1020; ECN2030; MKT2300; ACC 2020.

BUS3550 Operational Metrics *4 semester hours*

This course seeks to introduce students to the science of operations management with a particular emphasis on making quantitatively supported decisions that increase the firm's value to stakeholders. It is intended that students learn how to combine quantitative methods with management theory to make decisions that improve an organization's financial, production and product/service quality performance. Particular areas of focus in this course include project management, quantitative performance analysis, forecasting of sales cost and profit, linear programming to best define product mix, measurement of the effectiveness of the organization's quality initiatives, and means of planning and scheduling in the short and intermediate term. It is intended that students also be exposed to production factors that impact the efficiency of the organization such as the supply chain, reliability and maintenance, and the learning curve.

Prerequisite: MTH2320.

BUS3880 International Business Trip *2-4 semester hours*

This seminar focuses on differences between domestic and international business and the impact of the global economy on all business functions. Students will observe and experience divergent political, economic and social institutions between the U.S. and the country (or countries) visited.

Prerequisite: Determined by faculty sponsor.

BUS3940 Business Internship*4 semester hours*

Students will have the opportunity to embark on new business related experiential learning opportunities through the use of general elective business internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic business skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator, and faculty member.

Prerequisite: Determined by faculty sponsor.

BUS4200 Not-for-Profit Strategic Management*4 semester hours*

This course examines the theory and practice of strategic planning and management for organizations, including education, government, healthcare, public agencies, social services, volunteer and other not-for profit organizations. The overall objective of the course is to increase students' abilities as individuals and in groups to think, act and learn strategically. Students taking this course will learn specific knowledge and skills related to setting goals and creating plans in not-for-profit organizations and understand how that differs from for-profit organizations. The knowledge and skills will be applied to case studies, exercises and team projects integrating other business, political science, sociology and other discipline insight and skills in order to develop and implement strategies and action plans that meet a diverse group of stakeholder needs. The linkage between plans and measurable performance, financial and operational, will be studied. They will also have the ability to analyze and evaluate the performance of people responsible for strategic decisions.

Prerequisite: BUS1020.

BUS4230 Operations Management*4 semester hours*

Recent developments in both manufacturing and service industries have emphasized the importance of operations excellence in achieving and maintaining competitive advantage. This course strikes a balance between the qualitative (behavioral) aspects of operations management and the increasingly important quantitative or technological aspects. The course considers important advances in project management, designing lean manufacturing operating systems, managing the supply chain, and ensuring quality.

Prerequisites: BUS1020; MTH2320.

BUS4440 Entrepreneurship and Small Business*4 semester hours*

This course is designed to instruct students on how to formulate, plan and implement a new venture or manage a small family business. The course is divided into three sections. First, the course studies the critical role and attributes of entrepreneurs. Second, the entrepreneurial process of creating new ventures is addressed. Topics include evaluating opportunities, writing business plans and alternative sources of financing. Third, attention is paid to managing the new venture or small family business during growth, early operations and expansion. Specific topics include entrepreneurial financing, negotiation, time management and succession planning.

Prerequisite: BUS1020.

BUS4990 Strategy and Business Planning*4 semester hours*

This is a capstone course for those majoring in business administration. In the course, students test and further develop both knowledge and skills by being cast in the role of top executives for a major company. In that role, students must ana-

lyze the industry in which they are operating and develop an implementable and winning strategy for the company they represent. It is a highly challenging semester-long project, and requires students to deal with a complicated real-world situation. Students work in cross-functional teams of three or four members each, draw on the range of knowledge they have accumulated, and use major analytical and quantitative tools they have developed. At the conclusion of the semester, students present detailed reports of their findings and recommendations. In addition to thorough written reports, students make formal presentations as if they were presenting to senior management.

Prerequisites: MKT2300; BUS1020; FIN3400.

CHEMISTRY

CHM1200 Principles of Chemistry

3 semester hours

This one-term course for non-majors covers the basics of general, inorganic and organic chemistry as they relate to health sciences. Topics covered include atomic structure, chemical bonding, radioactivity, behavior of gases and solutions, acid and bases, hydrocarbons, functional groups and important biological molecules.

Prerequisite: Completion of or concurrent registration in MTH1100.

Co-requisite: Concurrent registration in CHM1200Z.

CHM1200Z Principles of Chemistry Lab

1 semester hour

Laboratory activities provide integration of experimental techniques and applications of concepts learned in CHM1200. Lab reports are required.

Co-requisite: Concurrent registration in CHM1200.

CHM1310 General Chemistry I

3 semester hours

Fundamental principles of chemistry are covered in this course. Topics include atoms and molecules, nomenclature, stoichiometry, atomic structure and the periodic table, chemical bonding and geometry, and thermochemistry.

Prerequisite: Completion of or concurrent registration in MTH1100.

Co-requisite: Concurrent registration in CHM1310Z.

CHM1310Z General Chemistry I Laboratory

1 semester hour

This course introduces students to basic principles of experimental general chemistry: aqueous reaction chemistry, mass composition, solid state chemistry, ionic and covalent compounds and their reactions, stoichiometric reactions, and molecular structure. Compounds will be analyzed and characterized. Lab reports are required.

Co-requisite: Concurrent registration in CHM1310.

CHM1320 General Chemistry II

3 semester hours

This course is a continuation of General Chemistry I. Topics include chemical equilibria, acid-base equilibria, solubility, reaction rates, electrochemistry, and spontaneity of reactions.

Prerequisites: CHM1310 and CHM1310 Z with a grade of "C" or higher.

Co-requisite: Concurrent registration in CHM1320Z.

CHM1320Z General Chemistry II Laboratory *1 semester hour*

The course introduces students to fundamental concepts, such as acid-base chemistry (pH and titrations), thermodynamics, electrochemistry, and crystallography. Includes characterization of compounds. Lab reports are required.

Co-requisite: Concurrent registration in CHM1320.

CHM2410 Organic Chemistry I *3 semester hours*

This course addresses the fundamental principles of organic chemistry, including nomenclature, molecular structure, stereochemistry, physical and chemical properties. Emphasis on chemical bonding and mechanistic studies.

Prerequisites: CHM1320 and CHM1320Z with a grade of "C" or higher.

Co-requisite: Concurrent registration in CHM2410Z.

CHM2410Z Organic Chemistry I Lab *1 semester hour*

Laboratory activities will provide integration of experimental techniques, such as extraction, chromatography, isolation of natural compounds, and applications of concepts learned in CHM 2410. Lab reports will be required.

Co-requisite: Concurrent registration in CHM2410.

CHM2420 Organic Chemistry II *3 semester hours*

This course is a continuation of Organic Chemistry I. Topics include properties and reactions of aromatics, amines, and carbonyl compounds with emphasis on product synthesis and strategies. Introduction to spectroscopy.

Prerequisites: CHM2410 and CHM2410Z with a grade of "C" or higher.

Co-requisite: Concurrent registration in CHM2420Z.

CHM2420Z Organic Chemistry II Lab *1 semester hour*

Laboratory activities will provide integration of experimental techniques and applications of concepts learned in CHM2420. Introduction to spectroscopy and characterization of compounds. Lab reports will be required.

Co-requisite: Concurrent registration in CHM2420.

CHM2450 Analytical Chemistry *3 semester hours*

This course is a review of chemical equilibria, gravimetric analysis, acids, bases, and volumetric analysis, statistics in chemical analysis, molecular and atomic spectroscopy, and electroanalytical methods of analysis.

Prerequisites: CHM1320 and CHM1320Z with a grade of "C" or higher.

Co-requisite: CHM2450Z.

CHM2450Z Analytical Chemistry Laboratory *1 semester hour*

Laboratory emphasizes the experimental techniques (e.g., elemental analyses, spectroscopy) discussed in lecture. Lab reports will be required.

Co-requisite: Concurrent registration in CHM2450.

CHM/BIO3650 Instrumental Methods of Analysis *3 semester hours*

This course addresses the fundamentals of instrumental and classical methods of analysis. Introduction to biological and chemical sample preparation, separation techniques, volumetric, electrochemical and spectroscopic methods.

Prerequisites: BIO1210; BIO1210Z; MTH1100; CHM1320; CHM1320Z.

Co-requisite: Concurrent registration in CHM/BIO3650Z.

CHM/BIO3650Z Instrumental Methods of Analysis**Laboratory***1 semester hour*

Basic principles of instrumental analysis, including infrared spectroscopy, elemental analysis, potentiometry and X-ray diffraction.

Co-requisite: Concurrent registration in CHM/BIO 3650.

BIO/CHM3550 Biochemistry*4 semester hours*

This course explores the properties of the four classes of macromolecules and chemical processes important to living organisms. Topics include the structure, properties, function and metabolism of proteins, carbohydrates, lipids and nucleic acids, emphasizing enzymology, bioenergetics and metabolic regulation. Research methods and primary literature will be discussed. (Spring even years)

Prerequisites: CHM2420/2420Z with a grade of "C" or higher.

CHM3570 The Inorganic Chemistry of Materials*3 semester hours*

This course addresses the basic principles of inorganic chemistry. Topics include descriptive inorganic chemistry, structure and bonding, transition metal coordination chemistry, reaction mechanisms, solid state chemistry, electron transfer processes and aqueous reaction chemistry. The laboratory emphasizes synthetic, structural and spectroscopic properties of inorganic compounds.

Prerequisites: CHM1320 and CHM 1320Z with a grade of "C" or higher.

Co-requisite: Concurrent registration in CHM3570Z.

CHM3570Z Inorganic Chemistry of Materials Laboratory*1 semester hour*

Experimental Inorganic and Solid State Chemistry are explored. Existing inorganic compounds are targeted via traditional synthetic means (e.g., high temperature and aqueous reaction chemistry) and less common means (e.g., solvothermal reaction chemistry). In addition, students explore electrochemistry, coordination chemistry, organometallic chemistry, and the chemistry of microporous materials. Synthetic products are characterized primarily with powder X-ray diffraction. Laboratory reports are required.

Co-requisite: Concurrent registration in CHM3570.

CHM3790 ACCA Affiliated Course*2 semester hours*

In-depth lecture series offered by the Associated Colleges of the Chicago Area (ACCA) in areas of contemporary applications to chemistry.

Prerequisite: Consent of program chair.

COMMUNICATION

COM1550 Professional Communication*4 semester hours*

Students learn principles for effective written and oral communication in professional settings, with significant in-class presentation and out-of-class topical research. Students analyze the needs of divergent audiences and craft messages using technology tools and media appropriate for effective professional communication. The course focuses on the structure and effective delivery of ideas, use of language, supporting evidence, reasoning and emotional appeals, diction, pronunciation and nonverbal communication, and listening. Topics include making effective informative and persuasive presentations, communication ethics, organizational and workplace diversity, interviewing, and conflict management.

COM2150 Human Relationships and Interaction*4 semester hours*

Students will explore the nature of human relationships and interactions in interpersonal and group contexts. Special emphasis will be placed on the impact of communication in the personal, social and organizational relationships of individuals and on society at large. This course will provide an overview of the communication, psychological, and sociological literatures and theories that have been important in understanding how humans communicate with one another.

COM2200 Writing for Communication*4 semester hours*

In this course students will learn the basics of writing for communication contexts (as opposed to academic), including journalism, public relations, broadcast, and online and social media environments. Interviewing techniques, writing leads, Associated Press style, and basic editing will be covered. This course will prepare students for more advanced courses in public relations, journalistic and broadcast writing.

COM2240 Public Relations*4 semester hours*

This course will detail the ideas, skills and principles that underlie the public relations craft. Students will study the role and contributions of public relations practitioners in contemporary society; learn about potential legal and ethical aspects of the practice of public relations; study the communications process and how persuasion is used to shape public attitudes, beliefs and behaviors; and learn how to develop a strategic communication plan to achieve specific goals and objectives. The class will also introduce students to specialized practice areas within the public relations field, such as business and industry, government, non-profits and associations, and health care.

COM2250 Advertising*4 semester hours*

Advertising is a creative communications process between messenger and consumer. This course offers an overview of advertising trends and developments in the U.S. and around the world. Students will study current and emerging advertising issues. This course studies the research foundation and methods used in creating advertising for print, broadcast and online media. Topics include history, ethics, social dynamics, economic implications for society and the global spread of advertising.

COM2300 The Art of Film*4 semester hours*

This is survey course outlining some of the principle theories and aesthetic techniques associated with American feature films from their inception at the end of the 19th century to present-day blockbusters. Evaluation of the “art” of film will be combined with a focus on the historical, social, industrial and legislative contexts of the times in which the films appeared.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

COM2850 Visual Communication*4 semester hours*

This course is an introduction to the methods of analyzing and creating visual imagery. Students will also explore the role that visual imagery plays in constructing individual identity and societal ideologies. Special attention is given to modern visual media forms, such as contemporary art, advertising and comic books. Students will also gain skills in digital imaging, web development, and audio and video production through several media design projects. The class includes thorough practice with several widely used software applications. This

is a useful course for students in all disciplines, many of whom will be expected to be competent with the basics of digital multimedia production in their careers. *Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).*

COM3000 Navigating Organizations *4 semester hours*

This course will provide students with a solid grounding in the theories, principles, and strategies of organizations and group communication as it is applied in diverse contexts. Students will gain familiarity with relevant research and applications as well as the practical strategies and techniques of working in organizational and group contexts and will participate in coursework that relates to a wide variety of real-life communication situations and settings.

Prerequisite: COM1550 or ENG1000.

COM3140 Multimedia Journalism *4 semester hours*

This course emphasizes newsgathering, writing and media production skills for print, broadcast and online media. Students will learn by writing and producing news and feature stories, podcasts and video news pieces, which may be selected for publication on the campus digital media outlet. How journalism functions in a democratic society as well as ethical and legal issues in journalism will also be covered.

Prerequisite: COM2200.

COM3200 Persuasion and Consumer Culture *4 semester hours*

This course explores theoretical and applied approaches to the ways attitudes are formed and changed, the relationship between attitudes and behavior, and how messages transmitted personally and through the mass media are shaped to influence attitudes and behavior. Students will critically examine media theories and practices from diverse ethical, economic and political perspectives to further appreciate the relationship between media messages and society. Students will also study the rhetoric of persuasion established by Aristotle, which is foundational to our modern persuasive practices and applications in areas, such as public address, politics, propaganda, advertising and public relations.

Prerequisite: COM1550.

COM3245 Strategic Writing and Production *4 semester hours*

This course emphasizes the importance of writing in public relations, advertising and media relations. Informative and persuasive methods include news releases, backgrounders, speech writing, employee publications, annual reports, news conferences, multimedia, public service announcements, and oral presentations to a variety of audiences.

Prerequisites: COM2240; COM2250; COM3240; MKT2300 or instructor approval.

COM3250 Digital Design *4 semester hours*

An introduction to the practice and principles of graphic design for print and electronic media. This lab-based course covers the basics of typography and layout, as well as the technologies and techniques of interactive media production. Students will use modern digital imaging and publication software to create effective informational and promotional materials.

Prerequisite: COM2850 or instructor approval.

COM3310 Media Criticism*4 semester hours*

An introduction to theoretical approaches and practices used to analyze the content, structure and context of media in society. Students will explore factors shaping modern media texts, including politics, economics, technology and cultural traditions. The course will examine a wide spectrum of traditions, theories, and debates central to the field (including Marxism, political economy, semiotics, psychoanalysis, reception, feminism, critical race theory and postmodernism) in relation to a range of media texts (radio, film, television, popular music, print, advertising, music videos, sports and the Internet).

Prerequisite: COM1550 or instructor approval.

COM3350 Interactive Media*4 semester hours*

This course is an introduction to the design and use of interactive media. Students will explore the creation of narrative using digital programs and will analyze the communication process used in online digital formats. Additionally, students will discover effective use of message design. Activities in this course will focus on the creation of narratives, websites and virtual environments. Students will also gain skills in advanced digital design.

Prerequisite: COM2850 or instructor approval.

COM3410 Survey of European Film*4 semester hours*

This course will examine the rich legacy of European cinema. Special attention will be paid to the interaction between the political and social history of Europe and the impact on its national cinemas. Topics covered will include the origins of European cinema, German Expressionism, Soviet Montage, French film between the wars, Italian Neorealism, Post-World War II Polish and Swedish cinema, the French New Wave and contemporary transnational film. This course examines the aesthetics of European film as well as its industrial history.

Prerequisite: COM2300 or instructor approval.

COM3420 Survey of Non-Western Film*4 semester hours*

This course will be an overview of the aesthetics, history, and industrial origins of non-Western cinema. Special attention will be paid to the cultural and national cinemas of Japan, Korea, China, India, Iran and sub-Saharan Africa. This course will investigate the differences in storytelling in western and non-western forms of filmmaking.

Prerequisite: COM2300 or instructor approval.

COM3500 Intercultural Communication*4 semester hours*

The course focuses on effective communication of ideas, theories, and practices in a diverse, multicultural world. Differences in perception, worldviews and values will be explored, and both verbal and nonverbal messages will be examined. The course will encourage the discovery and analyses of experiences that occur when people from different cultures communicate different ideas, feelings and information.

Prerequisite: COM1550 or ENG1000.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

COM3700 Broadcast Media Production*4 semester hours*

Students will learn the fundamentals of broadcast journalism and live multimedia production. A primary topic of the course is non-fiction storytelling, and students will engage in hosting and interviewing, as well as producing and directing news-style radio and video content. After completing a series of individual and

collaborative writing and reporting projects, students will participate in the planning and production of an episodic news program. The course also features an introduction to the genre of documentary film as a primer to the techniques of multimedia news writing and editing.

Prerequisite: COM2200 or instructor approval.

COM3710 Screenwriting and Cinema Production *4 semester hours*

This course is built around the production of narrative cinematic films, with an emphasis on the integration of audiovisual elements with story components and character development. Students will gain extensive practice in screenwriting, digital cinematography and editing through the production of several individual and collaborative film projects. Students are involved in all stages of the film production process, from conception and scripting to shooting and editing. This class will also delve into areas, such as video technology, lighting and staging. The course culminates in the production of a comprehensive narrative short film.

Prerequisite: COM2850 or COM2300 or instructor approval.

COM3810 Special Topics in Communication *4 semester hours*

This is a periodic course reflecting faculty research interests. Students may repeat the course on a different special topic for a maximum of 12 semester hours.

Prerequisites: Will vary with special topic. May require instructor approval.

COM4100 Communication Research *4 semester hours*

This course guides students in the methods of inquiry found in the communication and media studies research literature. These methods include experiments, surveys, textual analysis and participant observations/ethnographies. The course examines the underlying philosophical assumptions associated with these methodologies as well as their unique strengths and limitations. Students' conceptual understanding of these methodologies and their ability to become critical consumers of research findings are the major objectives of the course.

Prerequisite: COM3200 or instructor approval.

COM4240 Strategic Campaigns *4 semester hours*

Students apply strategies and techniques to create a communications campaign for real clients. In the process, students engage in audience analysis, budget preparation, and development of a strategic plan for corporate, nonprofit, association and/or government clients. This course also explores career opportunities.

Prerequisites: COM3240; MKT3350 or instructor approval.

COM4940 Communication Internship *4 semester hours*

The purpose of the Communication Studies Internship is to enable Aurora University students to acquire work experiences in the communication professional's business world. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment. Students may repeat this course involving a different internship experience for a maximum of 12 semester hours.

Prerequisites: Major in communication or media studies or minors in speech communication, strategic communication, graphic design, multimedia journalism or film studies. Must meet university requirements of at least junior-level standing. Students must seek advance approval from a communication faculty mentor prior to registering for the communication internship.

COM4990 Communication Project Management *4 semester hours*

Using a holistic approach, this course is designed to provide communication students with an understanding of what is necessary for successful communication project management. Students are introduced to all phases of the project management process, including planning, scheduling, organizing and controlling projects. The course includes major topics of strategy, priorities, organization, project tools and leadership. Students will gain experience in project management through the completion of an individual communication project plan.

Prerequisites: Senior-level standing or instructor approval. Students must be enrolled in the Adult Degree Completion Program to be eligible to enroll in this course.

COM4992 Communication Project Planning *2 semester hours*

Students will complete the initial phases of planning and coordination of their own individual senior project. This course centers on project planning and development and includes student-led discussions of the issues and research indicative of their selected areas of study. The course also guides students through the first stages of career or graduate study preparation.

Prerequisites: Senior-level standing and COM3200.

COM4994 Communication Project Implementation *2 semester hours*

Students will complete individual senior projects planned in COM4992 that will demonstrate their ability to integrate theoretical and practical aspects of their chosen area of study. The focus of this is the management and implementation of communication projects. Students will be required to demonstrate effective time management, problem-solving skills, and interpersonal leadership in order to orchestrate a significant, self-directed communication project.

Prerequisites: Senior-level standing and COM4992.

COM4996 Media Production Seminar *2 semester hours*

This course constitutes the first half of the senior year experience for communication and media studies majors. Students will begin their residency as a member of the university's digital media outlet, completing reporting, writing, design and multimedia production assignments.

Prerequisites: Senior-level standing and COM3200.

COM4998 Media Production Management *2 semester hours*

Students in the course will also complete their digital media residency begun in COM4996, serving in leadership roles as editors and producers of news content. In addition, the course continues the students' career planning process, through the production of a comprehensive learning portfolio.

Prerequisites: Senior-level standing and COM4996.

COMMUNICATION SCIENCES & DISORDERS

CSD1000 Introduction to American Sign Language *4 semester hours*

This course provides an introduction to American Sign Language (ASL), including ASL sign vocabulary and grammatical structures. Deaf culture is also explored, including an introduction to the deaf community, history of deaf education programs, and legislation impacting the deaf community.

CSD1100 Introduction to Health Communication Sciences *4 semester hours*

This course provides an orientation and investigation of how the fields related to communication, speech, and auditory processes are studied scientifically as well as how they interrelate to other areas in the health sciences. Issues related to the definition of disorders and differences in these fields for both children and adults are discussed.

CSD2100 Phonetics *4 semester hours*

Theories of acquisition and development, phoneme classification and factors affecting phonological systems are addressed, as well as dialect variations and language differences. Development of proficiency in phonetic transcription is emphasized.

CSD3100 Speech Language Development *4 semester hours*

Normal spoken and written language development is addressed, including biological bases, learning of phonology, semantics, syntax, morphology and pragmatics, and cultural and individual diversity in language development. Major issues/theories of speech and language development impacting the evaluation and treatment of children and adults with speech and language variations or disorders are considered.

Prerequisite: CSD1100.

CSD3200 Communication and Language Disorders *4 semester hours*

This course is an introduction to the speech, language, and hearing problems of children and adults. Identification and understanding of different types of communication disorders, making appropriate referrals, assessment, and a general orientation to the field of speech-language pathology and audiology is provided. Twenty hours of observation in the field is required.

Prerequisite: CSD1100.

CSD3250 Introduction to Audiology *4 semester hours*

This course provides an introduction to normal auditory processing, anatomy and physiology of the auditory system, and identification of the deaf or hard of hearing. Etiologies and pathologies of hearing impairment are presented. Basic testing techniques of pure tone and speech audiometry are taught.

Prerequisite: CSD1100.

CSD3300 Phonological and Articulatory Disorders *4 semester hours*

This course provides an investigation of typical speech sound learning and how atypical phonological and articulatory patterns manifest themselves. Treatment of these disorders and differences are also studied, with a focus on data collection and analysis. Additionally, issues related to swallowing disorders (dysphagia) are also discussed.

Prerequisite: CSD2100.

CSD3400 Anatomy, Physiology and Science of Hearing and Speech *4 semester hours*

This course involves anatomy, physiology, and science of speech study, including the structure, function, and neurology of the mechanisms of respiration, phonation, articulation, and resonance. This course examines the multidisciplinary nature of speech communication by applying principles from physics, biology, and psychology to speech; also includes the physiology and evolution of speech.

Prerequisite: BIO2670.

CSD3450 Speech, Language and the Brain *4 semester hours*

This course investigates how information from the periphery mechanisms for communication, speech, and hearing are manifested in the brain, including visual and auditory encoding/perception, attention, memory, and executive functioning/expression. Research pertaining to the normal functioning of the brain for communication systems is contrasted with research for communication disorders. Scientific vehicles for this study, including neuroimaging approaches, are discussed.

Prerequisite: CSD3400.

CSD3810 Special Topics in Communication Sciences and Disorders *4 semester hours*

Periodic course reflecting faculty research interests.

Prerequisite: Will vary with special topic. Instructor approval required.

CSD4700 CSD Clinical I *4 semester hours*

Prerequisites: Junior-level standing and instructor approval.

CSD4710 CSD Clinical II *4 semester hours*

Prerequisite: CSD4700.

CSD/NUR4780 Ethical, Cultural and Policy Considerations *4 semester hours*

See NUR4780 for course description.

Prerequisites: For CSD, senior-level standing; RN students only; all NUR3000-level courses; NUR4060.

COMPUTER SCIENCE

CSC1010 Introduction to Computer Science *4 semester hours*

This course is an introduction to computer science and the fundamentals of human computer interaction. Technological topics include hardware components and their function, software, databases, the Internet and Intranets. Current sociological computing issues will be discussed, along with emerging technologies and their current and future impact on society. Programming in Visual Basic or VBA will be introduced.

CSC1700 Introduction to Computer Programming *4 semester hours*

This course provides an introduction to computer programming, with a focus on object-oriented program design and development. Topics include basic logic structures, looping, one and two-dimensional arrays, basic I/O, and an introduction to object-oriented design. Extensive programming is required.

Prerequisite: Completion or concurrent enrollment in MTH1100 or higher.

CSC2200 Web Application Development *4 semester hours*

This course is an introduction to web-based software development focusing on client-side web technologies to build dynamic and robust websites. Topics include HTTP protocols, PHP, HTML, CSS, JavaScript and AJAX. Programming is required.

CSC2300 Computer Architecture

4 semester hours

This course covers the mechanics of information transfer and representation between system components. Topics include addressing modes, CPU organization, ALU, bus structures, data organization, interrupts, input/output and instruction sets.

CSC2400 C++ for Java Developers

4 semester hours

This course is an introduction to the C++ programming language for Java developers. Emphasis will be on basic syntactical differences between C++ and Java, along with the challenges of implementing C++ in an object-oriented paradigm. Additionally, major language differences, such as the use of pointers, copy constructors, virtual functions, and the application of destructors to avoid memory leaks, will be discussed and practiced through various programming exercises.

Prerequisite: CSC1700.

CSC2550 Network Communications

4 semester hours

This course is an introduction to computer networking and data communications. Topics include various network types, TCP/IP protocols, data transmission techniques, network security, wireless and mobile networks, and network topologies.

Prerequisite: CSC2300.

CSC2650 Data Structures and Algorithms

4 semester hours

This course is a continuation of CSC1700, with a focus on advanced data structures: stacks, queues, priority queues, lists, binary trees, and hash maps. Advanced coding practices, algorithm design, recursive functions, and sorting and searching techniques are studied and utilized in various programming projects. Program design is introduced utilizing modeling tools, such as UML. Extensive programming is required.

Prerequisite: CSC1700.

CSC3100 Operating Systems

4 semester hours

This is an advanced course on operating system design and implementation. Utilizing Java, the concepts of process and memory management are explored in connection with multithreading. Additional topics include kernels, semaphores, mutual exclusion, deadlocks, access control, scheduling and message passing. Programming is required.

Prerequisites: CSC2300; CSC2650.

CSC3200 Unix/Linux Administration

4 semester hours

This is an advanced course on administering Unix and Linux systems. Students will be required to configure and use a Linux computer throughout the course. Topics include command line manipulation, shell programming, process scheduling, user administration and package management. Lab and programming required.

Prerequisites: CSC1700; CSC3100.

CSC3400 Computer Security

4 semester hours

This course is an introduction to the core principles of computer security. Topics include network security, database security, security auditing, data encryption, operating system security, vulnerabilities, user authentication, access control, malicious software, secure software development techniques, firewalls and intrusion detection, site security, legal and ethical security issues, and risk management.

Prerequisite: CSC2550.

CSC3610 Advanced Programming*4 semester hours*

This course is a continuation of CSC2650, with a focus on advanced object-oriented programming techniques, including event-driven programming and advanced graphical user interfaces. Topics include encapsulation, polymorphism, persistence, layers of abstraction, inheritance, and intensive discussion on overall program design and efficiency.

Prerequisite: CSC2650.

CSC3700 Advanced Web Application Development*4 semester hours*

This course is a continuation of CSC2200, with a focus on server-side web technologies on the Java EE platform. Web-based applications will be built in a team-based environment utilizing current standards and source control (SVN). Topics include JSP, JDBC, JSTL, XML, Apache Web Server, ANT, JUnit, system load testing, data persistence, server configuration, and application deployment on multiple OS types. Extensive programming is required.

Prerequisite: CSC2200.

CSC3800 Artificial Intelligence*4 semester hours*

This course is an introduction to basic neural nets, expert systems and intelligent agent algorithms. Additional topics include logic programming, heuristic search strategies, pattern recognition, and natural language processing. Programming required.

Prerequisite: CSC2650.

CSC3810, CSC4810 Selected Topic*1-4 semester hours*

Various topics chosen to supplement the curriculum.

Prerequisite: Topic specific.

CSC3850 Introduction to Robotics*4 semester hours*

This course introduces students to fundamental concepts in autonomous, mobile robotics. Robot behaviors are programmed. Lab and programming required.

Prerequisites: CSC2650; MTH3270.

CSC3830, CSC4830 Directed Study*1-4 semester hours*

This course involves independent work on a project supervised by a faculty member in the program.

Prerequisite: Consent of instructor.

CSC4100 Systems Analysis and Design*4 semester hours*

This course is an introduction to information analysis and logical design and specification of various system types. Methods, techniques, and tools to design large-scale software applications are utilized to analyze, critique, and build systems. Discussion will include hardware constraints and specifications required to support various software applications and methods to determine and maintain system integrity.

Prerequisites: CSC2300; CSC2650; CSC3400.

CSC4210 Introduction to Mobile Application Development*4 semester hours*

This course provides the student with the foundation necessary to build mobile applications. This course is intended for students that have experience with object-oriented programming. Lab and programming required.

Prerequisite: CSC3610.

CSC4350 Software Engineering*4 semester hours*

This course is an introduction to software engineering concepts and the role of project management, in conjunction with advanced object-oriented programming techniques. The course will provide an in-depth look at architectural design, application modeling, time and risk management, unit and user testing, proper use of inheritance and encapsulation, and discussions on aspects of code quality, design, and efficiency.

Prerequisite: CSC3610.

CSC4500 Database Design and Implementation*4 semester hours*

This course will address the design and implementation of relational databases in conjunction with Java-based applications. Emphasis will be on data-modeling techniques, such as ER modeling, database normalization and optimization, relational algebra, SQL, functional dependency, security, stored procedures, and transaction management. Projects will include the design of a complete database with basic application interaction.

Prerequisite: MTH3270.

CSC4940 Computer Science Internship*1-4 semester hours*

Prerequisite: Consent of Instructor. Course repeatable up to four total hours.

CSC4990 Computer Science Capstone*4 semester hours*

This course involves a team-based design and development of a large-scale application from conception to deployment. The team will function as a complete software development group; beginning with requirements gathering from external users, to modeling and architecting the application, to implementation, and concluding with user acceptance testing. The course is based on the culmination of knowledge and skills of the students, in an effort to simulate a real-world application development scenario.

Prerequisites: CSC4350; CSC4500; senior standing.

CRIMINAL JUSTICE

CRJ1010 Introduction to Criminal Justice System*4 semester hours*

This course explores the administration of criminal justice in the U.S. with a general overview of the total system. Students will explore the role of the police, criminal courts and corrections while learning about the increasing number of careers available within criminal justice. Students also will be expected to conduct “field experiences” of their choice in order to better explore the broad field and multi-disciplinary nature of criminal justice.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

CRJ2150 Correctional Services*4 semester hours*

This course examines the role of corrections (i.e., jails, probation, intermediate sanctions, prisons and parole) in the criminal justice system. Topics include operations and management issues of correctional institutions: custody and discipline; recidivism; alternatives to incarceration; treatment; rehabilitation and reentry of offenders; capital punishment; and current and future trends in corrections. The completion of “field experiences” outside the classroom will be expected as a means to enhance and apply course material.

Prerequisite: CRJ1010.

CRJ2210 Courts and Justice*4 semester hours*

Structures and legal concepts underlying the American criminal court process are the focus of this course, including theoretical framework and functional and dysfunctional aspects of courts of limited and general jurisdiction. Students will be expected to observe at least four hours of a trial at a local criminal court. (Every other year)

Prerequisite: CRJ1010.

CRJ/SOC2300 Criminology*4 semester hours*

This course provides an introduction to theories of criminal causation/control and a general overview of the history and development of both criminology and criminality. Additional areas of study include the criminological enterprise, with attention to crime, criminals, victims and punishment, and special emphasis on understanding the social meaning of crime.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

CRJ2310 Juvenile Justice*4 semester hours*

This course examines ideas and practices unique to the juvenile justice system, including differences based on established values and laws. Basic development concepts of delinquency are related to methods of delinquency control and roles of peace officers, court personnel and correctional staff in the juvenile justice system. Aspects of cultural values that exist in American society and their relationship to school delinquency and disorder are emphasized.

Prerequisite: CRJ1010.

CRJ2400 Principles of Emergency Management*4 semester hours*

This course examines the historical context of emergency management to the present day evolution into the world of homeland security. Focus is on the disciplines of the emergency management process: mitigation, preparedness, communications, response and recovery. Students will be provided with a background in international emergency management policies and challenged to develop their own ideas about the future of emergency management in America.

CRJ2420 Criminal Law*4 semester hours*

The course provides students with an understanding in the substantive criminal law. Topics include the general principles of criminal liability, such as the elements of actus reus and mens rea; justifications and excuses; vicarious liability and inchoate crimes; and specific analysis of crimes against persons, property and public order. As part of a "field experience," students will be expected to observe a criminal court proceeding or similar experience.

Prerequisite: CRJ1010.

CRJ2500 Policing America*4 semester hours*

This course examines the policing occupation as it has evolved in the U.S. Traditional law enforcement practices will be compared with contemporary policing and the uses of modern technology. Contemporary topics include spatial crime analysis, directed patrol, profiling, terrorism, misuse of force, problem solving, intelligence-led policing and community building. Students will be expected to conduct "field experiences" outside of the classroom that may be completed individually or within groups.

Prerequisite: CRJ1010.

CRJ3010 International Crime and Justice*4 semester hours*

This course examines the conception of law and justice in Western and Eastern societies, including the cultural foundations of legal systems and how these legal systems are sometimes used as instruments of cultural and social change. Interpretations of ideological and developmental differences and similarities are utilized to identify differences and similarities among legal systems. Patterns in laws, crimes, corrections and law enforcement practices of selected Western and Eastern societies are also identified.

CRJ3100 Security Leadership*4 semester hours*

This course is about effective leadership in the workplace, specifically as it relates to private security. We will discuss and contrast the relationships between private protection services and public law enforcement. A crime prevention model will be developed and used to shape our analysis of the justice system as it relates to both public and private policing. Students will become acquainted with basic principles of security, loss prevention and situational crime prevention that are common and fundamental to all areas of business and assets protection. In addition, concepts underlining situational crime prevention will be discussed with references to contemporary theory and research findings.

Prerequisite: CRJ1010.

CRJ3150 Probation and Parole*4 semester hours*

This course centers on the organization and operation of probation and parole systems in the U.S., including history, law, ideologies, varieties of practice, evaluation, contemporary issues, and future trends in probation and parole. The response of these agencies to public pressures and court regulation is also examined, along with implications for rehabilitation.

Prerequisite: CRJ1010.

CRJ/PSC3180 Constitutional Law and the Judicial System*4 semester hours*

Cross-listed with PSC3180. For description see PSC3180.

Prerequisite: PSC2110.

CRJ3200 Homeland Security*4 semester hours*

The focus of this course is the complex and ever-changing nature of homeland security in America. The development of the present system of the protection of our homeland is explored by examining the history of security threats to our nation. Students will learn about how the beginning of the Cold War period shaped America's policies in the Korean War, the Cuban Missile Crisis and in Vietnam. The progressive nature of domestic and international terrorism that culminated in the single largest attack by a foreign enemy on American soil will be explained. In addition, the effect of natural disasters that impact our homeland security priorities will be identified.

Prerequisite: CRJ1010.

CRJ3300 Criminal Investigation*4 semester hours*

This course focuses on proper ways to examine crime scenes and collect a wide variety of physical evidence that may be encountered at crime scenes. In addition to the collection and preservation of evidence, this course will emphasize increased use of science and technology to solve crimes. Additional topics include the pragmatic aspects of using evidence to achieve the single goal of delivering justice in a fair and impartial manner.

Prerequisite: CRJ1010.

CRJ3310 Forensic Science*4 semester hours*

Forensic science, simply defined, is the application of science to the law. It involves the collection, examination, evaluation, and interpretation of evidence. This course is intended to introduce students to the fundamental principles of forensic science and its application to the American justice system. Students are taught to evaluate the use of biological, chemical and behavioral sciences by our justice system while gaining a basic understanding of the capabilities and limitations of the application of forensic science to the law.

CRJ3350 Terrorism and Counterterrorism*4 semester hours*

This course attempts to explain why terrorists “do what they do” by exploring the history of terrorism and shedding light on likely future scenarios. By design, the emphasis is on key historical themes rather than abstract theory. Related topics include international terrorism, religiously motivated terrorism, suicidal terrorism and how the media is used to shape public opinions about terrorist acts.

CRJ3400 Criminal Evidence and Procedure*4 semester hours*

This course analyzes the concept of evidence and rules governing its admissibility. New technologies impacting constitutional rights will be explored. Additional topics include theoretical and pragmatic considerations of substantive and procedural laws affecting arrest, search and seizure.

Prerequisites: CRJ1010; CRJ2420.

CRJ3500 Organized Crime*4 semester hours*

This course examines the different organized criminal elements in American society, including crimes committed by corporations, governments, political groups, white-collar workers and syndicates. The economic effect of these violations on society is explored, as well as law enforcement efforts to minimize that effect.

CRJ3550 Cyber Crime Investigations*4 semester hours*

This course explores how a “networked” world has bred new crimes and new responses. It investigates how information and communication technology (ICT) has become a tool, a target, and a place of criminal activity and national security threats, as well as a mechanism of response. This course addresses such questions as how emerging technologies challenge existing laws and criminal procedures; what reasonable expectations of privacy are in cyberspace; and how control is shifting from traditional mechanisms of law enforcement to new regulatory regimes, including technology. The focus of this course is how the emergence of advanced information societies challenges certain prevailing social and philosophical constructs of criminal justice, social control and individual freedom.

CRJ3610 Research Methods*4 semester hours*

This course provides students with knowledge of basic principles and understandings fundamental to research used in criminal justice. Topics include the theory and application of social science research: the selection of appropriate research methods, ethical and practical issues, and data collection and preparation. Students will utilize SPSS in computer lab exercises to enter and analyze data to produce statistical information for interpretation and presentation of findings. Ultimately, the course aims to assist students in becoming more informed consumers and producers of criminal justice information. Meets Writing Intensive requirement.

Prerequisite: CRJ1010.

CRJ3650 Schools and Delinquency*4 semester hours*

In this course, attempts are made to identify those variables associated with schools that have relevance to delinquency. Delinquency is viewed as adjustments that juveniles as individuals and as members of subculture groups make in relation to school goals, performance, rules and expectations. Aspects of cultural values that are emphasized in American society and their relationship to school delinquency and disorder are analyzed, along with laws governing school children and school administrators on matters of juvenile law violation

Prerequisite: CRJ1010.

CRJ3700 Forensic Investigation of Child Abuse and Neglect*4 semester hours*

This course explains the causes, symptoms, and signs of child physical abuse and sexual abuse. Sexual abuse myths and realities are explored along with delayed disclosures and recantations. The lessons learned in this class will be practical and applicable for students in a wide variety of fields to include criminal justice, education, nursing, social work and psychology.

CRJ3810 Issues in Criminal Justice*4 semester hours*

This course entails intensive discussion and research in contemporary and permanent problems affecting the criminal justice system and hence the American regime. Specific content is determined by the needs and interests of the student. Students may take two different issues courses.

Prerequisite: Consent of instructor.

CRJ4200 Administration of Criminal Justice Agencies*4 semester hours*

This course is about how leadership drives change in criminal justice agencies. The impact of politics, unions, conflicting service demands and limited resources will be explored. This course provides a critical examination of the organization and administration of municipal police agencies and their functions. Concepts of organizational theory are used to integrate proven concepts into the police service.

Prerequisite: CRJ2500 or consent of instructor.

CRJ4400 Introduction to Intelligence Policy*4 semester hours*

This course is designed to give students an understanding of the role intelligence plays in making national security policy and insight into its strengths and weaknesses. The history and an overview of the U.S. intelligence community will be explored. Focus will be on the intelligence processes: requirements, collection, analysis, dissemination and policy. Additional topics will include covert action and counter intelligence. Students will be required to debate and form their own conclusions about how the U.S. intelligence community operates.

CRJ4800 Strategic Planning and Ethics*4 semester hours*

This course discusses effective management practices that are central to criminal justice professionals and academic researchers who evaluate and question managerial methodology. This course is designed to analyze these organizational changes to prepare students to effectively lead within these changes. Students will learn how to comprehend and direct strategic planning, missions, goals, objectives, and action plans through an ethical lens that will test personal values and beliefs. Students will be expected to develop a professional résumé and create a working leadership career path.

Prerequisites: CRJ1010; junior status (prerequisite for internship); consent of instructor.

CRJ4940 Criminal Justice Internship *4–12 semester hours (variable)*

This course is designed for criminal justice students who are undertaking an internship with a public agency or private firm. Research, observation, study and/or work in selected criminal justice agencies supplement classroom study with constructive participation in the criminal justice system. The internship experience must be planned through student-instructor interviews before registration as provided under internship regulations. The objective of the course is to assist the intern and the participating agencies in getting the most out of the student-learning experience. Students electing this option will need to complete a contract with the participating internship agency and a member of the criminal justice faculty. They will contract 48 clock hours for every one (1) semester hour. Therefore, a student must contract for at least 192 hours and a maximum of 576 hours to complete this elective. A maximum of four semester hours of internship count toward the criminal justice major electives, with any remaining semester hours counting toward the 120 total semester hours required for graduation.

Prerequisite: CRJ4800 or consent of instructor.

ECONOMICS

ECN2030 Principles of Economics *4 semester hours*

This course covers introductory microeconomics and macroeconomics with particular attention given to the U.S. economy and global issues. The microeconomic portion introduces the discipline and fundamental tools of economics. It proceeds to study the workings of a price system and theories of consumer and firm decision-making. It further analyzes particular market structures characterized by perfect and imperfect competition, reviews the strengths and weaknesses of a market economy, and considers the government's role in correcting market failures and promoting competition. The macroeconomic portion studies the domestic and international forces that govern the determination of the aggregate level of economic activity and stabilization policies used to manage business cycles. The course will further explore the causes and effects of inflation and unemployment, the importance of international trade, trade policy and economic integration.

Prerequisite: MTH1100 or placement based on AU Mathematics Competency Examination or ACT score.

EDUCATION

EDU2100 Foundations of Teaching and Learning *4 semester hours*

This course is an introduction to schools and classrooms in the U.S. Learning strands will include classroom management, classroom discipline, diversity, No Child Left Behind, cooperative learning, and lesson planning. A major focus will be on learning to observe objectively. Structured observations of classrooms and children will be conducted and analyzed. These observations will be placed into the context of schooling in the U.S. through a series of readings and discussions on the organizational, legal and financial structure of schools, professional stan-

dards and ethics, and the history of American education. In addition, we will familiarize ourselves with current journals and research in education. We will reflect on our own educational experiences as we contemplate our readings and observations and begin the process of portfolio development.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 12 semester hours.

EDU2200 Standards and Foundations of Education *4 semester hours*

This course is designed to introduce students to the Illinois State Standards for Learning and the Illinois Professional Teacher Standards. Expectations for student learning will provide a focal point analyzing how a standards-based education system is a win-win situation for students, teachers, administrators and parents. This course also will introduce students to various philosophies that have influenced educational policy and practice. The student will examine the principles and ideologies behind educational systems, curricula, goals and professional dilemmas faced by practicing educators. Students are introduced to the thought of influential educators to promote and encourage the development of their own philosophy of education. (Fall, Spring)

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours.

EDU2260 Learning, Theories and Application K-12 *4 semester hours*

The focus of the course will be on theories of learning, development and motivation with an emphasis on applying theory to the classroom, both in content and pedagogy. Major developmental, learning and motivation theorists and theories will be discussed. Other strands covered will include individual and group diversity, accessing and analyzing educational research, the diverse learner, and use of technology as a teaching/learning tool. All content will be applied to the classroom in the guise of guided classroom observations, lesson planning, lesson implementation and classroom management.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours.

EDU2300 Technology for Teachers *4 semester hours*

This course enables teacher education candidates to demonstrate mastery of the knowledge and skills required to demonstrate proficiency in the current Illinois Professional Teaching Standards addressing technology. Strands will include the role and responsible use of technology in education, effective use of instructional hardware and software to differentiate and facilitate student growth and achievement, teaching with multimedia and hypermedia, use of distance learning tools including the Internet, use of technology to communicate and collaborate with colleagues and parents, conduct assessments, conduct research, as well as use of instructional technology to facilitate student learning. The course focuses on both knowledge and performance indicators, and includes hands-on technology activities.

EDU2750 Clinical Immersion in K-12 II*1 semester hour*

Teacher candidates participate in the life of an assigned elementary, middle or high school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars throughout the semester. (Fall, Spring).

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; completion of DCFS-mandated Reporter Training; signed DCFS Acknowledgement of Mandated Reporter Status; and DCFS-mandated Reporter Online Training Certificate of Completion.

EDU2900 Secondary Education Pre-Teaching*1 semester hour*

The student logs a minimum of 50 clock hours of clinical experience in a middle or senior high school. This assists the student in determining if teaching should be his or her career goal and provides an experiential background for assimilating future professional education courses.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a GPA of 3.00 in major courses as required in secondary education; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2200; and EDU2260. Placement applications for the practicum are due the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

EDU3110 Foundations for Language Minority Education*2 semester hours*

This course focuses on the theoretical foundations of bilingual and English as a second language education. Historical trends and legal issues related to the education of language minority children in U.S. will be discussed as well as effective instructional practices for English Language Learners in our schools. (includes 20 hours of clinical experience)

EDU3120 Methods and Materials for Teaching ESL*4 semester hours*

This course will focus on approaches and techniques to teach English as a second language. It will cover how to teach academic content in English to ELLs at different levels of English proficiency. (includes 20 hours of clinical experience)

Prerequisites: EDU3110; EDU3130; EDU3140; EDU3150 or consent of BIL/ESL program chair.

EDU3130 Cross Cultural Studies for Teaching ELLs*2 semester hours*

This course focuses on the relationship between language, culture and cultural awareness in the teaching and learning of language minority children. It will cover social, political and cultural issues affecting selected ethnic groups and the need of appropriate teaching strategies for a diverse population in today's classrooms. (includes 20 hours of clinical experience)

EDU3140 Assessment of Bilingual Students*4 semester hours*

This course focuses on language assessment tools used to identify, place and monitor the English language proficiency and academic development of ELLs. Emphasis will be placed on the use of assessment instruments in the teaching and learning of ELL students. (includes 20 hours of clinical experience)

EDU3150 Linguistics for Teaching English Language**Learners***4 semester hours*

This course covers the nature and functions of language: phonology, morphology, syntax, analysis and application of linguistic theory. It also includes theories and processes during first and second language acquisition. Students will study the role of the first language in learning a second language and how it applies to teaching ELLs. (includes 20 hours of clinical experience)

EDU3170 Methods and Materials for Teaching ELLs in**Bilingual Programs***4 semester hours*

This course focuses on the theoretical basis, methods and techniques needed to teach in bilingual classrooms and how to develop and deliver lessons that take into consideration the linguistic abilities (in L1-L2) and the academic development of ELL students. (includes 20 hours of clinical experience)

Prerequisites: EDU3110; EDU3130; EDU3140; EDU3150 or consent of BIL/ESL program chair.

EDU/ENG3180 Multicultural Literature for Children*2 semester hours*

Survey of children's literature and its authors and illustrators emphasizing developing children's appreciation for literature and reading on a wide range of multicultural topics. Students will be able to understand and teach a diverse body of works, authors, and movements of U.S. and world literature within the framework of various literary genres.

EDU/ENG3190 Multicultural Literature for Young Adults*2 semester hours*

This course explores and considers the distinctive needs, interests and learning styles of young adults. Procedures for the evaluation, selection and integration of young adult literature into the curriculum are examined. Students learn that the young adult novel deserves a worthy and legitimate place in the classroom.

EDU3330 Science Inquiry Methods*4 semester hours*

Students will develop an understanding of the methodologies and approaches to teaching science in the elementary school. The purpose of this course is to explore, create and utilize a variety of instructional strategies that are developmentally appropriate and motivating for the elementary school child. Mathematics and science are a systematic combination of quantitative and spatial thinking. Students will have the opportunity to participate in activities in science in order to facilitate the learning, the application and the implementation of concepts and procedures to real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of and scientific concepts.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

EDU3350 Democracy, Diversity and Social Justice for**Teachers***4 semester hours*

This course will prepare teacher candidates to teach social studies in the classroom while grappling with issues of diversity, democracy, oppression and cultural awareness. Along with this, teacher candidates will be exposed to social justice perspectives in order to promote equity in the classroom. A variety of teaching

strategies will be discussed and professional development plans will be created in order to provide reflective learning and teaching. Digital-age media and formats will be discussed and created.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

EDU3355 Assessment*4 semester hours*

This course will enable teacher candidates to understand and use a variety of appropriate formative and summative assessments in order to determine student needs, monitor student progress, measure student growth and evaluate student outcomes. Course experiences will cause candidates to know how to make data-driven decisions about curricular and instructional effectiveness and to adjust practices to meet the needs of each student regardless of achievement level, disability, cultural background or primary language.

EDU3360 Mathematics Methods*4 semester hours*

Students will develop an understanding of the methodologies and approaches to teaching and integrating mathematics in the elementary school. 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 school child. 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 real-world situations. In addition, this course involves pre-service teachers in a variety of problem-solving activities designed to develop meanings and properties of mathematical concepts.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260. Holy Angels students will need to complete Protecting God's Children Program.

EDU3365 Methods of Reading and Language Arts in**Primary Grades***4 semester hours*

This is a basic course in methods of teaching beginning reading. The course includes a study of methods for teaching early literacy skills to primary grade readers, including emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency and writing. Teacher candidates will learn classroom-based assessments to evaluate student learning in these areas, including such things as concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and rubrics to assess strategy use.

Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Through lecture, classroom practice and labs, the teacher candidates gain experience in planning reading lessons designed to meet the needs of young children from various cultural and experiential backgrounds. Teacher candidates will develop an understanding of the methods of teaching language arts, with an

emphasis on principles, trends, methods and materials based on current research, practice and the integration of technology. Teacher candidates will learn how to develop a community of learners in a classroom where the teacher interacts with the children while applying learning theories and gaining an understanding of how children learn best.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

EDU3380 Reading/Language Arts in Intermediate/ Middle Grades

4 semester hours

This course extends the theories and applications students learned about in Methods of Reading and Language Arts in Primary Grades. Teacher candidates will learn about the teaching and learning processes associated with research-based comprehensive literacy instruction in grades 3–8 elementary classrooms and will continue to emphasize the methodology around the Science of Reading instruction: phonemic awareness, phonics, vocabulary, comprehension and fluency. 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, vocabulary, comprehension, fluency and strategy use in the content areas. Teacher candidates will also learn about how meaning is constructed through the interaction of the reader's background knowledge and experiences, the information presented in the text and the purpose for reading. Teacher candidates will also study the communication theory, language development and role of language in learning.

In this course, students will learn how to use expository text to teach critical thinking, comprehension strategies, study skills, content reading, text structures, guided reading, reading and writing workshop, literature circles and writing strategies to 3rd- through 8th-grade readers. Teacher candidates will learn classroom-based assessments to evaluate student learning in literacy. Teacher candidates will also gain experience with understanding the writing process and the importance of content learning while modeling standard conventions of written and oral communications. Teacher candidates will also understand the relationships across reading, writing and oral communication and how to integrate these components to increase content learning. Teacher candidates will learn how to use a variety of formal and informal assessments to recognize and address the reading, writing and oral communication needs of each student. Teacher candidates will also teach elementary students to develop written text appropriate to the content areas that utilize organizational text patterns, including, and not limited to, compare/contrast, problem solution. Teacher candidates will also teach elementary students about focus, elaboration, word choice and the relationships among the four cueing systems including phonological, syntactic, semantic and pragmatic cueing systems.

Prerequisites: Acceptance into the School of Education including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours; EDU2100; EDU2260; and EDU3365.

EDU3420 Fine Arts Methods*2 semester hours*

This is a methods course in which the teacher candidates explore the educational, communicative and aesthetic value of drama, music, and visual art by promoting artistic development, appreciation, and performance through the use of various tools, including technology, for creating, analyzing and performing works of art.

Prerequisites: Acceptance into the School of Education including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours; EDU2100; and EDU2260.

EDU3440 Middle School Mission and Methods*4 semester hours*

This course explores some of the key issues impacting middle schools and secondary schools in our society today. These issues are analyzed in an attempt to clarify the changing roles of the schools, teachers and students in our increasingly complex multicultural society. Using current research, case studies, and class projects, students will discuss and analyze issues that shape educational institutions and current practices. Students will also explore strategies teachers can use to address some of these issues in their own classrooms. Working as part of a team, each student will participate in the creation of an interdisciplinary thematic unit appropriate for use in a middle school. Students will also analyze different strategies for reading in the content areas.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2200 or EDU2100; and EDU2260.

EDU3500 Physical Education Methods*2 semester hours*

Students will be introduced to theory, child development, lesson planning and technology as it applies to health and physical education.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining a minimum GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2100; and EDU2260.

EDU/SPED3610 Linguistics for Teaching English Language**Learners; SPED3610 Oral Language Development for****Special Education and English Language Learners***4 semester hours*

Cross-listed with SPED3610. For description, see SPED3610.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2260; SPED3120 (or PSY3460 + SPED3810).

EDU3720 Reading Across the Curriculum*4 semester hours*

Students will develop an understanding of teaching reading and writing in the content areas in the secondary classroom with an emphasis on principles, trends, methods, materials, approaches and strategies. Based on theories of interactive language and writing development, the course presents methodology designed to help teachers develop literacy and comprehension abilities in the content areas. (Fall, Spring)

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP); maintaining an overall GPA of 2.75 and a GPA of 3.0 in the major content area; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; successfully completing at least 24 semester hours; EDU2200; and EDU2260.

EDU3750 Clinical Immersion in K-12 II*1 semester hour*

Teacher candidates participate in the life of an assigned elementary, middle or high school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars throughout the semester.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; completion of DCFS-mandated Reporter Training; signed DCFS Acknowledgement of Mandated Reporter Status; DCFS-mandated Reporter Online Training Certificate of Completion; and EDU2750 or consent of instructor.

EDU3751 Clinical Immersion in K-12 IV*1 semester hour*

Teacher candidates participate in the life of an assigned elementary, middle or high school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars throughout the semester.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; completion of DCFS-mandated Reporter Training; signed DCFS Acknowledgement of Mandated Reporter Status; DCFS-mandated Reporter Online Training Certificate of Completion; and EDU3750 or consent of instructor.

EDU/SPED3860 Psychological/Educational/Linguistics**Assessment of Bilingual/ELLs and Students with****Disabilities/Assessment of Bilingual Students***4 semester hours*

Cross-listed with SPED3860. For description, see SPED3860.

Prerequisites: Acceptance into the School of Education; passage of the Test of Academic Proficiency (TAP); special education major or consent of the instructor; GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2260; SPED3120 (OR PSY3460 + SPED3810); EDU/SPED3610 or concurrent registration. Required for SPED endorsement.

EDU4360 Methods of Teaching Mathematics:**Middle School***4 semester hours*

This course will explore how mathematics is the study of several things. First, it is the science of numbers and their operations, interrelations, combinations and generalizations. Second, it is the study of abstractions and of space configurations and their structure, measurement and transformations. Finally, it is the study of analytical methods, logical thinking, equations and numbers. The nature of a good mathematics course provides the methods that enable students to develop good mathematical problem-solving skills, critical-thinking skills, and an in-depth analysis of mathematics. Note taking, mathematics anxiety, and real world applications of mathematics and its foundations should also be stressed continually

throughout any mathematics course. This course is designed to prepare the student to teach mathematics at the middle school level. The teacher candidate will also study and explore different effective teaching strategies, current trends and best practices in mathematical education and assessment, as well as current research in the practice of mathematical education.

Prerequisites: Acceptance into the School of Education, including passing the Test of Academic Proficiency (TAP), maintaining an overall GPA of 2.75; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

EDU4750 Student Teaching

13 semester hours

Student teaching is the capstone experience of Aurora University's School of Education. It is the segment of that program when a student is responsible for directing the learning of a group of students under the competent supervision of a certified teacher. The student is guided through experiences designed to apply the knowledge and skill gained in the classroom. In essence, the student performs the major functions of a teacher with appropriate responsibilities and supervision. For candidates who double major in elementary education and special education, student teaching is required to be 20 weeks in duration.

Prerequisites: Admission to the School of Education, a 2.75 or better GPA, officially reported passing score on the Illinois Content Area Test and Assessment of Professional Teaching (APT), as well as having all education coursework completed. Placement applications are due the November or January preceding the academic year of student teaching.

EDU4760 Student Teaching Seminar

2 semester hours

This seminar meets in conjunction with student teaching and is required for all elementary and secondary education majors.

Prerequisites: Admission to the School of Education, a 2.75 or better GPA, officially reported passing score on the Illinois Content Area Test and Assessment of Professional Teaching (APT), as well as having all education coursework completed.

Co-Requisite: EDU4750.

ENGLISH

ENG1000 Introduction to Academic Writing

4 semester hours

This course introduces students to the conventions and skills of college writing and reading. Through reading a variety of texts, students will develop their own skills in writing in response to written arguments. Students will compose several short papers and revise them extensively, in order to practice and internalize the process of thinking, writing, rethinking, and revision that is central to the practice of effective writing. Students will also develop an awareness of themselves as writers, become conscious of their strengths and weaknesses, and develop strategies to improve.

Meets first-year General Education requirement. ENG1000 and IDS1610 should be taken in opposite semesters in either order.

ENG1030 Grammar

2 semester hours

This course is designed to ensure that students, especially those planning on careers in the classroom, leave the university with a reasonably good understanding of the grammatical structure of the English sentence—and of why this structure is worth understanding. Students who successfully complete the course will be able to identify parts of speech, various types of grammatical phrases and clauses, and will be able to construct sentences that conform to various structural descriptions.

ENG1060 Introduction to Literature

4 semester hours

This course helps students become more competent and productive readers of literature through the examination of works from a variety of periods and genres. Through the reading of novels, short stories, plays and poems from a variety of authors writing during a variety of eras, the course addresses such questions as: How does reading literature differ from reading other kinds of writing? How does the experience of literature vary according to the type of work one is reading? What is the use or value of reading literature? The course will also aim to provide students with a basic critical vocabulary for the analysis and discussion of literature.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG2010 Introduction to Research Writing

4 semester hours

In this course, students read and discuss both fictional and non-fictional prose and prepare related writing assignments, including a substantial research-based argument paper requiring library research and documentation and synthesis of materials gathered from diverse sources into a coherently organized paper.

Prerequisite: ENG1000.

ENG2060 Introduction to Creative Writing

4 semester hours

This course will be primarily concerned with the production and study of creative poetry and fiction. Students will study techniques and the imaginative uses of language in short stories and poems, in order to write their own original poetry and short fiction. Participants will read examples by diverse, contemporary writers as models for their own work. Students will read and critique the creative works produced by members of the class in a friendly, yet rigorous workshop environment.

Prerequisite: ENG1000.

ENG2100 Linguistics

4 semester hours

This course serves as an introduction to the scientific study of language. We will approach language descriptively rather than prescriptively; which is to say, we will test hypotheses through observation of the phenomenon of language rather than mandate what language “should” be. We will explore problems in the main areas of linguistics: phonology, morphology, syntax, semantics and pragmatics. In doing so, we will address a range of topics such as the neurological basis of language; the process and stages of language acquisition; methods of second language learning; linguistic change and variation; and sociolinguistic issues such as the social status of African-American Vernacular English and regional dialects.

Prerequisite: ENG1000.

ENG2200 The Novel*4 semester hours*

This course studies the development of the novel from the 18th through the 20th centuries. The focus will be on the English novel, but some attention will be given to American and European instances of the form. The course will also explore a range of critical approaches to the form and to its relationship with the various contexts that shape the way we read novels.

Prerequisite: ENG1000.

ENG/THE2220 Drama*4 semester hours*

Cross-listed with THE2220. For description see THE2220.

Prerequisite: ENG1000 or THE1200. (Both recommended)

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG2240 Poetry*4 semester hours*

Students will study poetry written in English during the last 400 years. Reading in the poetry is supplemented and focused by readings in criticism and poetics. The approach is topical rather than chronological and should develop a student's sense of what kind of thing a poem is and how poems can best be read.

Prerequisite: ENG1000.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG2260 Critical Approaches to Literature*4 semester hours*

This course provides preparation in the methods and materials of literary study. While the course devotes some attention to introducing or reviewing basic analytic vocabulary, it emphasizes the application of different critical and theoretical approaches to the interpretation of primary literary texts. Along with the selected literary works, assigned readings will include a variety of scholarly secondary texts.

Prerequisite: ENG1000.

ENG2400 Grammar and Composition for Teachers*4 semester hours*

This course is focused primarily upon how English sentences are structured grammatically and upon how an understanding of grammatical functioning of language can inform the teaching of the discipline of English. The course will also introduce fundamental concepts of composition theory to future teachers. Through an investigation of the relationship between an individual's grammatical knowledge and writing abilities, the course will prepare teachers to enter careers focused upon developing students' knowledge about the structures of the English language in order to enhance their skills as readers and writers.

Prerequisite: ENG1000.

ENG3020 Advanced Academic Writing*4 semester hours*

This course analyzes and prepares students to produce prose of the sort expected in upper-level undergraduate courses or graduate programs, primarily in the humanities and social sciences. The course emphasizes the development of a flexible and efficient style and of sophisticated expository and argumentative discourse strategies.

Prerequisites: ENG1000; IDS1610.

ENG3060 Intermediate Fiction Writing *4 semester hours*

This workshop focuses on the writing of short fiction using modern and contemporary short stories as models and inspiration, which will expose students to a wide range of literary fiction.

Prerequisite: ENG2060.

ENG3100 Stylistics *4 semester hours*

This course will employ the methods of linguistics to analyze literary texts and explore the linguistic choices that authors make in composing a work, and what effects those decisions have on the text and its reception. Topics that may be covered include: point of view, narration, dialogue and speech markers, implicature, speech acts, meter and prosody, figurative language, and qualitative and quantitative methods of stylistic analysis. To tie our linguistic analyses both to literary criticism and the production of literary texts, students will apply linguistic analysis to literary works of their own creation, as well as canonical works of literature.

Prerequisites: ENG1000; IDS1610.

ENG/EDU3180 Multicultural Literature for Children *2 semester hours*

Cross-listed with EDU3180. For description, see EDU3180.

ENG/EDU3190 Multicultural Literature for Young Adults *2 semester hours*

Cross-listed with EDU3190. For description, see EDU3190.

ENG3200 Comparative Literature *4 semester hours*

This course studies classic works of literature, primarily from the western tradition, ranging from the Greeks through the modernist period. Versions of the course will be organized around particular themes or issues (e.g., the Antigone or Faust story, the development and exhaustion of the epic tradition, the rise of realism in European literature, etc.). The course will also explore a range of critical and scholarly perspectives on the literature it studies.

Prerequisite: ENG1000 and IDS1610.

ENG3240 Intermediate Poetry Writing *4 semester hours*

This workshop gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry.

Prerequisite: ENG2060.

ENG3320 American Literature: Puritanism–1865 *4 semester hours*

American Literature presents a study of Americans in their developing and changing environment from the Puritanism, to the Colonial and the Romantic periods, to the end of the Civil War. We will cover a broad range of texts: political essays, songs, captivity narratives, memoirs, myths and tales, poetry, and the emerging American novel. Writers studied may include Bradford, Bradstreet, Mather, Franklin, Jefferson, Wheatley, Douglass, Truth, Melville, Hawthorne, Emerson, Thoreau, Fuller and Whitman.

Prerequisites: ENG1000; IDS1610.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG3350 American Literature: 1865–1945*4 semester hours*

This course examines the development of American literature from the end of the Civil War through the end of World War II. The course will pay particular attention to understanding literature within historical, social, political and psychological contexts. Fiction and poetry will be the central elements of the course, though drama, essays and memoir may be included. Students will also interact with literary criticism related to the primary texts studied. The significant literary movements, or modes, of realism, naturalism and modernism will provide a framework for the course

Prerequisites: ENG1000; IDS1610.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG3370 American Literature, 1945 to the Present*4 semester hours*

Students will study modern and contemporary literature written since World War II. Reading is supplemented and focused by readings in criticism. The approach may be topical rather than chronological and should develop a student’s sense of what literature has been produced more contemporarily. In poetry, this might include topics such as the Beat movement, the Black Mountain poetry movement, language poetry, confessional and dramatic monologue; and in fiction, this might include the novella or the short-short story or techniques, such as magical realism, meta-fiction and minimalism.

Prerequisite: ENG1000; IDS1610.

ENG3400 British Literature: Anglo-Saxons to the Renaissance*4 semester hours*

The course provides a survey of British Literature, beginning with works from its Anglo-Saxon period, progressing through the Medieval Age in the work of such writers as Chaucer and the Gawain poet, into the height of the Renaissance in England, as exemplified by the poetry of Spenser, Sidney, and Shakespeare. Also explores the changes in the English language during this span of time. The course will also explore critical approaches to literature, especially those that emphasize the reading of literary texts within historical and cultural contexts.

Prerequisites: ENG1000; IDS1610.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG3420 British Literature: Renaissance to the Romantics*4 semester hours*

This course continues the survey of British literature through the study of poetry, drama, and some of the nonfictional prose written in England between the height of the Renaissance through the 17th and 18th centuries to arrive at the beginnings of the Romantic period. Authors studied may include Marlowe, Shakespeare, Milton, the Metaphysical poets, Dryden, Pope, Swift, Johnson and Blake. The course will also explore critical approaches to literature, particularly those that emphasize the reacting of literary texts within historical and cultural contexts.

Prerequisites: ENG1000; IDS1610.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG3440 British Literature: The Romantics to the Modernists*4 semester hours*

This course continues the survey of British literature by tracing the literary developments from Romanticism through the Victorian and Modernist periods. Readings will reflect the popularity of prose fiction during these eras. In addition to Wordsworth and the Romantic poets, readings may include works by Austen, Tennyson, Arnold, Browning, Dickens, Eliot, Hardy, Conrad, Lawrence, Woolf, Forster and Shaw. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.

Prerequisites: ENG1000; IDS1610.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

ENG3460 British Literature: The Modernists to the Present*4 semester hours*

This course concludes the survey of British literature by examining British and Anglophone writers from the modernist era until the present, a period marked by two world wars, the decline of the British empire, and the emergence of a multi-cultural Britain. Readings may include works by Eliot, Woolf, Auden, Larkin, Hughes, Rhys, Lessing, Achebe, Rushdie, Boland and Heaney. The course will also explore critical approaches to literature, particularly those that emphasize the reading of literary texts within historical and cultural contexts.

Prerequisites: ENG1000; IDS1610.

ENG3500 Contemporary World Literature*4 semester hours*

This course studies literature since WWII, with special emphasis on the post-colonial and postmodern strands in the imaginative writing of the last half-century. The course will also explore a range of critical approaches to this work and to its relationship with the various contexts that shape the way we read it.

Prerequisites: ENG1000; IDS1610.

ENG3510 Gender and Literature*4 semester hours*

This course examines the intersections among sex, gender, and culture, as represented in literature. A range of critical framework—lesbian, gay, bisexual and transgender studies, feminisms, and masculinity studies— will be used to engage with questions of how literature represents, constructs, reinforces, and interrogates understandings of sex, sexual orientation, and gender. Students will read literary works of underrepresented authors from a variety of world cultures and within specific national and historical contexts.

Prerequisites: ENG1000; IDS1610.

ENG3520 Racial and Ethnic Themes in Literature*4 semester hours*

This course addresses the development of racial or ethnic themes in different literary genres created in America and the diaspora by African American, Asian/Pacific American, Native American, Latino/American origin, or writers of other ethnic origin, from the 19th century to the present. We will focus on interpretations of texts, the world that these texts create as well as our everyday world. We will also examine the sociopolitical, historical and ethnic foundations underlying the contexts that shape these texts. Critical approaches to the interpretation of these works will include cultural criticism.

Prerequisites: ENG1000; IDS1610.

ENG3550 Language, Literacy and Cognition*4 semester hours*

This course studies the ways in which the mind acquires, produces and understands language; the origins, development, uses, and—especially the cognitive consequences—of literacy; the impact of various technologies on literacy and its uses; and the interaction between literacy and schooling.

Prerequisites: ENG1000; IDS1610.

ENG3820 Secondary Methods in English*4 semester hours*

This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours, there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

ENG4060 Advanced Creative Writing*4 semester hours*

This course is chiefly devoted to both the production and study of creative writing (poetry and short fiction) and the venues that publish these sorts of works. Students in this course will study contemporary collections of poetry and fiction with an eye to producing work that may be used as a portfolio for graduate school. Students will also study a variety of aspects of the “business of writing,” considering the following questions throughout the term: What do writers do to make a living? How does one get published? What kinds of magazines publish creative writing, and what do people get paid? To answer those questions, the class will look at small presses and little magazines to better understand the business end of writing. In addition, students will learn about editing through involvement in service-learning practica on campus, such as editing the student literary magazine, planning a reading series, or contributing to other writing-specific projects. Guest speakers and field trips may be included.

Prerequisites: ENG3060 or ENG3240; a declared major or minor in the creative writing track; senior standing recommended.

ENG4990 Seminar in English*4 semester hours*

This course will survey major theoretical positions on the structure and functions of written texts, literary and otherwise, and on the processes by which they are written and read. It will also examine significant contemporary interactions between English studies and other fields of scholarly inquiry.

Prerequisites: A declared major or minor in English; a minimum of four courses in English, including ENG2260 or equivalent, and at least two of them at the 3000-level; senior standing recommended.

FINANCE

FIN3400 Principles of Finance

4 semester hours

This course introduces students to financial markets; time value of money; risk and return; market valuation of securities; capital budgeting, capital structure, and the fundamentals of international finance.

Prerequisites: ACC2020; ECN2030; MTH2320.

FIN3450 Personal Financial Management

4 semester hours

This course will examine the personal financial planning process. Topics will include client interactions, time value of money applications, personal financial statements, cash flow and debt management, asset acquisition, education planning, an overview of risk management, investment planning and retirement planning, ethics, and the business of financial planning. The course is based on the model financial planning curriculum of the Academy of Financial Services and the Certified Financial Planning Board.

Prerequisite: FIN3400.

FIN3480 Financial Markets and Institutions

4 semester hours

This course will examine the types and functions of financial institutions and the operation of financial markets. Specifically, it will study how fluctuating economic and government forces, such as the Federal Reserve and SEC, influence money and capital markets.

Prerequisite: ECN2030.

FIN3560 International Finance

4 semester hours

This course is a comprehensive study of international finance reflecting the growing importance of global business in an integrated world economy. The curriculum will emphasize international financial basics from a managerial perspective. Key concepts for the student will be the understanding and managing of foreign exchange and political risk, corporate governance, balance of payments issues, international banking and the money market, multinational cash management, foreign direct investment, the Foreign Exchange Market, the International Monetary System, transaction exposure, translation exposure, foreign direct investment and international commercial terms.

Prerequisite: FIN3400.

FIN3940 Finance Internship

4 semester hours

Students will have the opportunity to embark on new business-related experiential learning opportunities through the use of general elective business internships. Students will work with a faculty coordinator to identify an organization where they can gain pragmatic finance skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

Prerequisite: Determined by faculty sponsor.

FIN4250 Investments and Portfolio Management

4 semester hours

Investing within the context of an overall portfolio management approach is the focus of this course. Principal emphasis of the course is given to the risk and investment characteristics of asset classes rather than individual security selection. The course will cover the risk and return of general investment strategies, the

operation and mechanics of the securities markets, and the evaluation of debt and equity securities within the context of portfolio objectives. Derivative securities, such as options and futures contracts, will be introduced.

Prerequisite: FIN3400.

FIN4430 Advanced Corporate Finance *4 semester hours*

The objective of this course is to provide an in-depth treatment of the major decision-making areas of managerial finance and some selected topics in financial theory. This course serves as a complement and supplement to FIN3400. Topics will include estimation of the cost of capital, financial leverage, dividend policy, capital budgeting techniques, working capital, short-term and long-term financing, and equity and debt financing in mergers and consolidations.

Prerequisite: FIN3400.

FINE ARTS (See Art, Music or Theatre)

FRENCH

FRN1120 Elementary French *4 semester hours*

The fundamentals of French grammar will be taught with an emphasis on the active use of the language in all four skills of reading, writing, speaking and listening. Students will begin to develop a basic French vocabulary and to read simple French texts as well as learn cultural components of various French-speaking countries.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

FRN1220 Elementary French II *4 semester hours*

Students will extend their use of their French language skills as they continue their understanding of French grammar, vocabulary, conversation, reading, composition and cultural knowledge.

Prerequisite: FRN1120 or consent of instructor.

FRN2200 Intermediate French *4 semester hours*

This course is a continuation of FRN1220 with emphasis on developing facility in oral and written expression. The course will introduce more advanced French grammar topics that students will incorporate into their production of the language as well as their comprehension of spoken and written French. Authentic French media and primary texts from around the French-speaking world will also be central to students' learning.

Prerequisite: FRN1220 or consent of instructor.

FRN2500 French Composition and Conversation *4 semester hours*

Emphasis in this course will be on expanding the students' abilities to more complex and sophisticated patterns of both written and oral expression in French. Attention will be given to French language patterns, dialects and accents, pronunciation and syntax as well as sentence structure and the incorporation of advanced grammar. Authentic primary texts, Francophone literature and media will be incorporated into the course discussions and activities.

Prerequisite: FRN2200 or consent of instructor.

FRN3700 Survey of Francophone Literature*4 semester hours*

Students in this course will learn about the major trends and literary thoughts of several time periods in Francophone literature. Primary texts, including poetry, theater, short stories or the novel, will be included. This course will serve as an introduction to interpretive reading of French texts and will include discussions on literary criticism and critical terminology. Students will read the selected works in French and participate in class discussions, analyses and written assignments pertinent to the reading selections. All these activities will be conducted in French.

Prerequisite: FRN2500 or consent of instructor.

HEALTH EDUCATION

HED1500 Health Behaviors and Social Responsibility*2 semester hours*

Health behaviors often affect society as well as the individual. This course examines how health choices can result in outcomes that range from personal to global. Students will analyze the Centers for Disease Control and Prevention six high-risk behaviors for adolescents through interactive classroom activities and their correlation to society. Life skills (communication, stress management, decision making and goal setting) are essential when reducing risky behaviors and will be incorporated throughout the semester. Health behavior theories will be reviewed to examine behavior patterns and justification.

HED2000 Cultural Implications of Health Issues*3 semester hours*

Diseases are either chronic or communicable in nature; however, one's personal environment, beliefs and behaviors affect the onset and outcome of various diseases. This course explores the interrelationship of environment and culture on disease prevalence, incidence and mortality both locally as well as on a global scale. Students will examine and compare health policies and campaigns for effectiveness in reaching the national Healthy People 2020 Guidelines. Health literacy skills will be incorporated and demonstrated in each content area.

HED2300 Planning for Health Education*4 semester hours*

This course focuses on the basics of teaching health education in a school setting. Students will examine a variety of content in the 10 components of health education with special focus on body systems and how behavior affects disease onset and aging. A major focus will be to discover methods for educating youth on preventative techniques of major diseases and disabilities. Additional components will include lesson planning, classroom management, course planning and common core incorporation. Student observation of a local school health class will require students to obtain a required educational background check and TB test.

HED3100 Emotional Aspects of Health Education*2 semester hours*

This course examines the sensitive content areas in health education. Many health topics have both an emotional and physiological component. Students will discover the emotional aspects of health topics that may challenge instructional delivery and discussion with youth. Students will practice strategies through various teaching techniques, including discussions, role playing and interactive activities. Required reflection and evaluation of strategies lead to personal growth as

an individual and development as an educator. This knowledge will provide a variety of perspectives on how to effectively teach sensitive topics and address students' emotional issues using a meaningful and sensitive approach. Students will participate in an off-site observation of an addiction meeting.

HED3200 Resources and Assessment in Health Education *2 semester hours*

This course examines the concepts of determining and assessing health knowledge, skills and understandings. Assessments will be created through the Understanding by Design method that is goal-oriented and based on learning objectives. Students will take an active role in both formative and summative classroom assessment that includes the design of rubrics, written tests and interactive classroom techniques.

Prerequisite: HED2300.

HED3500 School/Community Partnerships in Health

Promotion

2 semester hours

This course explores the relationship between students and their environmental health factors of family and community. An overview of community health needs, cultural/economic/political influences and health promotion programs/agencies is offered. The relationship between community and school health education programs will be investigated from a collaborative perspective. Strategies for facilitating partnerships in coordinated school health programs will be explored in relation to the 10 health education content areas. Students will practice using skill-based health education techniques as well as developing relevant assignments.

Prerequisites: HED1500; HED2300. Off-campus activities require passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as passing a TB test.

HED4100 Curriculum Development in Health Education *2 semester hours*

Course content will address the development of a scope and sequence plan for comprehensive school health education and the development of measurable cognitive, affective and behavioral learning outcomes. Various curricular models pertaining to the 10 key content areas of health instruction will be explored along with the incorporation of technology and other educational media into the instructional process. National and state standards will be examined in detail. Issues and methods related to the planning, implementation and evaluation of comprehensive school health education will be emphasized, requiring the development of unit plans.

Prerequisites: All other required HED courses. Classroom observations require passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as passing a TB test.

HISTORY

HIS1200 American History I (to 1877)

4 semester hours

This course examines the evolution of the U.S. from its colonial origins to the end of the Civil War and Reconstruction. It looks at the Columbian Exchange and the exploration of North America, the concept of empire as practiced by Spain, France, and England in the Americas, and the founding of the British American

colonies and their differences. The course compares the colonial American experience in the 17th and 18th centuries. It analyzes the causes and nature of the American Revolution and the problems associated with the founding of the nation. Students will examine the development of the American party system and economy, along with the clashing voices of growing nationalism and sectionalism. The course will analyze the causes and nature of the Civil War and the problems associated with reuniting the country.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS1210 American History II (since 1877) *4 semester hours*

This course surveys the major political, economic, social and cultural developments in the U.S. since 1877. It considers such political developments as imperialism, the growth in the power of the federal government (especially the presidency), the development of the Cold War, and the emergence of the U.S. as a superpower, and such economic developments as the maturation of the Industrial Revolution and the Great Depression. The course examines the causes and consequences of six wars (including the two world wars) and the major social reform and liberation movements since 1877 and the conservative reactions produced by them.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS2200 Introduction to Historical Methods *4 semester hours*

This course introduces students to the tools and methods used by historians. Students will explore archives, both physical and virtual, to learn how to work with primary sources. Additionally, they will acquire the knowledge necessary to be able to analyze secondary sources.

PHL/HIS2250 Ancient Philosophy: History of Philosophy I *4 semester hours*

This course will focus on Greek and Roman philosophy from the pre-Socratics up to the Hellenistic era. Special attention will be placed on the seminal work of Plato and Aristotle.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

HIS2310 Early Modern British History *4 semester hours*

This course will survey the political, social, economic and cultural history of the British Isles (including Ireland) from c. 1500 to 1800. Course topics include the English Reformation, the Age of the Tudors and Stuarts, exploration and imperialism, the English Civil War, and the Glorious Revolution.

HIS2320 Modern British History *4 semester hours*

This course will survey the political, social, economic and cultural history of the British Isles (including Ireland) from 1800 to the present. Course topics include the formation of the United Kingdom, the rise of the British Empire and decolonization, 19th-century industrial development, the creation of the Republic of Ireland, the First and Second World Wars, post-war cultural developments, and Britain's role in the European Union.

HIS2400 History of the Ancient Mediterranean World 4 semester hours

This course is an examination of the ancient societies that emerged around the Mediterranean Sea. The course will survey the ancient worlds of Egypt, Greece and Rome through a variety of primary and secondary resources. The course will begin with the rise of Egypt and end with the fall of Rome and will focus on the connections between the three societies.

HIS2500 Western Civilization I (to 1500) 4 semester hours

This course surveys the political and cultural history of the ancient classical world from its earliest beginnings in the Near East to the close of the Roman Empire in the West. This course presents the ancient Mediterranean civilizations as fore-runners of modern Europe and the Western world. This course covers up to the late Middle Ages and the beginning of the Renaissance.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS2600 Western Civilization II (since 1500) 4 semester hours

This course investigates the religious, intellectual, social, economic, aesthetic and political forces at work in Europe from the 16th century to the present day. This course will cover the Renaissance and Reformation, the age of religious wars, the rise of absolutism and constitutionalism and the scientific revolution. It will also cover the French and Industrial Revolutions, the rise of capitalism, imperialism, World Wars I and II, the Cold War, and the post-Cold War era.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS2700 20th Century European History 4 semester hours

This course will survey the history of Central, Western and Eastern Europe from the late 19th century to the present. The course will cover such topics as the First and Second World Wars, the Russian Revolution, the Spanish Civil War, the rise of dictatorships during the interwar period, the Holocaust, imperialism and decolonization, post-war culture and the rise of civic activism, the creation of the European Union, the fall of communism and the end of the Cold War.

HIS/REL2750 Topics in Religious History 4 semester hours

These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events and movements and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

HIS/REL2760 Religion in America 4 semester hours

This course will survey the history of religion in America from the period immediately prior to European contact with its indigenous peoples to the present, examining the religious institutions, beliefs, practices and experiences that have been formative in the shaping of American culture. Topics may include Native American religious traditions prior to European contact; Christian implication in and critiques of the European colonization of the "new world"; Christian enslavement of native peoples; religious aspects of the early colonial experience; the Puritan commonwealth; the experience of religious minorities in the colonies (e.g.,

Catholics, Jews); the Great Awakening; religion in the American Revolution; the Second Great Awakening; the abolition movement; religion and the Civil War; challenges to traditional religious belief in the nineteenth century (e.g., Darwin, Marx, Freud); religion and the rights of women; the global missions movement; industrialization and the social gospel; fundamentalism and liberalism as responses to modernity; religion and war in the twentieth century; the rise of religious pluralism and the “post-secular” state; and Islam in America.

HIS2900 Topics in U.S., European, Non-Western or**Latin American History***4 semester hours*

These are regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to the histories of specific regions, eras or themes from ancient times to the present. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. Courses will cover such things as national histories of countries around the globe; histories of imperialism and colonialism; women’s and gender history; environmental history; comparative histories; and a range of social, cultural and political histories. This course designation is repeatable for credit.

HIS3050 American Urban History*4 semester hours*

This course examines American city-building and the diverse populations that inhabited American cities. It compares the preindustrial city of the colonial period and early 19th century with the modern, industrial city in the 19th and 20th centuries. It considers such contributing factors to urbanization as industrialization, the transportation revolution, population growth/immigration, and new types of architecture/city planning. The course investigates such 20th century developments as the emergence of the metropolis, the modern suburb, urban sprawl and the modern urban planning movement.

HIS3100 The African-American Experience*4 semester hours*

This course surveys the history of the black experience in the U.S., tracing the history of African Americans from their African origins through their struggle against slavery and segregation to the drive for civil rights and full legal and social equality.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS3150 Women in American History*4 semester hours*

This course emphasizes the average woman from the colonial period to the present—her life’s opportunities, values and culture—and the changing idea of womanhood and the family as reflections of changing socioeconomic conditions in the U.S. The course examines the origins, development and major ideas of the 19th- and 20th-century women’s movements. It reviews the status of modern women in the workplace and family as well as the major, current women’s issues.

HIS3200 United States History since the 1960s*4 semester hours*

This course examines the major social, cultural, political, and economic developments in the U.S. since the 1960s. It emphasizes the social/cultural revolution that swept the U.S. in the 1960s and its consequences (including a resurgence of conservatism) and the political developments of this era, such as the changing

relationship between the President and Congress and the United States' changing role as a superpower, both during and after the Cold War.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS3250 Illinois History and Government *2 semester hours*

This course provides an overview of Illinois history and government from the colonial era to the present. It emphasizes the geography of Illinois, the political and economic development of the state, and the various groups of people across the centuries who have made Illinois their home. Surveys the major historical figures in Illinois history. (Every year)

HIS3300 The American West *4 semester hours*

This course examines the Old West of the 19th century, discussing both myth and reality, and the New West of the 20th century. It investigates the exploration and settlement of the Old West, including the mining, ranching and farming frontiers. It reviews the various Native American cultures in the Old West and their changing relationship with the U.S. government (including the Indian wars and reservation system). The course examines the ways in which the West changed in the 20th century, considering such issues as growing corporate and governmental power, the environmental movement and urbanization.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS/SBS3350 The Native Americans *4 semester hours*

Cross-listed with SBS3350. For description, see SBS3350.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

HIS/ART3360 Renaissance, Renovation and Revival *4 semester hours*

Cross-listed with ART3360. For description, see ART3360.

Prerequisite: One prior college-level history or art history course.

HIS3400 Problems in History *4 semester hours*

This is a reading seminar that focuses on a major era, issue or event in history. This course is based on such readings as historical monographs, journal articles and primary sources. Such issues as interpretation, bias, sources and documentation will be discussed. There will be extensive reading on the selected topic (which will change each time the course is offered).

Prerequisite: HIS2200.

HIS3450 Latin American History *4 semester hours*

This course examines the establishment of European power and civilization in Latin America, the wars for independence, and the major developments during the 19th and 20th centuries. This course will also cover the contributions of indigenous peoples and those of African descent to Latin American culture. This course emphasizes major trends and developments in the various Latin American countries rather than the details of each of the present republics.

HIS3650 Hitler and the Nazi Revolution *4 semester hours*

This course Examines the origins and development of European fascism (including 19th-century racial thought, World War I and the Great Depression), the nature of European fascism, the rise of Hitler and the Nazi Party to power, and

Hitler's blueprint for the Nazi revolution (and the extent to which it was fulfilled, both domestically and internationally). The course reviews the origins of World War II, Hitler's performance as a war leader, and the nature of the German home front and the Nazi Empire during the war. It investigates the origins, implementation and consequences of the Holocaust, as well as the question of why Hitler's revolution ultimately failed.

HIS3700 History of the Middle East*4 semester hours*

This course examines the political, cultural, social and economic history of the Middle East from the rise of Islam to the present, focusing in particular on the rise of Islam; the expansion and development of Islamic empires; the region's relations with Western powers, particularly since the 19th century; nationalism, the creation of Israel, and Israeli-Arab relations; the Iranian Revolution; the politics of oil; and the rise of Islamic fundamentalism (and reactions to it).

HIS3750 History of East Asia*4 semester hours*

This course examines the development of East Asian civilization up to the present, focusing in particular on cultural, social, economic and political trends; the relations between China, Japan and Korea; the region's interaction with Western powers, particularly since the 19th century; and the development and growing influence of East Asian countries in the 20th and 21st centuries.

HIS/REL3800 Reformation Europe*4 semester hours*

This course will examine the fragmentation of Western Christendom in the 16th century, a constellation of events with epoch-making consequences for the religious, political, social and economic history of Western civilization. Topics may include the late medieval backdrop to the Reformation movements; competing theories of papal authority and secular sovereignty in the later middle ages; the rise of print technology; renaissance humanism; the life and career of Martin Luther; the "princes' reformation" in the Holy Roman Empire; the "urban reformation" in upper Germany and the Swiss cantons; the Peasants' War; the life and career of John Calvin; the Huguenot movement and the St. Bartholomew's Day Massacre; the French Wars of Religion; the Dutch Revolt; reform of the church under the Tudor monarchs; the Anabaptist movement and the "Radical Reformation"; the Counter-Reformation, Catholic reform, and the Council of Trent; the life and career of Ignatius of Loyola and the formation of the Jesuit order; the confessionalization of church and state; the effects of the Reformation on art, architecture, and music; and modern interpretations of the Reformation era (e.g., Engels, Weber).

Prerequisite: One prior college-level history or religion course.

**HIS3900 Advanced Topics in U.S., European, Non-Western
or Latin American History***4 semester hours*

These are regular courses reflecting faculty research interests. These 3000-level courses enable students to build upon the content knowledge and skill sets acquired in lower-level courses, to study an historical topic in depth, and to become more familiar with the historiography on a given subject. Courses taught will cover such things as national histories of countries around the globe; histories of imperialism and colonialism; women's and gender history; film history; environmental history; and a range of social, cultural and political histories. This course designation is repeatable for credit.

Prerequisite: One prior college-level history class

HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History *4 semester hours*

These are regular courses reflecting faculty research interests. These readings seminars assume proficiency in foundational and intermediate-level subject matter and provide students with the opportunity to analyze the historiography and historical sources on a particular topic in depth. This course designation is repeatable for credit.

Prerequisite: Open to junior and senior history majors or by permission of the instructor.

HIS4940 History Internship *1-4 semester hours*

The purpose of the history internship is to enable Aurora University students to acquire work experiences in the history profession. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The internship provides a practical experience in a structured employment environment approved by the History Department, including internships on campus in the Jenks Memorial Collection of Adventual Materials and the Doris M. Colby Memorial Archives. This course designation is repeatable for credit.

Prerequisites: Major or minor in history and at least junior-level standing. Students must seek advanced approval from a history department faculty mentor prior to registering for the history internship.

HIS4990 Senior Seminar in History *4 semester hours*

This is a capstone course that examines the nature and definition of history and historical truth, research methodology and tests of evidence, synthesis and skill in writing, the evolution of history as a discipline, and the tasks of the professional historian. It treats history as a liberal arts discipline and as a profession and is designed to be useful both to those going on to graduate work and to those who will undertake no further formal study of history.

Prerequisites: Open only to senior history majors; successful completion of HIS3400 (no lower than “C” grade).

HUMANITIES

HUM2100 The Arts and Human Experience *4 semester hours*

A survey of the fine and performing arts that will develop students’ understanding of concepts, techniques, and materials relevant to the production and appreciation of painting, sculpture, music, theatre, and dance. The course will also explore the relationship of the arts to one another and to their historical and cultural contexts.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

INTERDISCIPLINARY STUDIES

IDS1100 Creating Success for College and Beyond *1 semester hour*

This course is designed to help first-year students transition to college during their first semester. The course will emphasize time management, personal

responsibility, identification and use of learning styles, financial literacy, the development of supportive relationships, and campus involvement. The course and its assignments emphasize engagement and the achievement of pragmatic, personal learning outcomes.

IDS1110 Academic Paths and Career Opportunities *1 semester hour*

This course is designed primarily for the first-year student. It provides an introduction to some of the academic paths available at Aurora University and what career opportunities are open in those fields of study. In this course, students will also explore personality types in relationship to careers, brand their leadership style, and develop a resume bank.

IDS1610 Being Human: Ethics and Morality
(from the ground up)

4 semester hours

This first-year course gives us the opportunity to explore different visions of what it means to be human, to think about how these ideas ground our ethical understanding, and to consider their practical consequences for our lives. Through close reading and discussion, you will learn how to think through and understand views about being human that are both similar to and different from your own, as well as to appreciate the extent to which ideas have implications for ethical action and for life, relationships, and institutions in various communities. Through writing and interactive projects, you will learn how to reflect on your own moral assumptions and commitments—as well as those of others—and work on articulating the ongoing development of your ethical understanding. Finally, we will have the opportunity to apply our ethical views, tempered by a reflective understanding of the views of others, to a project that explores and reacts to concrete ethical issues in today's world.

Meets first-year General Education requirement. ENG1000 and IDS1610 should be taken in opposite semesters in either order.

IDS2020 Trajectories of Human History

4 semester hours

Who are we? Where are we from? How did we get here? Where are we going? These are fundamental questions, basic to any discussion of what it means to be human. They are at the center of this course, which will help students develop a global perspective on historical change. The course examines human history's earliest roots and fundamental contours, before exploring how more recent trajectories of globalization, industrialization, and democratization have reshaped—and are reshaping—the human experience. Students will read, discuss, and write about a wide variety of sources (such as historical documents, secondary works, and films), all of which are chosen to illuminate the human past and its many meanings. In doing so, students will develop a deeper understanding of historical context, change, causation and geography, while sharpening essential critical thinking, reading, speaking and writing skills.

Prerequisite: IDS1610.

Meets a second-year General Education requirement, replacing IDS2000.

IDS2030 Science and Society

4 semester hours

The mission of Aurora University supports the development of young adults who can generate independent thoughts, converse intellectually on diverse topics, and involve themselves creatively in our society as productive and informed citizens. This class challenges each student individually to better develop these skills using

science as the context. Science encompasses a wide net of disciplines, but starts with central ideas and theories that humans have contemplated for some time. This course will help students recognize that inquiry is the nature of science, observe that the foundations of science include evolving knowledge and practice, and describe how science and society shape each other. Universal themes that permeate the course and guide class discussions include: ethics and policy, scientific argument, history and culture, and inquiry vs. design. Through this course, students will be better able to comprehend new scientific information, translate current and past ethical questions involving how science affects society, and gain the skills and knowledge necessary to participate as more informed citizens.

Prerequisite: IDS1610.

Meets a second-year General Education requirement, replacing IDS2000.

IDS2040 Global Justice

4 semester hours

What does it mean to be responsible citizens in today's global village? Which human rights should apply to all, and how can a global justice framework address issues ranging from income inequality to climate change to HIV/AIDS? In this interdisciplinary course, students will examine others' worldviews on human dignity and human rights, justice and fairness, and social responsibility. After articulating their own global justice framework, students will investigate a contemporary issue of global significance, examine the issue from the viewpoint of various local and global stakeholders, and create a plan of action directed toward addressing the problem. Systems of government, activists/nonprofits, business/for-profits and social entrepreneurship will be analyzed as possible means of addressing these issues.

Prerequisite: IDS1610.

Meets a second-year General Education requirement, replacing IDS2000.

LATINO STUDIES

LTS1200 Introduction to Latino Cultural Studies

4 semester hours

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

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

LTS1300 Latinos and Latinas in the United States

4 semester hours

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

LTS2100 Latina Writers

4 semester hours

This course will examine gender, socio-political, historical, economic or artistic issues as viewed by women writers from the Americas in different literary genres: poetry, the short story and the novel. Texts from Sor Juana Ines de la Cruz, Rosario Ferre, Elena Garro, Liliana Heker, Isabel Allende, Maria Luisa Bombal, Luisa

Valenzuela, Elena Poniatowska, Maria Elena Llano, Angeles Mastretta, Esmeralda Santiago, Sandra Cisneros, Ana Castillo, and others, may be included in the course of study. Selected texts may vary, depending on contemporary issues. This course will be taught in English.

Prerequisite: ENG1000.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement (for students entering Aurora University prior to Summer 2014).

LTS/PSC3200 Contemporary Latin American Politics 4 semester hours

This course outlines the major political conflicts in contemporary Latin America with emphasis on selected countries. The course traces back these conflicts to the period of democratization in the 1980s and the adoption of free-market policies across the region in the 1990s. It then looks at the current “turn to the Left” in many nations in the region. This course also emphasizes the relationship between people of Latin American origin living in the United States and their countries of origin, on political issues such as drug trafficking and immigration. This course will be taught in English.

LTS4800 Introduction to Community-Based Research 4 semester hours

This course introduces students to rudimentary qualitative research methods including community-based research. Students will produce a final research document based on a research project conducted in the Aurora/Fox Valley Latino/a community during the course of the semester. This document will include a statement of the research problem, supported by some references to a literature review, and an explanation of research methodology. Students will be asked to abide by research guidelines established by the university’s Institutional Review Board. This course will be taught in English.

MANAGEMENT INFORMATION TECHNOLOGY

MIT3520 Advanced Software Applications 4 semester hours

This course focuses on application software used in the real business world. This course focuses on advancing competencies and introduces additional business software at the PC level. Using software such as Access and Excel, students develop advanced skills in using personal database applications and computerized spreadsheets for problem solving and decision making. However, the course is not limited to MS Office products and will include exposure to other widely used software applications, such as accounting packages, HRIS packages and quality control.

MARKETING

MKT2300 Principles of Marketing 4 semester hours

In this course, students will be introduced to all aspects of marketing with a focus on meeting target customers’ needs and wants. A strategic marketing approach based on product, pricing, promotional, and place objectives, brand building, and value delivery methodology is examined. Students also evaluate market opportunities based on changes in environmental business forces, and provide solutions based on a critical examination of marketing information.

MKT3320 The Professional Sales Process*4 semester hours*

In this course, students will work through each step of the sales process by developing a sales plan and executing a professional sales role-play. This includes prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing and post sales servicing. These steps will be addressed within the context of an ethically based relationship selling approach. Students will use these selling tools to enhance sales performance and to make better sales management decisions, including hiring and motivation activities. Course outcomes include: mapping out the entire customer buying process, conducting written sales plans and a professional interactive oral sales presentation, and developing a sales strategy with action points for every step in the professional sales process.

Prerequisite: MKT2300.

MKT3350 Consumer Behavior*4 semester hours*

This course investigates behavior and communication related to research, appraising models, methodology and concepts applicable to marketing. The course draws on concepts from communication, psychology, sociology and economics to better understand factors that influence consumer decision making. A major qualitative client-based research project allows students to apply theoretical concepts in the marketplace. The course also uses contemporary examples to illustrate consumer behavior models.

Prerequisite: MKT2300.

MKT3360 Sales Management and Motivation*4 semester hours*

To effectively manage a sales force, three processes need to be taken into account. These include formulating a strategic sales program, implementing the formulated sales program, as well as evaluation, control and measurement of sales performance. Sales managers are responsible for taking into account multiple issues that affect the overall performance of sales teams. The issues can include the business environment, selecting and hiring sales people, responsibilities of the sales team along with aptitude and skills of the sales force. This course will also examine issues related to sales force motivation, including intrinsic (developing an inner drive) and extrinsic (compensation structures) factors required to balance the demands of new client acquisition and current client development. The course will also address how salespeople can overcome some of the obstacles common in selling, such as call reluctance and sales rejection.

Prerequisite: MKT2300.

MKT3370 Integrated Marketing Communication*4 semester hours*

The purpose of this course is to provide a thorough understanding of promotional objectives, developing promotional campaigns (using specific promotional activities) along with integrated marketing communications (knowing how different media work synergistically), that develop long-term relationship partners. Students develop a promotional campaign for a local business-client designed to elicit a direct inquiry or response from a qualified lead (a member of a narrow target market) to a prospect. As a result of completing this course, students will have competence in developing a promotional direct marketing and advertising campaign.

Prerequisite: MKT2300 or COM2250.

MKT3610 Internet Marketing*4 semester hours*

This course will cover the foundations of Internet marketing, Internet marketing tools, strategies and programs as well as methods to evaluate performance and opportunities and how to integrate online and offline marketing strategies. Topics include strategy integration; search marketing, including paid search and search engine optimization; social media marketing; email marketing; as well as mobile strategies and tactics. Students will also explore how to maintain an effective web presence through website usability, optimization and conversion practices. Consideration will also be given to ethical issues associated with online privacy and security.

Prerequisite: MKT2300 or COM2250.

MKT3940 Marketing Internship*4 semester hours*

Students will have the opportunity to embark on new business-related experiential learning opportunities through a marketing internship. Students will work with a faculty sponsor to identify an organization where they can gain pragmatic marketing skills. Specific new learning objectives will be set and agreed upon by the student, site coordinator and faculty member.

Prerequisite: Determined by faculty sponsor.

MKT4320 Advanced Business Selling*4 semester hours*

The purpose of this course is to have students develop effective professional-selling approaches to complex selling roles and managing key accounts. Students will learn how to conduct business prospect research to identify focused target markets that a sales organization may best serve. How to cultivate customized account recommendations while reducing pressure to provide commoditized pricing will be examined. Students will also develop a strategic sales plan based on an established sales process designed to build a sustainable customer base that drives profitable growth.

Prerequisite: MKT3320.

MKT4350 Marketing Research*4 semester hours*

This course introduces students to marketing research methods, design and analysis. Instruction focuses on surveys and marketplace experiments, information evaluation, sampling techniques, instrument construction and statistical analysis, as well as validity and reliability. Students design and execute a quantitative marketing research project for a local business client. SPSS predictive analytics software is used extensively in this course.

Prerequisite: MKT2300.

MKT4610 Social Media Marketing*4 semester hours*

This course will introduce students to concepts and tactical concerns related to social media marketing in the context of an organization's overall content marketing strategy. The course will touch on social media history, environment and regulation; however, the focus will be on the marketing implications of using social media tools to foster customer relationships and personal branding. Topics include social brand building, community- and location-based social networks, podcasts, photo and video sharing, video and viral marketing, and blogs. Social media platforms discussed will vary as new communities gain a web presence.

Prerequisite: MKT2300 or COM2250.

MKT4710 Marketing Competition*1 semester hour*

This course allows students to apply marketing concepts to a client-based national competition entry. Class time is focused on developing skills related to the particular competition. Competition examples include but are not limited to: AMA Case Competition (Comprehensive), DMEF ECHO Collegiate Challenge (Direct and Interactive), GfK NextGen Marketing Research Competition, and Caples Student Campaign of the Year Competition (IMC). This course may be taken for academic credit up to three times.

Prerequisite: Permission of instructor.

MATHEMATICS

Note: All entering students without accepted transfer work at the level of college algebra (or the equivalent in contemporary mathematics) or above must complete the Aurora University Mathematics Competency Examination. Successful completion of the Mathematics Competency Examination meets the Aurora University General Education mathematics requirement. Additional coursework in mathematics may be required as prerequisites to courses in specific majors.

MTH1010 Foundations of Algebra*4 semester hours*

This course includes a review of natural numbers, fractions, negative numbers, and the irrationals. Concepts of algebra including polynomials and rational expressions, exponents and roots, variables and linear equations will be covered.

Prerequisite: Placement in MTH1010 is based on demonstrated student outcomes of AU Mathematics Competency Examination or ACT mathematics sub-score.

MTH1100 College Algebra*4 semester hours*

This course addresses the fundamentals of algebra for students of all majors. It prepares the student mathematically for such courses as MTH1120, MTH1310, MTH2320, CSC1700, ECN2030 and CHM1310. Topics include equations and systems of linear equations, inequalities, graphs, and functions, including polynomial, rational, inverse, exponential, and logarithmic functions.

Prerequisite: Placement in MTH1100 is based on demonstrated student outcomes of the AU Mathematics Competency Examination, ACT mathematics sub-score, or MTH1010 with a grade of “C” or higher.

MTH1110 Quantitative Reasoning*4 semester hours*

This course is designed to fulfill the general education core requirement in mathematics for students whose majors do not require specific skills in mathematics. The course focuses on mathematical reasoning and applications in today’s world. Topics include graph theory, including optimal routes, planning and scheduling, statistics and interpretation of data, and probability.

Prerequisite: Placement in MTH1110 is based on demonstrated student outcomes of AU Mathematics Competency Examination or ACT mathematics sub-score.

MTH1120 Finite Mathematics*4 semester hours*

In this course, students will be introduced to the tools of finite mathematics. They will review the basic functions, their graphs, transformations, and applications.

Financial mathematics, including interest, present value, future value, and amortization calculations are taught. Systems of linear equations, linear inequalities and linear programming are also covered. This course enables the business or social science student to read mathematics and use it as a tool.

Prerequisite: MTH1100 or placement in MTH1120 based on demonstrated student outcomes of AU Mathematics Competency Examination.

MTH1210 Mathematics for Elementary Teachers I *4 semester hours*

This course is the first of a three-course sequence (MTH1210, MTH1220, NSM2500) for those majoring in elementary education. Topics include problem solving, sets and set operations, numeration systems, whole number operations, estimation, integer operations, number theory concepts, rational numbers and proportional reasoning.

MTH1220 Mathematics for Elementary Teachers II *4 semester hours*

This course is a continuation of MTH1210. Topics include decimals, percents, operations with decimals, probability, statistics and statistical analysis, fundamentals of geometry, congruence and similarity, geometric constructions, motion geometry, the Pythagorean Theorem, measurement, area and volume.

Prerequisite: MTH1210.

MTH1310 Precalculus *4 semester hours*

This course is a preparation for calculus beyond college algebra. Topics include a brief review of functions and graphs, trigonometric functions, analytic trigonometry, vector arithmetic, and analytic geometry in two and three dimensions.

Prerequisite: MTH1100 with a grade of “C” or higher or its equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH2120 Calculus for Management and Sciences *4 semester hours*

This is a short calculus course designed for the management and social/life science student. It addresses elementary functions and their graphs, limits and continuity, the derivative and applications to extreme value problems, the integral and its applications, and methods of integration.

Prerequisite: MTH1310 or placement in MTH2120 is based on demonstrated student outcomes of AU Mathematics Competency Examination.

MTH2210 Calculus I *4 semester hours*

This is the first of three courses covering the fundamentals of calculus and its applications. Topics include limits, continuity, derivatives, implicit differentiation, applications of differentiation, indefinite integral, the definite integral, numerical integration, logarithmic and exponential functions, and inverse functions.

Prerequisite: MTH1310 with a grade of “C” or higher or its equivalent as demonstrated on the AU Mathematics Competency Examination.

MTH2220 Calculus II *4 semester hours*

This course is a continuation of MTH2210. Topics include application of integration, area, volume of revolution, arc length, techniques of integration, L'Hôpital's rule, improper integrals, sequences, infinite series, power series, conics, parametric equations, polar, cylindrical and spherical coordinates.

Prerequisite: MTH2210.

MTH2230 Calculus III*4 semester hours*

This course is a continuation of MTH2220. This is a multivariable calculus course. Topics include vectors, vector functions and their derivatives, partial derivatives, multiple integrals, vector analysis, and infinite series.

Prerequisite: MTH2220.

MTH2320 General Statistics*4 semester hours*

This course is designed to acquaint the student with the principles of descriptive and inferential statistics. Topics will include types of data, frequency distributions and histograms, measures of central tendency, measures of variation, probability, probability distributions including binomial, normal probability and student's t distributions, standard scores, confidence intervals, hypothesis testing, correlation and linear regression analysis. This course is open to any student interested in general statistics and it will include applications pertaining to students majoring in athletic training, pre-nursing and business.

Prerequisite: MTH1100 or placement based on AU Mathematics Competency Examination or ACT score.

MTH2700 Statistics for Research*4 semester hours*

This course is designed to provide the science student with the requisite background in descriptive and inferential statistics to design and analyze results of research in his/her field. Special emphasis is placed on experimental design, derivations of statistics, and will use applications from the sciences. Topics will include measures of central tendency, measures of variability, probability, the normal distribution, confidence intervals, hypothesis testing, correlation, linear regression, analysis of variance, and multiway factorial design. Students will use a statistical calculator, and be given an introduction to computer software packages applicable to statistical analysis.

Prerequisite: MTH1310.

MTH3100 Theory of Interest*4 semester hours*

This course gives a comprehensive overview of the theory of interest and its application to a wide variety of financial instruments. Topics include rates of interest, present and future value, effective and nominal rates, annuities, loans, bonds, rate of return, stocks, fixed income investment, cashflow duration and immunization.

Prerequisite: MTH2220.

MTH3200 Actuarial Mathematics I*4 semester hours*

This course prepares students to take SOA/CAS actuarial Exam P/1. Students will apply the concepts learned in MTH3260 to solve advanced problems in probability. Topics include discrete and continuous random variables, functions of random variables, special probability distribution functions, multivariate distributions, covariance and moment generating functions. Test-taking strategies unique to Exam P/1 will also be discussed.

Prerequisite: MTH3260.

MTH3220 Actuarial Mathematics II*4 semester hours*

This course prepares students to take SOA/CAS actuarial Exam FM/2. Students will apply the concepts learned in MTH3100 to solve advanced problems in interest theory. Students will learn the fundamentals of derivatives markets, including general derivatives, options, hedging and investment strategies, forwards, futures and swaps. Test-taking strategies unique to Exam FM/2 will also be discussed.

Prerequisite: MTH3100.

MTH3240 Probability and Statistics I*4 semester hours*

This course provides students with the fundamentals of statistical methods, probability and data analysis. It includes descriptive measures for data characterization (statistics), graphical representations and organization of data, random variables, expectation, distribution functions, central limit theorem, and an introduction to statistical inference. The theories of probability and statistics and their relational value to applied real-world problem solving are studied.

Prerequisite: MTH2210.

MTH3250 Linear Algebra*4 semester hours*

Topics in this course include systems of linear equations, matrices, determinants, vector spaces, subspaces, bases, dimension, eigenvalues and eigenvectors, inner products, linear transformations and matrices of linear transformations. Mathematical proofs of theorems and properties are also introduced in the course.

Prerequisites: MTH2220; MTH3270.

MTH3260 Probability and Statistics II*4 semester hours*

This course serves as a continuation of MTH3240, Probability and Statistics I. Topics include continuous random variables, continuous distributions, bivariate and multivariate distributions, covariance, correlation, moment-generating functions, and the Central Limit Theorem.

Prerequisites: MTH2230; MTH3240.

MTH3270 Discrete Mathematics*4 semester hours*

This course will provide students with the fundamentals of mathematical proof. Different proof techniques, such as direct proof and induction, will be introduced. Logic, graph theory, set theory, Boolean algebra, theory of automata, computability, Turing machines, and formal language theory will also be presented.

Prerequisite: MTH2210.

MTH3280 Biostatistics*4 semester hours*

This course provides an introduction to statistical concepts and techniques commonly encountered in the biological sciences. Lecture topics include study design, probability, comparing sample means and proportions, survival analysis, and sample size/power calculations. Computer software is used to describe and analyze data.

Prerequisite: MTH3240

MTH3300 Differential Equations*4 semester hours*

Topics in this course include mathematical modeling, graphical solutions, techniques for solving first order differential equations, Euler's method, homogeneous constant coefficient linear equations, nonhomogeneous linear equations and their solutions, and Laplace transformations.

Prerequisite: MTH2230.

MTH3320 Modern Geometry*4 semester hours*

This course will provide students with the fundamentals of mathematical proof. It will entail a study of Euclidean and non-Euclidean geometries from an axiomatic viewpoint, convexity and constructions.

Prerequisites: MTH2230; MTH3270.

MTH3350 History of Mathematics*4 semester hours*

This course addresses the development of mathematics from the early Babylonian, Greek, and Arabic mathematics to the modern mathematics of the last 300 years; the development of numeration, geometry, algebra, and the calculus. Highly recommended for students in secondary education.

Prerequisite: MTH2220.

MTH3490 Numerical Analysis*4 semester hours*

This course addresses the use of the computer in solving mathematical problems: roots of algebraic equations, nonlinear equations, numerical integration, differential equations, curve fitting, error analysis, iterative processes, non-linear equations, and numerical methods in linear algebra.

Prerequisites: MTH2230; CSC1700.

MTH3500 Applied Statistical Methods*4 semester hours*

In this course, regression analysis and time series will be discussed in detail, including analysis of real data. The topics to be discussed are least squares estimates of parameters, single linear regression, multiple regression, hypothesis testing and confidence intervals in linear regression models, testing of models, appropriateness of models, linear time series models, moving averages, autoregressive or ARIMA models, estimation, forecasting with time series models, forecast errors, and confidence intervals.

Prerequisite: MTH3240.

MTH3590 Business Analytics*4 semester hours*

Students will learn how statistical and quantitative data analysis, modeling and optimization are used to drive business performance. The use of descriptive, predictive and prescriptive analytics will be explored in the context of real data. Topics to be discussed include statistical analysis and inference, regression analysis, forecasting and optimization.

Prerequisite: MTH2320.

MTH3600 Models for Financial Economics*4 semester hours*

This course is designed to teach the fundamental concepts that are tested on the SOA Exam MFE and CAS Exam 3F. Topics to be covered are put-call parity, exploiting arbitrage, binomial pricing models, Black-Scholes pricing formula, options Greeks, lognormal distributions, Ito's lemma, variance reduction, and delta-hedging.

Prerequisite: MTH3240.

MTH3700 Models for Life Contingencies*4 semester hours*

This course is designed to teach the fundamental concepts that are tested on the SOA Exam MLC and CAS Exam 3L. Topics to be covered are survival models, Markov chain models, life insurances and annuities, premiums, liabilities, recursive calculation of expected values and variances, and Poisson processes.

Prerequisites: MTH3260; MTH3100.

MTH3820 Secondary Methods in Mathematics*4 semester hours*

This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategies and evaluation. In addition to the classroom hours there is a simultaneous practicum. This is usually the last course the student takes prior to student teaching.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

MTH4260 Number Theory*4 semester hours*

This course addresses the theory of mathematical induction, divisibility theory, prime numbers and their distribution, theory of congruences and modular arithmetic, Fermat's theorem, and number theoretic functions and their applications.

Prerequisites: MTH2220; MTH3270.

MTH4300 Introduction to Real Analysis*4 semester hours*

This course introduces students to the theory of the calculus of functions of one variable. Introduction to advanced proof techniques is an emphasis of this course. Topics in this course could include, but are not limited to, functions, limits, continuity, differentiability and integrability for functions of one variable.

Prerequisites: MTH2230; MTH3270.

MTH4450 Abstract Algebra*4 semester hours*

This course is an introduction to abstract algebra. Topics include groups, subgroups, factor groups, polynomial rings, general rings, and fields. Emphasis is placed on both the writing of clear and logically correct proofs as well as demonstration of computational proficiency.

Prerequisites: MTH2220; MTH3270 or MTH3320 or consent of department.

MTH4940 Internship in Actuary Science

The goal of the internship is to provide an opportunity for students to apply knowledge learned in the classroom and grow professionally. It gives new graduates an edge in the current competitive job market and a formal experience within their chosen industry. As a result, internships are a key component in the transformative power of learning, aiding students' transition from the role of student to that of a professional.

MTH4990 Senior Capstone in the Mathematical Sciences I *2 semester hours*

This course is the culmination of the mathematics and actuarial science major's academic experience. Students engage in independent research on a chosen topic or question under the direction of a faculty member. Guest lectures by various faculty members will expose students to content suitable for independent research. The course will also prepare students for entry into the job market or graduate school.

Prerequisites: Senior standing; consent of department.

MTH4991 Senior Capstone in the Mathematical Sciences II *2 semester hours*

This course is a continuation of MTH4990. During the semester, students will finish their research and present their conclusion to other students and faculty in a public venue. Students will write a paper summarizing their work.

Prerequisites: MTH4990.

MUSEUM STUDIES

MST1110 Introduction to Museum Studies

4 semester hours

This course serves as a broad introduction to the world of museums, including the historical origins, development, philosophy, purposes and administrative structure of the various types of museums (e.g., art, history, natural history, science, culturally specific etc.) Students will investigate the variety of jobs and responsibilities that museum professionals hold, such as collection management, conservation, exhibition development, research and museum education. Students will examine the ethical, moral and legal responsibilities of museums. The course includes lectures, discussion, guest speakers and field trips.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

MST2200 Museum Exhibitions

4 semester hours

This course will explore the many facets of exhibit production, including conceptualization, planning, design, interpretation, themes, educational goals, implementation and project management with an emphasis on problem solving and creativity. This class will create an original exhibition in the Schingoethe Museum.

Prerequisite: MST1110.

MST2250 Museum Methods

4 semester hours

Students will be introduced to the development and care of a museum's collection, including registration methods (i.e., accessioning, deaccessioning, marking, storing, records keeping) and conservation issues and methods. Ethical and legal issues, including NAGPRA, will be covered. Through hands-on experience, students will analyze an artifact and take it through these processes, from donation to storage.

Prerequisite: MST1110.

MST2300 Museum Education

4 semester hours

This course is designed to introduce students to the basic components of teaching and learning in museums, with an emphasis on application. Topics include types of museum education, tour techniques, history and current trends, public programming, museum-school services, object-based learning and development of educational materials. Assessment materials for a variety of audiences will be developed by course participants. The course will include lectures, field trips, individual projects and practicum.

Prerequisite: MST1110.

MST3940 Internship in Museum Studies

4 semester hours

This internship is in collaboration with the Schingoethe Center/Jenks Collection or area museums. Student, appropriate museum staff and faculty members designate a project for the intern.

Prerequisite: Declared museum studies minor.

MUSIC

Music lessons: For courses in the list below, applied music study is offered in the form of a weekly individual lesson for either .5 semester hour for one 30-minute lesson or 1.0 semester hour for one 60-minute lesson (except where noted). A final jury examination is required. Applied lessons may require attendance at studio classes and/or live concerts, some of which may be off-campus and/or evenings with additional ticket charges.

MUS1410 Beginning Classical Guitar (.5 semester hours only)

MUS2200 Applied Piano for Non-Majors

MUS2030 Applied Voice for Non-Majors

MUS2230 Applied Woodwinds

MUS2240 Applied Brass

MUS2250 Applied Strings

MUS2260 Applied Classical Guitar

MUS2270 Applied Organ

MUS3030 Intermediate Applied Voice

MUS3200 Intermediate Applied Piano

MUS4030 Advanced Applied Voice

MUS4200 Advanced Applied Piano

MUS1010 Beginning Voice

1 semester hour

Beginning Voice is organized as a group lesson in which students explore visual, auditory and aesthetic dimensions of vocal music. Attention will be given to the fundamentals of singing, including technique, tone production, breath control, ear training, diction, dynamic control, interpretation and analytical preparation. Students gain performance experience in a studio-class setting, while learning to give and take musical suggestions and criticism. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS1070 Recital Attendance

0 semester hours

Intentional listening is essential for the growth of all musicians. Students enrolled in Recital Attendance are expected to listen critically in order to increase their musical experience, their knowledge of performance skill and literature with the intent of applying this knowledge to better their own performance and understanding of music. Recital Attendance is a pass/fail course that is required of all music majors each semester of enrollment.

MUS1400 World Music

4 semester hours

This course provides an introductory survey of traditions and of music in global perspective. The musical content will be that of traditional musics of a wide sampling of cultures in the world. The content focuses upon how culture affects music, how mixing cultures expresses itself musically, and naturally of the materials of music used by each culture.

MUS1410 Beginning Classical Guitar

.5 semester hour

This course is an introduction to technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales,

arpeggios, etudes, and the development of aesthetic awareness. Jury performance for music faculty is required. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges.

MUS1500 Music Appreciation*4 semester hours*

This course explores the dominant trends in Western music, including the major composers, their masterworks, musical styles, and historical eras from the Middle Ages to the present. Attention to the development of active listening skills and discernment of musical styles. This course centers on the study of musical expression as a manifestation of social and cultural customs and as an artistic and aesthetic communication. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

MUS1520 Exploring Music: World of Opera*2 semester hours*

World of Opera traces the history and development of opera from its beginnings to the present, emphasizing opera as a combination of music, literature, theatre, dance and visual arts. This course introduces operas, composers and performers through listening to live and recorded music, discussions and films.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

MUS1900 Women's Ensemble*1 semester hour*

The AU Women's Ensemble explores treble choral literature from all historical periods and seeks out a variety of performance venues. The group focuses on vocal technique, precision intonation and choral unity. The Women's Ensemble represents the music department at special campus events. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1900 may be counted toward graduation.

Prerequisite: Permission of instructor based on successful vocal audition.

MUS1910 University Chorale*1 semester hour*

Open to musicians of all majors, the AU Chorale focuses primarily on vocal skills and the creation of a unified choral sound. Members study a variety of music, ranging from medieval and renaissance to contemporary, preparing quality choral literature for performance and education. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1910 may be counted toward graduation.

Prerequisite: Permission of instructor based on successful audition.

MUS1930 Chamber Ensemble*.5 semester hour*

This is a performance class for instrumentalists or singers who will prepare, study, and perform literature spanning several eras and styles for small groups of 3-30. Public performances, some of which may be off campus and/or evenings, are required. A maximum of eight semester hours of MUS1930 may be counted toward graduation. Chamber Ensemble options may include Chamber Choir, Pep Band, Flute Ensemble, Opera Workshop, Chamber Strings or others as determined by the music department.

Prerequisite: Permission of instructor based on successful audition.

MUS2030 Applied Voice for Non-Majors *.5-1 semester hour*

Students work individually with an instructor to develop the technical production of vocal sound. Learners will explore various vocal styles with a focus on classical art songs, arias and folk songs and may include works in foreign languages. Students will gain the tools to progress toward the next level of vocal skill. Studio class and final jury examination are required. A maximum of eight semester hours of MUS2030 may be counted toward graduation.

Prerequisite: Permission of instructor based on successful vocal audition.

Co-requisite: MUS1900 or MUS1910.

MUS2100 Diction for Singers I *2 semester hours*

This course explores language pronunciation for the vocalist focusing upon English and Italian. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS2110 Diction for Singers II *2 semester hours*

This course explores language pronunciation for the vocalist focusing upon German and French. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. Skills will be demonstrated through classroom foreign language readings, as well as in classroom performances. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

MUS2200 Applied Piano for Non-Majors *.5-1 semester hour*

Students who wish to begin or continue piano study will gain skill in reading musical notation, piano technique and forms and styles of piano composition. Mastery of technical skills for performing and memorizing piano repertoire, including the study of representative works from the piano literature, scales, triads, arpeggios and the development of aesthetic awareness. Studio recital and jury performance for music faculty will be required. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. A maximum of eight semester hours of MUS2200 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS2230 Applied Woodwinds *.5-1 semester hour*

This course involves the mastery of technical skills for performing woodwind repertoire (flute, oboe, clarinet, bassoon, saxophone), including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2230 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS2240 Applied Brass *.5-1 semester hour*

This course involves the mastery of technical skills for performing brass (trumpet, horn, trombone, tuba) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2240 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS2250 Applied Strings*.5-1 semester hour*

This course involves the mastery of technical skills for performing string (violin, viola, cello, double bass) repertoire, including the study of representative works from the literature, scales, arpeggios, etudes, and the development of aesthetic awareness. Studio recital and final jury examination are required. A maximum of eight semester hours of MUS2250 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS2260 Applied Classical Guitar*.5-1 semester hour*

This course continues the development of technical skills for performing classical guitar repertoire, including the study of representative works from the literature, scales, arpeggios and etudes, and the development of musicianship and aesthetic awareness. Studio recital and jury performance are required. Performance or attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. A maximum of eight semester hours of MUS2260 may be counted toward graduation.

Prerequisites: Two semesters of MUS1410 and/or permission of instructor.

MUS2270 Applied Organ*.5-1 semester hour*

This course introduces technical skills for performing organ repertoire, including the study of representative works from the literature, development of musicianship, and basic knowledge of the construction of the instrument. Jury performance for music faculty will be required. A maximum of eight semester hours of MUS2270 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS2300 Piano Accompanying*1 semester hour*

The purpose of this course is threefold: to broaden and deepen the student's knowledge of vocal and instrumental repertoire, to develop proficiency in collaborative keyboard skills and to strengthen accompanying skills. Piano Accompanying focuses on two main components: keyboard skills and ensemble repertoire. Keyboard skills consist of the development of sight reading, open-score reading, transposition, score-reading, harmonization, or any skill related to collaborative activities. Ensemble groups and repertoire will be assigned at the beginning of the semester, and keyboard skills assignments will be addressed on a weekly basis. This course serves as the ensemble requirement for piano majors and minors.

Prerequisite: Permission of instructor.

MUS2600 Musicianship I*4 semester hours*

Musicianship I is an introduction to fundamental organizing principles of Western tonal music, including notating and reading major and minor scales, key signatures, chords, intervals on treble and bass clefs, rhythms, and meters. Basic score reading and instrumental transpositions, vocabulary for tempo and expression will be covered. In addition to theoretical study, this course is an introductory development of the ability to hear the basic elements of diatonic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions and form. Practice reading and singing rhythms and diatonic melodies at sight and notating music examples will be the foundational methods for accomplishing the goals of the course. The course will include listening assignments and possible attendance at live concerts, some of which may be off campus and/or evenings with additional ticket charges. Musicianship I is a requirement of all music majors and music minors.

MUS2610 Musicianship II*4 semester hours*

This course is an introduction to the theoretical basis of diatonic harmony, including chord spellings, harmonic functions and composition in two, three, and four parts using triads in the common practice style. Analysis of the compositional features of masterworks and an introduction to phrase structures, elementary forms, and score reading are undertaken. Included also are the aural skill components of increased the ability to hear diatonic music and the basic elements of chromatic music, including scales, intervals, chord qualities, melodic shapes, rhythms, harmonic functions, and form. Skills will be developed through practice reading and singing rhythms and diatonic and chromatic melodies at sight and notating music examples. Musicianship II is a requirement of all music majors and music minors.

Prerequisite: MUS2600.

MUS2620 Musicianship III*4 semester hours*

Musicianship III is a study of modulation to closely related keys, binary and ternary forms, altered and borrowed chords, leading tone chords, and diminished seventh chords. Students will be introduced to polyphonic analysis and writing, variations forms, fugue and related forms. Additionally, analysis of representative classical compositions will be included. Aural skill components commensurate with the theoretical concepts presented in the course will be acquired including sight-singing in multiple clefs, one- and two-voice melodic dictation will be mastered. The course explores further use of chromatic material, intermediate rhythm and more advanced harmonic dictation. Musicianship III is a requirement of all music majors.

Prerequisite: MUS2610.

MUS2630 Musicianship IV*4 semester hours*

Musicianship IV explores advanced harmonic analysis of the late 19th century, including higher tension and non-tertiary chords. The course involves analysis of tonal forms, including sonata and rondo forms. Students will further investigate techniques to develop a mastery of traditional harmony and exploration of compositional technique of the 20th century. Aural skills commensurate with the theoretical concepts presented will be acquired, including advanced sight singing of chromatic and atonal material, advanced rhythmic and harmonic dictation and preparation for score reading. Musicianship IV is a requirement of all music majors.

Prerequisite: MUS2620.

MUS2700 Jazz History*4 semester hours*

This course is designed to introduce the students to the art of jazz and its related cultural and historical developments. The course will examine the music and its significant figures in a forum that will emphasize the ethnic, racial, political and societal underpinnings at the heart of the music. Focus will also be placed on the cognitive listening skills necessary to better understand and appreciate this uniquely American art form.

MUS3030 Intermediate Applied Voice*.5-1 semester hour*

This course is primarily for music majors and minors or individuals with high interest in vocal progress. Singers work individually with an instructor to gain and refine mastery of the technical production of vocal sound. Exploration of musical style and interpretation will be emphasized. Repertoire will focus on art

songs, arias and folk songs and musical theater. Repertoire will include works in a variety of languages. Performance on Studio Class or Student Recital and final jury examination are required. A maximum of eight semester hours of MUS3030 may be counted toward graduation.

Prerequisite: Permission of instructor.

Co-requisite: MUS1900 or MUS1910.

MUS3130 Vocal Literature *2 semester hours*

Vocal Literature is a fundamental course designed to examine the history and development of the art song and opera through reading, hearing and performing examples of the song literature for solo voice.

Prerequisites: Two semesters of applied vocal study.

MUS3200 Intermediate Applied Piano *.5-1 semester hour*

This course is primarily intended for music majors or minors in piano. Non-majors who are highly motivated or advanced may be included by permission. Pianists work individually with an instructor to gain and refine mastery of the technique of playing the piano. Exploration of musical style and interpretation will be emphasized. Performance on Studio Class or Student Recital and jury performance for music faculty are required. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges. A maximum of eight semester hours of MUS3200 may be counted toward graduation.

Prerequisite: Permission of instructor.

MUS3330 Keyboard Literature *2 semester hours*

This course provides an overview of piano literature and performance practices beginning with the earliest examples of keyboard music leading up to and inclusive of the standard repertoire of the standard periods of western art music. By means of score study, listening, readings and presentations, the student will acquire analytical skills and develop historical concepts needed for the understanding and performance of this literature.

Prerequisites: Two semesters of Applied Piano Study.

MUS3400 Conducting *2 semester hours*

In this course, students will gain skill in conducting choral and instrumental ensembles. Skills presented include beat patterns, rehearsal techniques, score study, terminology, transpositions, left hand independency, and expressive conducting techniques. Students will use the class and on occasions existing groups on campus as laboratory ensembles.

Prerequisite: MUS2610.

MUS3410 Music History I *4 semester hours*

This course studies the development of Western Art Music from antiquity through the end of the Baroque era. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.

Prerequisite: MUS2610.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

MUS3450 Music History II*4 semester hours*

A continuation of MUS3410, this class is a study of the development of Western Art Music during the Classical and Romantic eras. Attention will be placed on the relationship of music to the artistic, historical and social trends of each era. Emphasis will be placed on the ability to analyze, evaluate and communicate, both verbally and in writing, about music history and literature through listening and the reading of primary and secondary texts.

Prerequisite: MUS2610.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

MUS3500 Applied Conducting*.5-1 semester hour*

This course is organized as an applied lesson in conducting. The student will get highly individualized feedback and instruction on the finer points of conducting, while still developing conducting skills from the student's starting point and attempting to take further his or her conducting potential. In the practice of the spiral curriculum, all conducting skills will be revisited to hone them to a sharper edge, a higher level of proficiency. These skills will be put into use in the conducting practicum for a hands-on approach to the art. Literature will be approached in a seminar fashion, with students making frequent presentations of research on assigned topics.

Prerequisite: Instructor permission or MUS3400.

MUS3510 Music History III*4 semester hours*

Music History III is an integrative study of the history and theory of Art Music since 1900. This course will explore the historical, sociological, philosophical and aesthetic contexts of music in the 20th century and beyond through an examination of compositional methods and materials, history, critical listening and research. Additional study of World Music is included.

Prerequisite: MUS2610.

MUS4030 Advanced Applied Voice*1 semester hour*

This course is primarily intended for music majors. Highly motivated advanced non-majors can be admitted with instructor permission. Singers work with an instructor to accomplish upper level literature and advanced concepts in musical style and interpretation. Students will gain advanced vocal techniques and repertoire ranging throughout all style periods and in foreign languages. Performance on Studio Class, Student Recital and a final jury examination are required. Attendance will be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 8 semester hours of MUS4010 may be counted toward graduation.

Prerequisite: Permission of instructor based on successful passage of the sophomore jury.

Co-requisite: MUS1900 or MUS1910.

MUS4100 Vocal Pedagogy*2 semester hours*

This course is designed to help students: 1) develop a working knowledge of the anatomy and function of the vocal mechanism and how it relates to specific vocal problems, 2) develop their own teaching philosophy and style by exposing them to a variety of pedagogical methodologies, 3) become acquainted with appropriate teaching repertoire and resources. Laboratory teaching will be utilized to give the students hands-on experience.

Prerequisites: Five semesters of applied vocal study.

MUS4200 Advanced Applied Piano*1 semester hour*

Advanced Applied Piano lessons for music majors and minors is designed to instruct students in methods and techniques that polishes expressive performance skill and explores in greater detail the mastery of piano technique. The development of this high level of performance will be guided through the use of etudes, scales, arpeggios and exploration of compositional styles and advanced musical literature appropriate to the pianist's level. The student's repertoire will include standard compositions from across eras, genres and styles. Skill mastery will be demonstrated through performance in Studio Class, Student Recital, and final jury examination for music faculty.

Prerequisite: Permission of instructor based on successful passage of the sophomore jury.

MUS4300 Piano Pedagogy*2 semester hours*

Piano Pedagogy is the study of principles and practices of music teaching focused on the piano. The discussion of methods and materials is followed by guided laboratory work with both class and private students. The course includes methods of teaching piano, appropriate materials and techniques for all levels.

Prerequisites: Five semesters of applied piano study.

MUS4400 Audio Recording and the Business of Music*2 semester hours*

This course gives the student an introduction to important aspects of the music profession. Topics covered are basic sound recording techniques and principles, self-promotion, music advocacy, taxes for self-employed musicians, and music and the law.

Prerequisite: MUS2610.

MUS4990 Senior Recital/Capstone*1 semester hour*

This course is the final or penultimate course in the sequence of Applied Lessons depending on when the recital is scheduled during the senior year. The student will successfully perform a full recital from memory, unless accepted performance practice indicates usage of music. The student will research the music selected for performance and write program notes for the recital.

Prerequisites: Six semesters of applied study and instructor permission.

NATURAL SCIENCE

NSM1150 Science Foundations*4 semester hours*

This course explores some of the fundamental physical concepts, including energy and the atomic view of matter, that are necessary to our understanding of science and technology in our world.

Prerequisite: Completion or concurrent enrollment in MTH1100 or higher.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

NSM1400 Earth and Space Science*4 semester hours*

This course includes an overview of those sciences that collectively seek to understand our dynamic Earth and its relationship to the larger universe. Includes material from the fields of geology, oceanography, meteorology and astronomy through which we examine the physical laws and natural processes that have

helped to shape and change Earth and the universe around it. An introduction to astronomy will explore the universe and solar system, including basic cosmological principles, the life and death of stars, and the objects in our solar system.

Meets General Education "Observation of the Natural World" requirement (for students entering Aurora University prior to Summer 2014).

NSM2500 Integrated Mathematics and Science for Teachers *4 semester hours*

This course presents an integrated approach to mathematics and science and their applications to problem solving. Topics in science include exploration of fundamental physical concepts, including transformation of energy, force and motion, waves, electricity and magnetism, and the atomic view of matter. Topics in mathematics include real numbers, representation and evaluation of functions, properties of linear and nonlinear functions, problem solving with and without linear equations, problem solving and representation of systems of linear equations, the relationship between symbolic expressions, and graphs of lines.

Prerequisite: MTH1220 or consent of the mathematics department.

Note: Successful completion of MTH1210, MTH1220, NSM2500 satisfies the mathematics competency requirement for graduation for elementary education majors.

**NSM1600 Science Technology Engineering and
Mathematics Pre-Service Teacher Immersion
Experience, STEM TIE I**

1 semester hour

The course provides an immersion experience to observe firsthand the teaching of mathematics and science in an elementary classroom. The pre-service teacher will be placed in an accredited public or private school for 4–6 hours of elementary classroom observation experience. The student will have an opportunity to observe the classroom environment, teacher's use of technology and teacher-student interactions. This course will provide information on observation protocols, reflective practices, pedagogical techniques and connections to relevant mathematics and science applications.

**NSM1700 Science Technology Engineering and
Mathematics Pre-Service Teacher Immersion
Experience, STEM TIE II**

1 semester hour

The course provides an immersion experience to observe firsthand the teaching of mathematics and science in an elementary classroom. The student will be placed in an accredited public or private school for 4–6 hours of elementary classroom observation experience. The student will have the opportunity to observe assessment practices, differentiated instruction, and teacher-student interactions. The student will also participate in small group tutoring and reflect through journaling on the assessment of teaching and learning in the small group. This course will provide information on observation protocols, reflective practices, pedagogical techniques, and connections to relevant mathematics and science applications.

Prerequisite: NSM1600.

**NSM2600 Science Technology Engineering and
Mathematics Pre-Service Teacher Immersion
Experience, STEM TIE III**

1 semester hour

The course provides an opportunity to practice teaching mathematics and science in an elementary classroom. The student will be placed in an accredited public or private school for 4–6 hours of classroom experience. The student will

develop and teach two lesson plans on extended responses and a lesson plan on the integration of mathematics and science in literature. This course will provide information on reflective practices, pedagogical techniques and connections to relevant mathematics and science applications.

Prerequisite: NSM1700.

**NSM2700 Science Technology Engineering and
Mathematics Pre-Service Teacher Immersion
Experience, STEM TIE IV**

1 semester hour

The course provides an opportunity to develop and implement 4–5 activities integrating mathematics and science. The student will be placed in an accredited public or private school for 4–6 hours of elementary classroom experience. The course will provide information on reflective practices, pedagogical techniques, assessment techniques and connections to relevant mathematics and science applications.

Prerequisite: NSM2600.

NSM3600 STEM Industrial Pre-Service Teacher Immersion

Experience (80 hours for 2–4 weeks)

2 semester hours

The course provides an opportunity to participate in an immersion experience at two STEM-related industry partners. The student will be expected to have at least 80 hours of total immersion experience and will be able to work with a mentor or facilitator at the partner site. The student will have an opportunity to observe and work in an industrial environment. The immersion will provide an opportunity to understand STEM applications in various disciplines and reflect on how this experience can be integrated with the curriculum in a K–5 classroom.

Prerequisite: NSM2700.

NSM3790 ACCA Affiliated Course

2–4 semester hours

Aurora University in collaboration with the other Associated Colleges of the Chicago Area (ACCA), the Shedd Aquarium and Morton Arboretum, offers a range of courses, including lecture series, laboratory courses and field experiences that enrich our core curriculum. These will be offered as student interests and needs indicate.

Prerequisite: Consent of program chair.

NSM3970 Research in Natural Sciences

3 semester hours

This course is designed to provide students with the opportunity to do research in the natural sciences that has the potential to be published in a peer-reviewed scientific journal and presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project and attending weekly seminars on how to conduct scientific research.

Prerequisite: Consent of instructor.

NSM4970 Advanced Research in Natural Sciences

3 semester hours

This course is designed to provide students with the continued opportunity to do research in natural sciences that has the potential to be published in a peer-reviewed scientific journal and presented at a scientific meeting. Students will accomplish these goals by performing a supervised research project, and attending weekly seminars on how to conduct scientific research.

Prerequisites: NSM3970; consent of instructor.

NURSING

NUR3000 Introduction to Professional Nursing *3 semester hours*

This course explores the development of professional nursing. Students are introduced to selected concepts, themes and theories which will be used as a foundation throughout the curriculum. Major contemporary nursing issues are explored within historic, economic, philosophical and political contexts. The concepts of health and illness as influenced by psychological, social, cultural, ethical and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois Nurse Practice Act are explored. The development of nursing knowledge, diagnoses, interventions and outcomes are emphasized.

Prerequisites: Concurrent with NUR3100/Z; NUR3260/Z.

NUR3015 Introduction to Nursing Informatics *4 semester hours*

An introduction to computers and nursing informatics focuses on application to the nursing profession. This course introduces nursing informatics as an integration of nursing, computer and information sciences for the support of nursing practices. It acquaints practicing nurses with the effective utilization of technology and its applications throughout all aspects of health delivery.

Prerequisite: RN students only.

NUR3030 Dimensions of Professional Practice/RN *4 semester hours*

This RN bridge course focuses on furthering the development of professional values and value-based behaviors as foundational to the practice of nursing. Professionalism involves accountability for one's self and nursing practice, including continued professional engagement and lifelong learning. The RN student will be introduced to selected concepts, themes, and theories that present an understanding of the historical, legal, and contemporary context of nursing practice and serve as a foundation throughout the curriculum. The concepts of health and illness as influenced by psychological, social, cultural, ethical, and legal issues are examined. Nursing theories, the ANA Nursing Scope and Standards of Practice, Code of Ethics for Nurses, and the Illinois/Wisconsin Nurse Practice Act are explored.

Prerequisites: RN students only; NUR3015.

NUR3100/Z Principles of Nursing I *6 semester hours*

This course applies major concepts from the liberal arts and sciences to the understanding of the nursing profession. The framework for nursing knowledge base is developed and fundamental nursing interventions (physiologic, communicative, behavioral, and environmental) are taught using the evidence upon which the profession and the care of patients and populations is based. The course introduces the nursing student to the professional nursing role and its influence on health and illness, health promotion and disease prevention at the individual and population level across the lifespan. The professional role is explored within the context of the social, cultural, ethical and legal issues inherent in the nurse's role as provider of care, educator and advocate and as a member of the profession. The student is introduced to the health care system and the nurse's role as a member of a multidisciplinary care team.

Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to begin to systematically analyze information and implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs.

Prerequisites: Admission to the School of Nursing; all BSN core courses; ENG1000; ENG2010; MTH1100 or successfully passed the mathematics competency examination. Concurrent with NUR3000; NUR3260/Z.

NUR3105/Z Exploring Intraoperative Nursing *2 semester hours*

This course introduces students to the specialty of intraoperative nursing. Didactic content explores fundamental principles and the intraoperative experience from the perspectives of the patient and the operating room nurse. Emphasis is placed on the importance of asepsis, prioritization, multidisciplinary communication, teamwork, complex technological skills, patient safety and ethical standards. Clinical Component: The clinical experience is designed to make students become comfortable in the dynamic operating room environment. Students are placed with nurses who are recognized by their peers as experts in their specialty area. Patient assessment, advocacy, dignity and confidentiality are stressed. The roles of the operative nurse

in both the scrub and circulating functions are emphasized.

Prerequisites: NUR3100/Z; NUR3000; NUR3260/Z.

NUR3110/Z Principles of Nursing II *6 semester hours*

This course builds on the conceptual framework developed in Principles of Nursing I. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate and member of the profession. The student continues to function within the health care system as a member of an inter-professional care team.

Clinical: An integration of laboratory and clinical experiences will focus on the development of the nursing student to expand the ability to systematically analyze information, implement fundamental nursing interventions based on evidence-based practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

Prerequisites: NUR3100/Z; NUR3260/Z. Concurrent with NUR3160; NUR3400/Z.

NUR3160 Pharmacological Concepts *4 semester hours*

This course utilizes the basic knowledge from the physical and life science foundation to study the effects and interactions of pharmacologic agents on the client population. The focus of the course is to gain an understanding of the underlying physiology of the human body and the pharmacologic effects an agent will have on the human body. The pharmacological concepts of pharmacokinetics and pharmacodynamics are applied to each pharmacologic agent therapeutic category. The course also explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

Prerequisites: BI03050; CHM1200; NUR3000; NUR3100/Z; NUR3260/Z. Concurrent with NUR3110/Z; NUR3400/Z.

NUR3260/Z Health Assessment, Education and Promotion/Lab *4 semester hours*

This course provides the framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health sta-

tus of individuals across the lifespan with emphasis on aging. This includes assessment of mental status, basic psychosocial status, functional health patterns, and physical assessment skills. The National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families, and communities in aggregate. Health promotion strategies and practices are explored. Clinical laboratory provides integration for advancing critical thinking skills.

Prerequisites: Concurrent with NUR3000; NUR3100/Z.

NUR3280/Z Health Assessment, Education and Promotion/RN

4 semester hours

This course provides the framework for the RN student to expand existing physical and psychological assessment skills. Acquisition of clinical evidence for the assessment of rapidly changing situations, patient risk and situations related to patient safety will be the focus. Knowledge acquisition related to wellness, health promotion, illness and disease management is core to the baccalaureate nurse practice. National Health Objectives provide the organizing framework for promotion of health and reduction of risks that impact individuals, families and communities in aggregation. Students identify and explore these concepts across the lifespan, including those of healthy aging.

Prerequisites: RN students only; BIO3050.

NUR3400/Z Psychiatric-Mental Health Nursing

5 semester hours

Reflecting the ANA Psychiatric-Mental Health Nursing Scope and Standards of Practice, this course prepares the nurse generalist to utilize effective communication to develop therapeutic interpersonal relationships foundational to all nursing practice. The dynamic interaction of physical and mental illnesses requires holistic nursing approaches developed from broad-based ways of knowing. Purposeful use of self is the art of psychiatric-mental health nursing while nursing, psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of major psychiatric disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team.

Clinical: Clinical opportunities include experiential learning activities involving psychiatric patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

Prerequisites: NUR3100/Z. Concurrent with NUR 3110/Z; NUR3160.

NUR4050 Nursing Research

3 semester hours

Research provides the foundation for evidence-based professional nursing practice. A basic understanding of how evidence is developed incorporates the research process, clinical judgment, inter-professional perspectives and patient preferences. The role of the baccalaureate nurse as consumer of research is the focus of this course. Students will develop skills to accurately interpret evidence to improve patient outcomes.

Prerequisites: All NUR3000-level courses; MTH2320. Concurrent with NUR4200/Z; NUR4300/Z.

NUR4060 Nursing Research/RN

4 semester hours

Research provides the foundation for evidence-based professional nursing practice. This course focuses on the role of the baccalaureate nurse as a consumer of

research. The baccalaureate nurse can integrate reliable evidence for multiple ways of knowing to inform practice and make clinical judgments. RN students will participate in documenting and interpreting evidence for improving patient outcomes.

Prerequisites: RN students only; all NUR3000-level courses; MTH2320.

NUR4200/Z Nursing: A Global Community Outlook *4 semester hours*

This course incorporates concepts from nursing and applies them to public health functions and community-based patient care. The focus shifts from individual health to population-focused nursing. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored.

Clinical: The clinical component for this course will apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

Prerequisites: All NUR3000-level courses. Concurrent with NUR4050; NUR4300/Z.

NUR4300/Z Medical Surgical Nursing I: Collaborative Practice in Health and Illness

7 semester hours

This medical surgical nursing course builds on the conceptual foundations learned in the principles of nursing practice, health assessment, pharmacology and behavioral health nursing courses. Pathophysiologic processes of all body systems are discussed focusing on evidence-based nursing interventions in the acute care setting. Application of the nursing process in interdisciplinary practice to prevent, promote, maintain and restore health throughout the lifespan is emphasized.

Clinical: The clinical practicum focuses on intermediate nursing care and critical thinking within a collaborative practice setting. Emphasis is placed on the integration of evidence-based nursing interventions with the goal of meeting the diverse health needs of vulnerable adult patients from young adulthood to older adults.

Prerequisites: All NUR3000-level courses. Concurrent with NUR4050; NUR4200.

NUR4500/Z Nursing Care of the Family

7 semester hours

This course focuses on the care and support of women, children and families. The course assists students in using critical thinking to identify the options for holistic, evidence-based practice within the realm of maternal and child nursing. In addition, students will explore strategies and resources for the provision of appropriate care in various clinical settings within social, ethical and multicultural frameworks.

Clinical: The nursing care of women, children and families in various clinical settings is the focus of this clinical. Simulation learning experiences may be utilized to augment clinical experiences.

Prerequisites: All NUR3000-level courses. Concurrent with NUR4600; NUR4800/Z.

NUR4600 Leadership and Management*4 semester hours*

This capstone course for the pre-licensure student facilitates the transition from student to professional nurse. The roles, traits, and contributions of the nurse in leadership and managerial positions are explored. Conceptual aspects of power, problem solving/decision making, effective communications, conflict resolution, delegation, team building, quality improvement and patient safety are applied to a variety of situational contexts. The course is designed to facilitate student self assessment of leadership and management abilities as they develop the necessary skills to enter and thrive within the professional nursing workplace. The capstone project and paper require the student demonstrate the ability to integrate and synthesize learning from general education in the arts and sciences with nursing knowledge.

Prerequisites: All NUR3000-level courses. Concurrent with NUR4500/Z; NUR4800/Z.

NUR4620 Leadership and Management/RN*6 semester hours*

This capstone course for the RN student explores the development of the nurse leader role, which includes an awareness of complex systems, and the impact of power, potential, policy and regulatory guidelines on these systems. Leadership requires incorporating ethical decision making and effective work relationships based on respectful communication and collaboration. Care-coordination, delegation and conflict resolution strategies are discussed. The course includes a leadership practicum where the student focuses on identification and development of leadership skills. The practicum includes opportunities for scholarly inquiry, professional writing and presentation.

Prerequisites: All NUR3000-level courses; RN students only; NUR4060.

**NUR4780 Ethical, Cultural and Policy Consideration
in Healthcare***4 semester hours*

This course examines the cultural influence on belief, values and practices in relation to health, illness and health-seeking behaviors. It strives to incorporate the constructs of cultural humility and cultural sensitivity. Concepts of individual rights and the common good are examined and debated. The content explores current healthcare policy as it impacts vulnerable populations. Critical analysis of the issues and trends of the global health community are discussed. On the international level, the student will question the fundamental ethical and moral questions that impact our shared humanity.

Prerequisites: RN students only; all NUR3000-level courses; NUR 4060.

**NUR4800/Z Medical Surgical Nursing II: Collaborative
Practice in Health and Illness***6 semester hours*

The medical surgical course builds on the conceptual foundations developed in Medical-Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidence-based nursing interventions in the acute care setting with an emphasis on the high-acuity patient, examining a diverse population across the adult lifespan. The professional nursing role is explored further to gain a deeper understanding of the nurse's role as provider of care, educator, advocate, researcher and manager of care. The student continues to function as a member of the inter-professional care team and is expected to continue to gain skills and confidence when collaborating with others.

Clinical: The clinical experience, utilizing professional nurse mentors, emphasizes complex decision making through collaborative practice in high acuity and critical care settings. The student must demonstrate increasing autonomy and assume an assignment that more closely approximates a realistic workload for the novice nurse by developing skills in delegation, prioritization and management of care as an integral part of the inter-professional team.

Prerequisites: All 3000-level NUR courses; NUR4300. Concurrent with NUR4500; NUR4600.

NUR4850 Nursing: A Community Outlook/RN *4 semester hours*

This course transitions the RN to population-focused nursing practice. Concepts from nursing and the liberal studies are applied to public health functions and community-based patient care. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of health promotion, disease and injury prevention, and quality and accessibility of health services are emphasized. Current trends in the global health community are explored. Projects assigned during the course apply nursing concepts and public health and community-based practices to selected populations to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

PHILOSOPHY

PHL1100 Problems of Philosophy *4 semester hours*

This course is an introduction to the nature of philosophy through reading and discussion of various philosophical problems and comparisons of different philosophical viewpoints. The topics discussed will include the nature of reality, the existence of God, the nature of human existence, the nature of knowledge, the criteria for making value judgments, and the terminology of philosophical inquiry. *Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).*

PHL1200 Logic *4 semester hours*

This course is a study of the nature of arguments and the criteria for evaluating and constructing arguments. Topics in the course will include formal logic, informal fallacies, rules for definitions, constructing and presenting arguments, and the relation between logic and the scientific method.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL2100 Ethics *4 semester hours*

This course is a study of a variety of answers that have been given to the questions of what constitutes the good life and what standard should be used to evaluate actions. The course will include the study of significant ethical theorists from Plato to the present and examination and discussion of various contemporary ethical issues.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL2200 Introduction to Political Philosophy 4 semester hours

This course examines the history of political philosophy in the Western world—the study of how to evaluate and organize human societies. It will offer an overview of the major thinkers and ideas in this field, beginning with the ancient Greeks and ending with some major 20th century figures. Topics discussed will include the relationship between human nature and politics, competing conceptions of the ideal society, the relationship between government and religion, reason and emotion, selfishness and altruism, civil disobedience, and revolution.

PHL/HIS2250 Ancient Philosophy: History of Philosophy I 4 semester hours

This course will focus on Greek and Roman philosophy from the pre-Socratics up to the Hellenistic era. Special attention will be placed on the seminal work of Plato and Aristotle.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL/ART2700 Art and Philosophy 4 semester hours

Cross-listed with ART2700. For description, see ART2700.

PHL/REL3100 Philosophy of Religion 4 semester hours

This course is a study of the philosophical issues in religion: the nature of religion, the relation between philosophy and religion, the possibility of demonstrating the existence of God, the problem of evil, and the nature of religious knowledge and language.

Prerequisite: An introductory philosophy or religion course.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL3150 Professional Ethics 4 semester hours

This course explores the moral standards, responsibilities, and duties of professionals, such as physicians, nurses, lawyers, social workers, teachers, administrators, public officers, accountants, and managers. We will examine the criteria for a profession as well as obligations of professionals toward their clients and toward third parties. We will explore some common philosophical theories of moral obligation, rights and justice and how they apply to cases.

Prerequisites: Demonstrated research and writing skills; not recommended for first- and second-year students.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL3200 Business Ethics 4 semester hours

This course is a study of the ethical principles that apply to business practices and goals. In addition to an examination of the moral theory and values behind a free market, this course examines a variety of issues such as employer/employee rights and responsibilities, privacy in the workplace, whistle blowing, corporate responsibilities, and advertising practices, all of which are examined in the light of alternative approaches to making moral judgments.

Prerequisite: An introductory course in philosophy.

PHL3300 Modern Philosophy: History of Philosophy II 4 semester hours

This course will focus on the foundation of Modern philosophy in the 17th and 18th centuries. Emphasis will be placed on 1.) the Rationalist tradition, starting

with Descartes and continuing in Spinoza and Leibniz; and 2.) Empiricism, focusing on Locke and Hume.

Prerequisite: A prior course in philosophy or PHL2250 is recommended.

PHL3350 History of Philosophy III *4 semester hours*

This course will focus on Kant's thinking and the influence of it on such schools as German Idealism, Phenomenology and Existentialism.

Prerequisite: PHL2250 or PHL3300 is strongly recommended.

PHL3400 The Good Life? *4 semester hours*

This course is a study of how a variety of philosophical authors have defined both the good life and happiness and how they may be achieved. Topics in the course range from Socrates' question as to what life is worth living to the belief that the pursuit of happiness is an inalienable right.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL3500 Philosophy of Love and Sex *4 semester hours*

This course is a study of the various philosophical issues that surround the topics of love and sex. The topic will include the philosophical, theological and contemporary influences that have shaped the public debates about love and sex; the ethical issues associated with these topics; and the social policy implications.

Prerequisite: PHL1100 is helpful but not required.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

PHL3600 Analytic Philosophy *4 semester hours*

This course will focus on the schools grounded in the work of Frege and Russell, emphasizing such thinkers as Wittgenstein, Austin, Popper, Searle and Dennett.

Prerequisite: Either one prior history-sequence course or PHL2250; PHL3330 or PHL3350 or PHL1200 is strongly recommended.

PHL/PSC4650 Classical Political Philosophy *4 semester hours*

This course examines methodological, conceptual and substantive ideas of major political theorists, emphasizing primary sources and the contributions of Aristotle, Plato, Machiavelli, Hobbes, Locke and Rousseau.

Prerequisites: Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science required.

PHL/PSC4660 Modern Political Philosophy *4 semester hours*

This course examines methodological, conceptual and substantive ideas of major political theorists and movements in the 19th and 20th centuries, emphasizing primary sources and the contributions of Hegel, Marx, Mill, and contemporary approaches to the study of political theory.

Prerequisites: Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science required.

PHL4990 Senior Seminar in Philosophy *4 semester hours*

This course will focus on major theoretical positions in contemporary philosophy. It will also examine the significance of philosophical theory for other disciplines, social and political life, and the arts.

Prerequisites: A declared major or minor in philosophy; a minimum of three courses in philosophy, including at least two at the 3000-level; senior standing recommended.

PHYSICAL EDUCATION

ACTIVITY COURSES

PED1000 Beginning Tennis

1 semester hour

Off-campus Location: Washington Middle School. Must provide own transportation. Equipment is provided.

PED1110 Golf

1 semester hour

Must provide own transportation. Equipment is provided. This course requires a lab fee.

PED1120 Business Golf

1 semester hour

This course develops golf skills and appropriate etiquette for a business environment. Students will learn how a social golf outing is different from a corporate golf outing and will have an opportunity to golf with administrators and executive officers. Must provide own transportation. This course requires a lab fee. Equipment is provided.

PED1130 Yoga I

1 semester hour

This course will expose students to the study of yoga. Yoga uses bodily postures (asanas), breathing techniques (pranayama) and meditation (dharma) with the goal of bringing about a sound healthy body, and a clear peaceful mind.

PED1140 Yoga II

1 semester hour

This course is a continuation into the study of yoga and will cover more in-depth the history, Sanskrit terminology, philosophy and movements appropriate for the intermediate yoga practitioner.

Prerequisite: PED1130.

PED1150 Pilates I

1 semester hour

This course introduces the fundamentals and principles of the classical Pilates method of exercise. Students will focus on proper breathing techniques and will learn proper form and execution of all exercises to strengthen the core. Students will be introduced to using bands and Pilates rings.

PED1160 Pilates II

1 semester hour

This course will focus on breathing and spinal alignment while improving strength, precision and flow of the Pilates principles. Various props such as flex bands and Pilates rings will be used to enhance and intensify the Pilates workout.

Prerequisite: PED1150.

PED1170 Cardio Kick and Sculpt

1 semester hour

This course will focus on developing cardiovascular fitness and general strength through a variety of exercises and conditioning methods. Students will learn proper technique and exercise variations on equipment such as stability balls, dumbbells, foam pads, medicine balls, and BOSU balls. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration and rest intervals.

PED1180 Cardiovascular Training

1 semester hour

This course is for students desiring to reach and maintain optimal levels of fitness. Specifically, the student will be introduced to a variety of aerobic equipment, including treadmill, climber, rower, elliptical trainer, recumbent, and upright

bicycle ergometers. Students will learn safe and proper use of the equipment and how to vary resistance, duration, and rest intervals in planning a personal training program based on one's individual capacity.

PED1190 Wellness Walking*1 semester hour*

With specially designed poles and easy-to-learn techniques, students will learn how to exercise every major muscle with each stride. Students will enjoy the safety, simplicity, and convenience of walking, and the total body fitness benefits of what experts call the world's best exercise, "cross-country skiing"—all year round.

PED1200 Fitness for Life*2 semester hours*

This course investigates the value of fitness in daily life and its effect on total wellness. Through lecture, discussion, and laboratory experiences, students will acquire a general understanding of fitness principles according to the American College of Sports Medicine (ACSM) guidelines. Specifically, students will assess their current fitness levels and health behaviors, set health goals based on strengths and weaknesses, and devise a realistic plan to achieve this goal. In correlation to fitness and performance, students will also explore related content areas of nutrition, sleep, stress, disease prevention weight management, and injury prevention.

PED1210 Strength Training*1 semester hour*

This course is designed to improve health and fitness through training of the whole body. Training of the muscular, skeletal and nervous systems using the three energy systems of the body will be addressed. Students will be exposed to methodology of training that will include exercise: mode or type, frequency, intensity, volume, proper periodization and programming.

PED1220 Self-Defense*1 semester hour*

Participants in the course will learn practical self-defense strategies and tactics designed to overcome modern day threats and assailants. Students will identify risks of personal safety; become aware of risk-reduction strategies; learn physical self-defense techniques and increase their technique skills through practice and study. This class offers a basic education of confrontation principles and personal defense. The program ranges from awareness, risk reduction, and avoidance, to basic physical defense.

PED1230 Core Strengthening*1 semester hour*

This course will focus on developing core strength through a variety of exercises. Core strength includes abdominals, postural muscles, balance and the posterior chain. Students will be exposed to different exercise equipment such as stability balls, dumbbells, medicine balls, and BOSU balls. Students will develop their own personal core strength, and learn the muscle groups targeted by each exercise. Students will also learn safety techniques, variations of each exercise, proper form and the importance of core strength.

PED1240 Aerobic Dance*1 semester hour*

This course will focus on developing cardiovascular fitness and general strength through a variety of different types of aerobic dance. Aerobic dance is a combination of traditional exercise movements combined with dance steps. For example, high knee running, grapevines, v-steps, ham curls and jumping jacks. Students will develop their own personal fitness and learn how to vary intensity based on changing resistance, duration, and rest intervals.

PED1250 Ninjutsu as Self Defense*1 semester hour*

This course offers a simplistic but quick-paced education on confrontation principles and personal defense. Students will learn about awareness, risk reduction, and avoidance, to basic physical defense. This course will also instruct students on the use of improvised weapons to get out of dangerous situations against a trained attacker.

PED1310 Step Aerobics*1 semester hour*

This course will provide students with a general understanding of the basic principles and techniques involved in step training. Students will be introduced to step-training benefits, latest research, how to choose bench height and music, proper alignment and technique, training zone heart rates, positions to avoid, and safety precautions. The student will participate in bi-weekly step classes, including warm-up, step aerobics, strength/isolation training, cool-down, flexibility and relaxation segments. Each student also will have an opportunity to create her/his own step routine.

PED1320 Foundation of Dance*1 semester hour*

This course is designed to provide students with a foundational knowledge base of basic dance skills and concepts used in many recreational dance forms. Students will learn and perform a variety of folk, square and round dances and be introduced to the history and culture of the dance forms. Movement concepts, locomotor skills, and rhythmic activities will also be introduced. This course is a prerequisite for PED 3025 Enhancing Cultural Awareness Through Dance.

PED1410 Cardiovascular Training Inside and Out*2 semester hours*

This course combines cardiovascular training indoors and wellness walking outdoors and provides the opportunity to exercise throughout the entire semester with some variety. See PED1180 and PED1190 for descriptions.

PED1420 Step and Train*2 semester hours*

This course combines step aerobics and strength training, specifically designed to improve both muscular strength and cardio-respiratory endurance, and provides the opportunity to exercise throughout the entire semester with some variety. See PED1310 and PED1210 for descriptions. Students will acquire a general understanding of the basic principles and techniques involved in step training and weight training. The first eight weeks will focus on cardiovascular and muscular endurance as students participate in bi-weekly step classes, including warm-up, step aerobics, strength/isolation training, cool-down, flexibility and relaxation. Each student will also have an opportunity to create her/his own step routine. The second eight weeks will focus on muscular strength as students learn the latest methods and techniques of weight training.

PED1450 Train and Tee-Off*2 semester hours*

This course combines strength training and golf. The course will focus on a specific strength-training program to get in shape for an effective golf game. The second half of the course is designed to learn the basic rules and fundamentals of golf. This class will acquaint students with the biomechanical analysis of the golf swing for all clubs, progressing to hitting golf balls. Students will play two rounds of golf under instructor supervision. Equipment is provided. This course requires a lab fee.

PROFESSIONAL COURSES

The following courses are designed primarily for coaching and youth sport development, fitness and health promotion and physical education majors/minors. See prerequisites for courses that are available to non-majors.

PED1510 Foundations of Teaching K–12 Physical**Education***2 semester hours*

This course provides foundational knowledge of teaching K–12 physical education through understanding of major concepts, assumptions, principles, processes of inquiry, and theories that are central to the discipline. Introductory frameworks of professionalism, collaboration and advocacy are introduced. Principles of K–12 physical education are addressed through historical, philosophical and modern perspectives of content knowledge and pedagogical skills. Students will learn of the role of physical education in enhancing language acquisition (first and second), literacy development, reading, writing and oral communication, and how to integrate these components to increase content learning. Students will engage in assignments aligned with current teaching practices that meet the diverse learning needs of all K–12 students. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test. In fulfillment of the course requirements, students will experience a day-long educational adventure near the George Williams College campus in Williams Bay, Wisconsin. The Outdoor Wisconsin Leadership School (OWLS) staff leads the teambuilding, ropes, courses and other outdoor activities. This course requires a lab fee.

PED1600 Career Exploration in Coaching and Youth**Sport Development***2 semester hours*

This course will expose students to career opportunities in coaching and youth sport development at all levels (private, public, club, professional, collegiate, etc). An exploration of coaches' associations, sport-specific associations, and professional licensing bodies will occur that will enhance student understanding and development in the field of coaching and youth sport development. Additionally, students will be introduced to the field of coaching through practical experience. Students will invest 75 hours in an approved site, working in an assisting capacity with a variety of coaching experiences.

Prerequisites: Students must pass a certified criminal background check and TB test (cost incurred by student).

PED2080 First Aid/CPR*1 semester hour*

This course is designed to provide the knowledge and skills necessary to prevent and treat injuries effectively and safely. The course will follow the guidelines established for first aid and CPR by the American Red Cross. Throughout the course, students will gain knowledge and confidence in their skills by participating in practice scenarios. Upon successful completion, students who qualify will be certified in lay person first aid, adult CPR/AED, child CPR/AED and infant CPR.

PED2210 Sports in Society: The Impact on Youth*4 semester hours*

This course will examine the sociology of sport and the impact sport has in society. Students will be introduced to concepts, theories, and research that explore the dynamic relationship between sports, culture, and society. Emphasis will be on the impact this dynamic relationship has on youth from early childhood through college. Content will explore the translation of sport research into prac-

tical application for sport coaches, teachers and administrators. Students will explore child development principles relative to social decision making, including issues in applying theories and findings to problems.

PED2250 Introduction to Fitness and Health Promotion *2 semester hours*
Designed to give students an introduction to the field of fitness and health promotion through practical experience. Students will invest 75 hours in an approved commercial fitness program, working in an assisting capacity with a variety of program components. There is a one-hour weekly seminar.

Prerequisites: Fitness and health promotion majors only. Sophomore standing. Must pass a certified criminal background/sex offender check and TB test (cost incurred by student). Must apply one term in advance through the fitness and health promotion program coordinator for site placement.

PED2260 Technology in Sport Promotion and

Programming

2 semester hours

This course will examine the fundamental theories/issues in sport marketing grounded within traditional marketing principles. Instruction emphasizes unique application to the sport business industry. How technology is evolving and being utilized within sports marketing will also be explored.

PED2300 Coaching Principles and Techniques

4 semester hours

This course addresses the fundamentals of coaching techniques, including coach-player, coach-institution and coach-community relationships. Students study the American Sport Education Program (ASEP) materials to be eligible to sit for the ASEP Coaching Principles and Sport First Aid certification exams. This ASEP coaching certification is required to be able to coach in Illinois.

PED2330 Officiating Team Sports

2 semester hours

This course addresses the responsibilities and techniques of the official in high school sports. Sports covered will depend upon the term it is offered (i.e., fall: football, volleyball soccer; spring: basketball, baseball and softball.) The course is directed toward the achievement of an Illinois High School Association certification.

PED2340 Sports Statistics

1 semester hour

This course prepares students for recognizing, identifying, and accurately reporting sport statistics during a live game, for the major sports of baseball, basketball, football, soccer, softball and volleyball. Students will become familiar with paperwork associated with NCAA score reporting forms and newspaper box scores.

PED2354 Methods and Strategies of Coaching Baseball

1 semester hour

This course is designed to teach students the steps to successfully coach baseball. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2355 Methods and Strategies of Coaching Basketball

1 semester hour

This course is designed to teach students the steps to successfully coach basketball. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2364 Methods and Strategies of Coaching Football *1 semester hour*

This course is designed to teach students the steps to successfully coach football. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2365 Methods and Strategies of Coaching Golf *1 semester hour*

This course is designed to teach students the steps to successfully coach golf. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2374 Methods and Strategies of Coaching Lacrosse *1 semester hour*

This course is designed to teach students the steps to successfully coach lacrosse. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2375 Methods and Strategies of Coaching Soccer *1 semester hour*

This course is designed to teach students the steps to successfully coach soccer. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2384 Methods and Strategies of Coaching Softball *1 semester hour*

This course is designed to teach students the steps to successfully coach softball. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2385 Methods and Strategies of Coaching Tennis *1 semester hour*

This course is designed to teach students the steps to successfully coach tennis. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2394 Methods and Strategies of Coaching Track/**Field/Cross-Country***1 semester hour*

This course is designed to teach students the steps to successfully coach track/field/cross-country. Students will understand how to develop a coaching philosophy; tackle the difficult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2395 Methods and Strategies of Coaching Volleyball *1 semester hour*

This course is designed to teach students the steps to successfully coach volleyball. Students will understand how to develop a coaching philosophy; tackle the diffi-

cult issue of motivating their players while developing their mental toughness; plan for the overall season and each practice; condition; and evaluate individual player performance.

PED2400 Inclusive PE Characteristics/ID Disability and the Law*4 semester hours*

This course is designed to provide an overview of the physical, cognitive, emotional and sensory conditions that qualify an individual for special services under federal law. The course covers content necessary for understanding the safety implications associated with working with special populations; accessing information regarding specific disabilities; modifying activities, equipment and the environment to ensure safe participation for all; and compliance with inclusive laws.

Prerequisites: PED1510; students will be required to pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as pass a TB test.

PED2500 Prevention and Care of Athletic Injuries and Illness*4 semester hours*

This course addresses the recognition, first aid, prevention and care of acute injuries. This course is designed to provide fitness professionals and coaches a basic knowledge and understanding of injury prevention and acute injury care. Emphasis will be on understanding the care and prevention of athletic injuries and basic concepts of athletic training. Open to non-athletic training majors only. This course requires a lab fee.

PED2510 K–12 Learning through Fitness Activities*4 semester hours*

This course will provide opportunities for physical education majors to learn developmentally appropriate strategies for teaching health-related fitness activities that meet the diverse needs of children. Information on how to successfully plan, implement and evaluate a fitness/wellness program will be presented within the context of sound physiological principles and current trends in the field. Fitness activities will be considered in relation to readiness to learn from a physical, intellectual, cultural and emotional developmental perspective. Fitness activities will be created around the unique characteristics and abilities of a diverse student population. These activities will use a variety of strategies that encourage critical and creative thinking. Interdisciplinary themes will be incorporated into fitness activities in an effort to reinforce learning while respecting individual differences. Students will employ differentiated instructional strategies and techniques to create, and teach, lessons specific to health-related fitness.

Prerequisites: Physical education K–12 majors take PED1510. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as pass a TB test. This course is for physical education K–12 majors only.

PED2520 K–12 Student Learning through Sport Activities*4 semester hours*

This course provides opportunities to understand content and pedagogical knowledge for teaching a variety of sport activities through active participation. The goal of this course is to experience related instructional strategies (e.g., problem solving and guided discovery) that meet the learning needs of all K–12 students through peer teaching and skill mastery. Peer teaching experiences require the generation of lesson plans, skill tests, and a unit block plan to develop and create instructional opportunities that maximize learning by addressing the K–12

learner's needs, the community and cultural diversity. Teacher candidates will also learn appropriate formative and summative assessment techniques as evidence of student learning.

Prerequisites: PED1510; physical education K-12 majors only.

PED2550 Advanced Strength Training and Conditioning:

Certification Preparation

4 semester hours

This course explores scientific foundations of strength training and conditioning. It prepares students for the National Strength and Conditioning Association's Certified Strength and Conditioning Specialist (CSCS) exam. The CSCS credential identifies those individuals who have knowledge in scientific foundations of strength and conditioning as well as the skills to apply that knowledge in a practical format.

Prerequisites: BIO1060; junior standing; and PED3200 strongly recommended.

PED2600 Motor Development

2 semester hours

The essence of the study of motor development involves observing how movements change across the lifespan, then determining why they change. Students will examine why movements change to include the individual, environment and task, as well as interactions among these factors. The theoretical and historical roots of the field of motor development will be addressed. In addition, students will observe many facets of movement skills, such as growth, aging and perception, and discover how different constraints or factors can encourage or discourage different movements.

Prerequisites: Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as pass a TB test (cost incurred by student).

PED2860 Intercollegiate Participation Courses

1 semester hour

The following participation credits are available only to intercollegiate team members. Students must register prior to the term and are awarded credit at the end of the sports academic term upon recommendation of the head coach. All varsity and junior varsity award winners completing the sports season in good standing are eligible to receive credit. Registration and tuition are required for intercollegiate participation credit. Participants should be aware that participation credit is included in course load calculations during the term. All participation credit is transcribed, but only a maximum of three semester hours of participation credit may be counted toward graduation.

PED2860 Participation: Intercollegiate Baseball (M)

PED2860 Participation: Intercollegiate Basketball (M)

PED2860 Participation: Intercollegiate Basketball (W)

PED2860 Participation: Intercollegiate Cross-Country (M)

PED2860 Participation: Intercollegiate Cross-Country (W)

PED2860 Participation: Intercollegiate Football (M)

PED2860 Participation: Intercollegiate Golf (M)

PED2860 Participation: Intercollegiate Golf (W)

PED2860 Participation: Intercollegiate Lacrosse (M)

PED2860 Participation: Intercollegiate Lacrosse (W)

PED2860 Participation: Intercollegiate Soccer (M)

PED2860 Participation: Intercollegiate Soccer (W)

PED2860 Participation: Intercollegiate Softball (W)

PED2860 Participation: Cheer and Dance (M and W)

PED2860 Participation: Intercollegiate Tennis (M)

PED2860 Participation: Intercollegiate Tennis (W)

PED2860 Participation: Intercollegiate Track (M)

PED2860 Participation: Intercollegiate Track (W)

PED2860 Participation: Intercollegiate Volleyball (W)

PED2860 Participation: Hockey (M)

PED2942 Sport Management Field Experience *2 semester hours*

This course is designed to give students an introduction to the field of sport management through practical experience. Students will invest 75 hours in an approved site, working in an assisting capacity with a variety of management experiences within a sport setting.

Prerequisites: PED3040; consent of instructor; and sophomore standing. Students must pass a certified criminal background/sex offender check and TB test (cost incurred by student). Must apply one term in advance through the coaching and youth sport development program coordinator.

**PED3000 An Integrated Approach to Teaching K-5
Physical Education** *4 semester hours*

This course offers essential information for successful teaching at the elementary school level in regard to the K-5 learner, the curriculum and the teacher. The developmental approach advocated analyzes knowledge of children's growth and motor development in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive and affective domains. Teacher candidates will understand how each K-5 student constructs knowledge, acquires skills, and develops effective and efficient critical-thinking and problem-solving capabilities, within the perspective of diverse K-5 student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will engage in a 75-hour, supervised methods experience in an assigned school and participate in this course that links philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the elementary school.

Prerequisites: PED1510; PED2520; EDU2100; EDU2260; acceptance into the School of Education. This course is for physical education K-12 majors only. A minimum cumulative GPA of 2.75. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply two terms in advance through the School of Education for site placement.

**PED3010 Youth Policy: Enhancing Healthy Development
in Everyday Lives** *4 semester hours*

This course will examine youth policy as formulated in response to youth issues, problems and community/public concerns. Policy as political response to the pressing social needs of youth will be explored through positive youth development as well as sport-based youth development. Perspectives will be investigated specific to student interests.

PED3025 Enhancing Cultural Awareness through Dance *2 semester hours*

The fine arts are an essential component of a comprehensive education and are necessary to accommodate the needs of students as they prepare to take their place in the 21st century global environment. Students will explore how the arts impact and enrich education; provide training in critical and creative thinking, communication and collaboration; and address the impact of diverse cultures within society. Students will learn methodologies for teaching a variety of dance forms, introduce the culture and history associated with each, and present strategies to establish a socially and emotionally safe environment for all K–12 learners.

Prerequisites: PED1510 and PED1320. This course is designed for physical education K–12 majors. Must be a junior in standing. Must pass an FBI national fingerprint screening that encompasses passing a criminal background/ sex offender check, as well as a TB test (cost incurred by student).

PED3040 Sport Management*4 semester hours*

This course explores the role of sport management in athletics, club sports, intramural sports and leisure services. The course will investigate the role management in sport. It provides an understanding of the administrative aspect of a comprehensive sports program, including organizational philosophy, goal setting, financing, facilities, equipment, risk management, legal considerations, personnel management, marketing and sports information. Students will explore the choices administrators and managers deal with every day and how to use business and leadership skills to improve quality of life for all participants.

PED3045 Sport Law*4 semester hours*

This course provides a foundation for general legal concepts and familiarizes students with those legal issues they are most likely to encounter as coaches and managers in the sports industry. Topics covered include tort law, negligence, acts and amendments, contracts, compliance with codes and regulations, and the regulatory authority of the NCAA. Students will examine lawsuits and case studies that have established current laws and regulations.

PED3050 An Integrated Approach to Teaching 6–12**Physical Education***4 semester hours*

This course addresses essential information for successful teaching at the secondary school level in regard to the 6–12 learner, the curriculum and the teacher. The developmental approach advocated analyzes knowledge of 6–12 students' growth and maturation in a comprehensive manner that recognizes the essential concept of the individuality of the learner in relation to the motor, cognitive and affective domains. Teacher candidates will understand how each 6–12 student constructs knowledge, refines skills, and develops effective and efficient critical-thinking and problem-solving capabilities within the perspective of diverse student characteristics and abilities that affect processes of inquiry and influence patterns of learning. Appropriate and varied instructional approaches will be experienced, including how physical education can help develop word knowledge, vocabulary, comprehension, fluency and strategy use. Teacher candidates will learn about school laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in addition to emergency response procedures that include school safety and crisis intervention protocol. Teacher candidates will

engage in a 75-hour, supervised methods experience in an assigned school and participate in this course that will link philosophy, knowledge and pedagogy to the authentic experience of teaching physical education in the secondary school.

Prerequisites: EDU2100; EDU2260; and acceptance into the School of Education. Physical education K–12 majors only. A minimum cumulative GPA of 2.75. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check as well as a TB test (cost incurred by student). Must apply two terms in advance through the School of Education for site placement.

PED3100 Competitive Sport for Children and Youth *4 semester hours*

Students will explore the aspects of a competitive environment that will create maximum excellence in participants, foster positive character development and lead to lasting enjoyment. Students will look at research supporting traditional beliefs on competition as well as non-traditional beliefs. Students will learn the differences between negative and positive competition and how to implement change into their organizations, teams and individual practices.

PED3150 Assessing Student Learning in K–12

Physical Education

4 semester hours

This course offers essential knowledge and develops skills in assessment in order to understand the use of K–12 student data to design and implement behavior management strategies; and when and how to adapt or modify instruction based on outcome data that considers K–12 student needs, goals and responses. Teacher candidates will learn a variety of formal and informal assessments used to recognize and address the reading, writing and oral communication needs of each K–12 student. Teacher candidates will understand the purposes, characteristics and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment and progress monitoring tools. This course offers opportunities to participate in individual and cooperative assessment activities in the classroom and in the field.

Prerequisites: PED1510; PED2520. PED2600 is recommended. Students need to be a junior in standing. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student).

PED3210 Kinesiology for Athletic Training, Fitness and Health Sciences

4 semester hours

The purpose of this course is to study the human body from both the functional anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints, nerves and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis of proper analysis and training techniques for movement effectiveness, efficiency and injury prevention. Finally, students will be introduced to the kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.

Prerequisites: BIO2660 or an equivalent human anatomy course. This course is for athletic training, fitness and health promotion, and health science majors only.

**PED/HED3215 Kinesiology for Physical Education
and Coaching***4 semester hours*

The purpose of this course is to study the human body from both the musculoskeletal anatomy and biomechanical perspectives. The first half of the course is designated to the anatomical components of human movement, including bones, joints and muscles. The second half of the course is the analysis of human motion through the use of biomechanical principles and the application of proper technique, with an emphasis on proper analysis to recognize errors in those techniques and prescribe corrections. Students will be more prepared to teach and coach athletes on proper technique to improve performance and prevent injury. Finally, students will be introduced to the proper kinesiology analysis method of movement, analyzing a broad range of movements throughout the course of the semester.

Prerequisites: BIO1060 or an equivalent human biology course. This course is for physical education K-12 teacher licensure, and coaching and youth sport development majors only.

**PED3225 Physiology of Exercise for Athletic Training,
Fitness and Health Sciences***4 semester hours*

Students will investigate the relationship between human energy and physical activity, inclusive of energy transfer and expenditure, at rest and during exercise. The roles of the pulmonary, cardiovascular and neuromuscular systems will be studied as support systems to physical training and its application to the athletic training, fitness and health science field. Exercise training and functional capacity will be addressed in relation to the muscles, and the anaerobic and aerobic energy systems. Practical application of the physiological theory presented will be explored in relation to ergogenic aids, environmental factors, body composition, weight control and age.

Prerequisites: BIO2660. This course is only open to athletic training, fitness and health promotion, and health science majors.

**PED/HED3230 Physiology of Exercise for Physical
Education and Coaching***4 semester hours*

Physical education and coaching majors will identify key terms, concepts, and assessment tools for energy transfer and expenditure at rest and during physical activity. Students will study the role that the physiological support systems of the body (pulmonary, cardiovascular, and neuromuscular) play as they adapt to exercise. This course will also explore the role that anaerobic and aerobic energy systems play in fueling children, youth and adolescents for physical activity. Practical application of principles will also be presented and explored in relation to performance-enhancement substances, exercising in hot and cold environments, and weight control.

Prerequisites: BIO1060. This course is only open to physical education K-12, and coaching and youth sport development majors.

PED3250 Fitness Assessment and Program Design*4 semester hours*

This course is designed to offer students practical field experience in fitness and health promotion. Students will invest 150 hours over a 15-week period in an approved fitness or strength and conditioning facility. This is an in-depth course addressing application of exercise principles, assessment tools and technology. A three-hour weekly seminar accompanies this field experience.

Prerequisites: PED2250; junior standing; fitness and health promotion majors and minors only. Students must pass a certified criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply one term in advance through the fitness and health promotion program coordinator for site placement.

PED3260 Worksite Health Promotion *4 semester hours*

Worksite health promotion is a common component in the health and fitness industry. This class will examine the employer and employee needs in order to reduce common diseases and conditions that affect absenteeism, productivity and health care costs. The worksite health program process will cover planning, implementation, evaluation, participation and budget concerns. Health behavior change is essential for success and some of the common health behaviors discussed include substance abuse, healthy weight, nutrition, physical activity, safety and stress.

Prerequisites: PED1200; BIO2080

PED3300 Advanced Program Design for Special Populations *4 semester hours*

This course will develop the fitness instructor's skills for designing exercise programs for normal and controlled disease populations. Program design considerations will be examined for youth, older adults, individuals diagnosed with diabetes, chronic obstructed pulmonary disease, heart disease, Parkinson's disease and cancer. Students are encouraged to sit for the American College of Sports Medicine (ACSM) Health Fitness Instructor certification exam.

Prerequisites: PED3250; senior standing; fitness and health promotion majors only.

PED3450 Designing Youth Sport Programs *4 semester hours*

This course will examine and apply the following aspects of youth sport program design: business administration, planning, program evaluation and assessment, managing a staff, as well as hiring and training. Students will explore the impact of parents, the community and coaches on youth sport programs, and use such knowledge to develop programs that promote positive youth development

Prerequisites: PED2210; PED3010.

PED3480 Sport Psychology *4 semester hours*

Sport psychology is a field of study in which the principles of psychology are applied in a sports setting. These principles are often applied to enhance the athletic performance of teams and individuals. It also focuses on the study of personal and social factors responsible for the development of citizenship, sport behavior and personality.

PED4100 Administration of K-12 Physical Education *4 semester hours*

The art of managing people productively and effectively is perhaps the most challenging task facing any physical educator. The art of managing others is a dynamic process that is ever-changing and evolving, just as people, educational systems, government, and the economy continue to change. Motivating colleagues to become engaged in collaborative activities is critical for a successful physical education program. This course focuses on the interactive management skills necessary to develop effective departmental teams of satisfied and productive colleagues by creating trusting interpersonal relationships. The most critical administrative

challenge is curriculum development that is most effectively and efficiently designed by a high-performing team of professionals. Students will explore the significant concepts of curriculum theory to challenge and clarify their own beliefs about student learning in physical education. This course sets the stage for developing the ability to design a curriculum.

Prerequisites: Senior standing; physical education K–12 majors only.

PED4110 Administration of Coaching and Fitness and

Health Promotion

4 semester hours

The art of managing people productively and effectively is perhaps the most challenging task facing any professional. The art of managing others is a dynamic process that is ever-changing and evolving, just as people, professional environments, government, and the economy continue to change. Attracting, training, motivating, and retaining quality employees are critical in the fields of coaching and youth sport development, and fitness and health promotion. This course focuses on the interactive management skills necessary to develop effective teams of satisfied and productive individuals by creating trusting interpersonal relationships with employees.

Prerequisites: Senior standing. This course is for coaching and youth sport development, and fitness and health promotion majors only.

PED4250 Fitness and Health Promotion Internship

12 semester hours

This course is designed to offer students practical internship experience in fitness and health promotion. Students will complete 600 hours over a 15-week period in an approved health/wellness program (hospital, clinic, rehabilitation facility) as a contributing member of the agency staff. Includes a one-hour weekly seminar.

Prerequisites: PED2250; PED3250; PED3300; consent of instructor; and senior standing. Students must pass a certified criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply two terms in advance through the fitness and health promotion program coordinator for site placement.

PED4370 Facilities and Special Events

4 semester hours

This course provides a systems approach to facility management. The focus will include elements of design and development as it relates to facilities and special events. Trends in facility operations, scheduling, purchasing, equipment, maintenance and evaluative techniques will be explored. Theory as it relates to event management, administration, coordination and marketing will be examined.

PED4760 Student Teaching Seminar for PED K–12

2 semester hours

This seminar is designed to support student teachers in identifying, selecting and implementing appropriate learning/practice opportunities that encourage positive social interactions, active engagement in learning and develop self-motivation in K–12 students. Instruction of K–12 students will be developmentally appropriate, address the needs of the individual learner, and provide a safe, supportive and cooperative learning environment. Seminar assignments will require an understanding and application of the principles and strategies for effective classroom and behavior management; the ability to assess student performance and related instructional environment; and the ability to make data-driven decisions to adjust practices to meet the needs of each K–12 student. (Fall, Spring)

Prerequisites: Admission to the School of Education. Minimum cumulative GPA of 2.75 or higher. Officially reported passing score on the Illinois Content Area

Test, all education and physical education coursework completed. Students must pass an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check, as well as a TB test (cost incurred by student). Student must apply two terms in advance through the School of Education for site placement.

Co-requisite: Concurrent with EDU4750.

PED4940 Coaching and Youth Sport Development

Internship

10 semester hours

This seminar is designed to offer practical internship experience in agencies affiliated with youth sport development programs. Students will complete 500 hours over a 15-week period in an approved program (park districts, YM/WCAs, youth sport organizations, organized club sports, K-12 schools, and universities) as a contributing member of the agency staff. This seminar includes participation in a one-hour weekly seminar.

Prerequisites: Completion of all required major coursework. Senior standing. Students must pass a certified criminal background/sex offender check, as well as a TB test (cost incurred by student). Must apply one term in advance through the coaching and youth sport development program coordinator for site placement.

Co-requisite: PED4941.

PED4941 Seminar for Coaching and Youth Sport

Development Internship

2 semester hours

This seminar is designed to support students in identifying, selecting and implementing appropriate learning/practice opportunities that encourage positive social interactions, active engagement in learning and develop self-motivation. Instruction of students will be developmentally appropriate, address the individual learner, incorporate managerial routines, and provide a safe, supportive, and cooperative learning environment. The seminar will aid students in the job search process through the development of a portfolio, discussions with human resource personnel, and workplace reflection.

Co-requisite: PED4940.

PHYSICS

PHY2210 General Physics I

3 semester hours

This is the first of a two-course non-calculus sequence in physics intended primarily for students in health science and biology. Mechanics topics covered in the first term include force and motion, work, energy, fluid behavior and waves. Biomedical applications are emphasized in all topics being explored.

Prerequisite: MTH1310 with a grade of "C" or higher.

Co-requisite: Concurrent registration in PHY2210Z.

PHY2210Z General Physics I Lab

1 semester hour

This is a one-semester course that reinforces physics concepts of mechanics by engaging in experiments related to motion, free body diagrams, acceleration, momentum, conservation of energy, circular motion, material properties, fluid flow and waves. Data collection, analysis and presentation are emphasized with scientific practices. Lab reports required.

Co-requisite: Concurrent registration in PHY2210.

PHY2220 General Physics II*3 semester hours*

This is the second of a two-course, non-calculus sequence in physics intended primarily for students in health science and biology. Topics include electrical force and field, circuits, electromagnetism, optics, and electromagnetic radiation. Modern communication and health-related technologies will be used to explore the four fundamental forces that govern the world.

Prerequisites: PHY2210 and PHY2210Z with a grade of “C” or higher.

Co-requisite: Concurrent registration in PHY2220Z.

PHY2220 General Physics II Lab*1 semester hour*

A one semester course that reinforces physics concepts of electricity, magnetism and optics by engaging in experiments related to electric fields, capacitors, circuits, magnetic fields, motors, spectroscopy, and optics. Data collection, analysis and presentation continue to be emphasized scientific practices. Real-world physics connections are explored in researching modern technological and health-care related instrumentation. Lab reports required.

Prerequisites: PHY2210 and PHY2210Z with a grade of “C” or higher.

Co-requisite: Concurrent registration in PHY2220

POLITICAL SCIENCE

PSC1500 International Relations*4 semester hours*

This course is an issue-based introduction to international relations, foreign policy and international systems. Students strive to understand many of the most pressing and important problems in the world—foreign aid, global warming, drug trafficking and so on—through the best theories and evidence that political science can offer. Why do many of these problems seem so intractable? Which ones are most likely to be solved? Which actors are most likely to find a solution? To provide a common framework for analysis of these issues, the course provides an overview of collective action theory, coupled with a realistic assessment of the limitations of international cooperation.

PSC2110 Introduction to U.S. Government*4 semester hours*

In this course, students survey historical and contemporary theories, concepts and issues that define the U.S. political system. Students examine the central ideas and debates that influenced the founders’ perspectives about politics and government, as well as the design of the U.S. political system. The legacy, application and debates concerning U.S. citizens’ civil liberties and civil rights are also explored. Moreover, students examine competing perspectives concerning the role of political parties, organized interest groups, the mass media and public opinion within the U.S. political system.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

PSC2200 Introduction to Political Theory*4 semester hours*

This course examines political philosophy in the Western world—the study of how to evaluate and organize human societies. It offers an overview of the major thinkers and ideas in this field, beginning with the ancient Greeks and ending with some major 20th century figures. Topics discussed include the relationship

between human nature and politics, competing conceptions of the ideal society, the relationship between government and religion, reason and emotion, selfishness and altruism, civil disobedience and revolution.

PSC3140 Political Participation and the Electoral Process *4 semester hours*
Examines the process by which leaders are selected and interests are identified. Topics include public opinion and behavior, the media in elections, the electoral process, candidate nominations and campaigns, organization and activities of political parties and interest groups. Contemporary issues will also be examined.
Prerequisite: PSC2110.

PSC/CRJ3180 Constitutional Law and the Judicial System *4 semester hours*
The case method is utilized to analyze the principles of the American Constitution. Topics include presidential, congressional and Supreme Court power, equal protection of the law and race, gender, sexual orientation, implied fundamental rights to abortion choice and education, free speech and religion, and modern constitutional theories.
Prerequisite: PSC2110.

PSC/LTS3200 Contemporary Latin American Politics *4 semester hours*
Cross-listed with LTS3200. For description, see LTS3200.

PSC/HIST3250 Illinois History and Government *2 semester hours*
Cross-listed with HIST3250. For description, see HIST3250.

PSC/SOC3400 Social Problems and Public Policies *4 semester hours*
Cross-listed with SOC3400. For description, see SOC3400.

PSC/SOC3480 Globalization and Social Change *4 semester hours*
Cross-listed with SOC3480. For description, see SOC3480.

PSC3500 Comparative Political Systems *4 semester hours*
This course provides the analytical knowledge and practical skills to understand comparative politics worldwide. It addresses a wide range of policy-relevant issues. What are the key features of democracies and autocracies, and how can regimes in South Africa, Nigeria and Iran be classified? What is the appropriate balance of powers between the President and the Congress in Venezuela, Brazil and Mexico? How do government structures shape the delivery of economic and welfare policies in India and China? The course covers these questions and many others by utilizing the methods and techniques of comparative politics. The orientation is problem and reform focused.
Prerequisite: PSC1500 or PSC2110.

PSC/SOC3600 Theory and Methods of Social Scientific Analysis *4 semester hours*
This course provides an overview of the methods used to devise, design and perform social science research. Following a brief overview of the nature and philosophy of science, quantitative, qualitative and rational choice approaches are explored, as students generate their own social science research questions and create appropriate research designs.
Prerequisite: PSC3500 or PSC/CRJ3180.
Highly Recommended: MTH2320.

PSC/SOC3610 Politics of European Integration *4 semester hours*

In this course, students examine a range of theoretical perspectives that help them explain the ideas behind European integration, the history of integration, and the institutions established to govern the European Union (EU). They read the classics of integration theory, but also examine the EU as an instance of more common political phenomena, including state formation and domestic politics. For the research papers, students conduct analyses of a particular aspect of the process of European integration or analyses of EU politics in a specific issue area.

Prerequisite: PSC1500.

PSC3650 Issues in Political Economy *4 semester hours*

The course outlines the major theories that attempt to explain and analyze the relationship between politics and economics in contemporary nations. It allows students to understand the intricate connections between seemingly unrelated phenomena and provides a fuller understanding of the working of states, markets and societies.

Prerequisite: PSC1500.

PSC/SOC/BIO3700 Politics of Global Health and Medicine *4 semester hours*

Cross-listed with SOC3700 and BIO3700. For description, see SOC3700.

PSC/SOC4500 Human Rights and Social Justice *4 semester hours*

Cross-listed with SOC4500. For description, see SOC4500.

PSC/PHL4650 Classical Political Philosophy *4 semester hours*

Cross-listed with PHL4650. For description, see PHL4650.

PSC/PHL4660 Modern Political Philosophy *4 semester hours*

Cross-listed with PHL4660. For description, see PHL4660.

PSC4700 Senior Thesis Seminar *4 semester hours*

All students writing a senior thesis are required to participate in a colloquium/seminar that is designed to help students carry out their senior thesis research and offer feedback on their progress. Students may select their own research topic for the senior thesis but this topic needs to be approved by the faculty teaching the course. Students write a senior thesis based on their research and the final grade for the course is the grade the faculty issues for the completed thesis.

Prerequisite: PSC3600.

Highly Recommended: ENG 2010.

PSYCHOLOGY

PSY1100 General Psychology *4 semester hours*

This course addresses the study of psychology as a behavioral science; basic research methods and design, learning, motivation, emotion, perception, development, personality, abnormal behavior, and the social and biological bases of psychology.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

PSY2210 Careers in Psychology*1 semester hour*

This course is designed to help students decide whether a degree in psychology will prepare them for the career they wish to pursue or identify the kinds of careers they could pursue once they obtain a degree in psychology. Topics and issues to be explored include: life as a psychology major; what can you do with a BA in psychology; psychology majors in the workplace; presenting yourself to employers; preparing and applying to graduate school; credentialing and licensure; psychology as a profession; and issues of special interest groups.

PSY2300 Learning and Motivation*4 semester hours*

This course is an introduction to the topics of learning and memory, with an emphasis on experimental studies that have applications to human behavior. The topics of learning theories will include classical and instrumental learning, reinforcement, generalization, forgetting, and the limits of learning. Additionally, this course will cover factors that motivate humans in terms of their behaviors, desires and aspirations. To fully appreciate human motivation, this course will explore conditions in the person, environment and culture that explain human behavior, goals and thoughts. Applied areas such as addictions, phobias, depression, and eating disorders will also be explored.

Prerequisite: PSY1100.

PSY2340 Personality*4 semester hours*

A study of the major historical and contemporary theoretical viewpoints advanced to explain human behavior and personality development.

Prerequisite: PSY1100.

PSY3250 Lifespan Development*4 semester hours*

Cognitive, physical, biological, emotional, moral, and social development of the normal individual from conception through old age and death. Developmental process, issues, and stages will be explored. Note that credit cannot also be earned in either PSY3350 or PSY3360. Psychology majors should not enroll in this course, as this course does not count toward the psychology major.

Prerequisite: PSY1100.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

PSY3350 Child and Adolescent Development*4 semester hours*

This course introduces the cognitive, physical, emotional, social and sex/gender role development of the normal individual from conception through adolescence. Racial/ethnic variation and vocational development of the adolescent are also explored. Note that credit cannot also be earned in PSY3250.

Prerequisite: PSY1100 or EDU2260.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

PSY3360 Adult Development and Aging*4 semester hours*

This course explores the cognitive, physical, biological, emotional, moral and social development of the normal individual from emerging adulthood through old age and death. Note that credit cannot also be earned in PSY3250.

Prerequisite: PSY1100.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

PSY3380 Brain and Behavior*4 semester hours*

This course provides a study of the anatomical, biochemical and neurological bases of behavior with particular attention to such phenomena as cognition, emotion, perception, sensation, and behavioral pathologies.

Prerequisites: PSY1100 and a course in cell biology or human anatomy.

PSY3400 Cognitive Psychology*4 semester hours*

This course is an introduction to the concepts in cognitive psychology, including theories and applications of memory systems, pattern recognition, attention, decision-making, problem solving, language and text comprehension, reasoning and neurocognition.

Prerequisite: PSY1100.

PSY/SOC3430 Gender, Sexuality, and Society*4 semester hours*

Cross-listed with SOC3430. See SOC3430 for description.

Prerequisite: SOC1100 or PSY1100.

PSY/SOC3450 Social and Applied Psychology*4 semester hours*

This course is a general survey of the field of social and applied psychology. Although a broad range of subjects is sampled, the primary focus of this course is on individuals and their social environment. Social psychology focuses on how one's social environment affects his or her thoughts, attitudes and behaviors.

Prerequisite: PSY1100.

PSY3460 Exceptional Individual*4 semester hours*

This course focuses on causes and characteristics of persons evidencing exceptionality. It also includes the psychology of prevention, identification, rehabilitation, and methods of teaching the exceptional individual. Covers major areas of exceptionality, including learning disabilities.

Prerequisite: PSY1100.

Highly Recommended: PSY3350.

PSY3470 Industrial/Organizational Psychology*4 semester hours*

Industrial/Organizational (I/O) psychology applies the science of behavior and social psychology to the work environment. I/O Psychology is a growing area and is one of the most lucrative in the field of psychology. I/O psychology influences every stage of the employment process from recruitment and hiring procedures to performance evaluations and employee satisfaction. A goal of this class is to develop the informed employee by making one aware of strategies and techniques that future employers might use. Other topics include training, leadership, harassment, motivation, and group dynamics in the business setting.

Prerequisite: PSY1100.

PSY/SOC3500 Research and Statistical Methods*4 semester hours*

This course addresses the basic research methodology and the scientific method of inquiry for psychological research. Discussed will be concepts, methods and designs involved in the statistical evaluation of research data. The course will include instruction in the SPSS statistical package. Includes laboratory work.

Prerequisites: PSY1100; MTH1100 with a "C" or higher.

PSY3520 Experimental Psychology*4 semester hours*

This courses addresses advanced research methods for psychological research. Student projects will involve a literature review, research design and recruitment

of appropriate participants, data collection, statistical analyses, and an APA style research report. Includes SPSS laboratory work.

Prerequisites: PSY1100; PSY 3500 with a “C” or higher.

PSY3660 Abnormal Psychology*4 semester hours*

This course addresses the causes, symptoms, treatment and prevention of mental disorders in adults (such as depression, anxiety disorders, schizophrenia, and personality disorders); may include discussion of such topics as stigma, diagnostic interviewing, alternatives to traditional classification schemes, and ethical/legal issues in mental health.

Prerequisite: PSY1100.

PSY3700 Clinical and Counseling Psychology*4 semester hours*

Students learn about the research and theory behind the major schools (e.g., psychodynamic, cognitive, behavioral and humanistic) and modalities (e.g., individual, group and family) of psychotherapy, and begin to develop basic counseling skills through observation, role play, and other exercises. Cultural, ethical, and legal issues in the counseling profession are also emphasized.

Prerequisites: PSY1100; PSY2340; upper-class status.

Highly Recommended: PSY3660.

PSY3810 Special Topics in Psychology*4 semester hours*

This course is developed by faculty to examine a specialty topic in psychology outside of the usual courses offered.

Prerequisites: Varies by special topic.

PSY3940/4940 Psychology Internship*1–4 semester hours*

An internship is an opportunity for students to apply the theories and knowledge that they learn in the classroom to a real-world setting while learning skills that can help them post-graduation. Internships offer students an opportunity to determine the type of career they want to pursue in the field of psychology. Internships are also great additions to a resume and/or graduate school application. Opportunities include working in a mental health center, a crisis hotline, a community agency, a human resources department of an organization, and a variety of other psychology-related contexts. Students interested in an internship will need to complete an agreement with the participating organization and a member of the psychology faculty who will serve as their faculty advisor. Students are expected to contract 48 hours of work at the organization per one semester hour of psychology credit earned at Aurora University. Students may arrange an internship ranging from one to four semester hours in any given semester, with a maximum of 14 semester hours counting towards graduation.

Prerequisite: PSY1100.

PSY4200 Sensation and Perception*4 semester hours*

This advanced laboratory course examines the mechanisms of our primary senses as well as how our brain interprets stimuli in order to allow us to respond with thoughts, emotions and behaviors. The influence of experience, cultural background, mood, social situations, and physiological factors on our interpretation of sensory stimuli will also be explored. There is a laboratory component with this class.

Prerequisite: PSY3520.

PSY4520 Psychological Assessment*4 semester hours*

This course addresses major concepts of testing: sample populations; random samples; reliability; validity. Includes the nature, administration, scoring, interpretation, and use of representative tests of ability, aptitude, interest, intelligence, and personality.

Prerequisites: PSY1100; PSY3500.

PSY4700 Contemporary Issues in Psychology*4 semester hours*

Students select topics from the major areas of contemporary psychology for in-depth study. May cover such areas as mental health, industrial psychology, developmental psychology, personality theory, social psychology, physiological psychology, behavior disorders, learning, motivation, perception, or group dynamics.

Prerequisites: PSY1100; PSY3520; senior standing.

RELIGION

REL1050 An Introduction to World Religions*4 semester hours*

This course introduces students to four major families of the world's religions: Primal Faith; Semitic or West Asian Religions; South Asian Religions; and East Asian Religions. It looks in depth at one representative way of faith from within each major family group. It explores these issues through an examination of art and music and individual thinkers, as well as an examination of beliefs and practices.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

REL1100 The Christian Bible*4 semester hours*

This course introduces students to the history and theology of ancient Israel and of the New Testament church, through the medium of the Christian Bible. It examines how and why the church chose the books that form the Christian Bible, and illustrates how the Bible has been used, and continues to be used, to define and reform Christian faith.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

REL1400 Spirituality for Today's World*4 semester hours*

This course looks at spiritual alternatives to established religions in the contemporary world: New Age movements; new religious movements; and re-formations of earth, feminist and primal spiritualities. It also asks whether these alternatives are friends or foes of religions, replacements for religions or ways of renewing them.

Meets General Education "Aesthetic and Philosophical Expression" Group A requirement (for students entering Aurora University prior to Summer 2014).

REL2060 Exploring Religion*4 semester hours*

This course introduces students to the study of religion, and distinguishes religion from the religions. While it acknowledges the importance to religion of the older social sciences (specifically, anthropology, sociology and psychology), it stresses the importance to religious studies of cultural studies. It also looks at the claims by religion to transcendent, revelatory truth, and inquires how the truth of such claims might be established. In the process, it explores whether religious studies

is a discrete field of study, or a multi-disciplinary area of inquiry, or even a vague and nebulous “subject” that has no place in a respectable university.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL2200 The Shaping of Christian Identity

4 semester hours

This course examines various momentous occasions that have contributed to the cultural and doctrinal identity of contemporary Christianity. These would include, among other events: the Council of Jerusalem, which incorporated Gentiles as well as Jews into Christian faith; the Council of Chalcedon, which interpreted the meaning of Christ for Christians; the iconoclastic controversy in the 8th and 9th century Byzantine Empire, which foreshadowed the splitting of the Eastern and Western churches, and focused the issue of the place of the appropriateness and importance of artistic representations of God for Christians; the consequences of Martin Luther’s “Here I stand; I can do no other,” and the founding of Protestant religion; the first Great Awakening, and its effect upon North American Christian identity; the modern ecumenical movement, and its development within an increasingly interlinked world. Students will study Christianity’s impact upon civilizations and upon culture, as well as its claims to religious truth.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL2310 The Faiths of Abraham

4 semester hours

This course introduces students to the study of Judaism, Christianity and Islam and their interaction. It examines their core beliefs and practices, partly through sacred texts. Students are encouraged to take seriously the cultural and aesthetic achievements and interaction of these religions. Special attention is given to the interaction of these religions in the contemporary world. Students will and must visit local places of worship if they take this course.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL2320 The Faiths of India

4 semester hours

This course introduces students primarily to the study of Hinduism and Buddhism, but also examines Jainism and Sikhism. It studies their origins in the South Asian subcontinent. It explores some of their seminal texts and divergent beliefs and practices. Students are encouraged to take seriously the cultural and aesthetic achievements and interaction of these religions. It introduces students to diaspora communities (“dispersion” into other countries, including the U.S.) and to modern reconstructions of faith. Students will and must visit a local Hindu or Buddhist place of worship if they take this course.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL2330 The Faiths of East Asia

4 semester hours

This course introduces students to some of the main currents of religious belief, practice and identity in China, Japan and Southeast Asia, taking into account both historical development and contemporary expressions. Topics may include “classic” traditions, such as Daoism, Confucianism and Buddhism, as well as folk religions, such as Shinto. Some consideration also may be given to the interactions between religious traditions and political ideologies in the 20th century, as well as

to the reception of Western faiths (e.g., Christianity and Islam) and competing models of secularity. Students will be encouraged to take seriously the cultural, aesthetic and intellectual achievements of these traditions, as well as to reflect critically on the challenges and opportunities they face at the start of the 21st century.

REL/HIS2760 Religion in America

4 semester hours

This course will survey the history of religion in America from the period immediately prior to European contact with its indigenous peoples to the present, examining the religious institutions, beliefs, practices, and experiences that have been formative in the shaping of American culture. Topics may include: Native American religious traditions prior to European contact; Christian implication in and critiques of the European colonization of the “new world”; Christian enslavement of native peoples; religious aspects of the early colonial experience; the Puritan commonwealth; the experience of religious minorities in the colonies (e.g., Catholics, Jews); the Great Awakening; religion in the American Revolution; the Second Great Awakening; the abolition movement; religion and the Civil War; challenges to traditional religious belief in the 19th century (e.g., Darwin, Marx, Freud); religion and the rights of women; the global missions movement; industrialization and the social gospel; fundamentalism and liberalism as responses to modernity; religion and war in the 20th century; the rise of religious pluralism and the “post-secular” state; and Islam in America.

REL/PHL3100 Philosophy of Religion

4 semester hours

Cross-listed with PHL3100. For description, see PHY3100.

Prerequisite: An introductory philosophy or religion course.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL3350 Jesus

4 semester hours

This course introduces students to different portrayals of Jesus, mostly within, but occasionally outside, the Christian religion. This course describes a number of New Testament understandings of Jesus; explores understandings of Jesus conveyed by music, art and architecture; describes understandings of Jesus in at least one religion other than Christianity; and explores contemporary Western understandings of Jesus, influenced by secularism.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL3360 Jewish and Christian Responses to the Holocaust

4 semester hours

This course examines the radical reshaping of Christian (especially Roman Catholic and Protestant) beliefs and practices toward Jews in the wake of the impact of Christian teaching upon the Nazis’ justification for the destruction of European Jewry in the 1930s and 1940s. This reshaping has particularly affected Christian liturgy (including hymns and set orders of worship), approaches toward mission and evangelism, core teachings about the meaning and purpose of Jesus as God’s messenger to humankind, and attitudes toward the meaning of the State of Israel for both Christians and Jews. Students will also examine recent Jewish reflections upon how Jews now regard Christianity as an instrument of the divine purpose.

Meets General Education “Aesthetic and Philosophical Expression” Group A requirement (for students entering Aurora University prior to Summer 2014).

REL3400 Love the Stranger: The History and Significance of Interfaith Dialogue*4 semester hours*

This course argues that interfaith dialogue is an exciting and vibrant part of contemporary religious studies, and must be taken seriously as a faithful alternative to fundamentalist and other exclusive claims to truth. It explores the origin of a dialogical approach to other faiths from its roots in seminal religious texts, and its growing importance since the first Parliament of the World's Religions in 1893. It also introduces students to the views of important contemporary and near contemporary intellectuals, mostly but not all Christians, who have examined this issue. These may include, among others: Geoffrey Parrinder, Wilfred Cantwell Smith, Seyyed Hossain Nasr, Kenneth Cracknell and Diana Eck.

REL/ART3450 Icons and Idols: Religion and Art*4 semester hours*

Cross-listed with ART3450. For description, see ART3450.

Prerequisite: One prior college-level art history and/or religion course.

REL/HIS3750 Topics in Religious History*4 semester hours*

Regular courses reflecting faculty interests. Courses are designed to provide students with an introduction to significant religious figures, events, and movements and the history of religion in specific regions or eras. Students will gain skills in analyzing both historical and scholarly sources and learn the foundational principles needed for taking more advanced courses found at the 3000-level. This course designation is repeatable for credit.

REL/HIS3800 Reformation Europe*4 semester hours*

This course will examine the fragmentation of Western Christendom in the 16th century, a constellation of events with epoch-making consequences for the religious, political, social and economic history of Western civilization. Topics may include: the late medieval backdrop to the Reformation movements; competing theories of papal authority and secular sovereignty in the later middle ages; the rise of print technology; renaissance humanism; the life and career of Martin Luther; the "princes' reformation" in the Holy Roman Empire; the "urban reformation" in upper Germany and the Swiss cantons; the Peasants' War; the life and career of John Calvin; the Huguenot movement and the St. Bartholomew's Day Massacre; the French Wars of Religion; the Dutch Revolt; reform of the church under the Tudor monarchs; the Anabaptist movement and the "Radical Reformation"; the Counter-Reformation, Catholic reform, and the Council of Trent; the life and career of Ignatius of Loyola and the formation of the Jesuit order; the confessionalization of church and state; the effects of the Reformation on art, architecture and music; and modern interpretations of the Reformation era (e.g., Engels, Weber).

Prerequisite: One prior college-level history or religion course.

REL4200 Topics in Contemporary Religion*4 semester hours*

Regular courses reflecting faculty research interests. These advanced-level courses enable students to build upon the content knowledge, analytical skills and investigative methods acquired in other courses, to study a more specific religious subject in depth, and to deepen their engagement in a particular area related to the place of religion and the religions in the modern world. Courses may include: the impact of religion in politics and/or conflict (e.g. in the Middle East); religion in film; religion and contemporary ethics; issues in inter-religious dialogue and engagement; and religion and culture.

Prerequisite: One prior religion class at 2000-level or above.

REL4990 Seminar in Religious Studies*4 semester hours*

This is the senior capstone for the religion major and is conducted in seminar fashion that may change from year to year. The seminar is chosen from the major areas of contemporary religious studies for an in-depth study and presentation. Students will engage in individual research specific aspects related to the topic. Course content will vary according to contemporary issues and research interests.

Prerequisites: REL2060; additional coursework in religion.

SERVANT LEADERSHIP

SVL2300 Servant Leadership: Philosophy and Action*4 semester hours*

This course will introduce the basic elements comprising the philosophy of servant leadership, along with the core values of citizenship, excellence, continuous learning and integrity. Texts pertaining to key historic figures and recent leadership exemplars, as well as classic texts from the humanities will be utilized. The process of reflection will be studied and employed in the examination of course topics which include the philosophy of servant leadership and the practices employed, select core values, power, how leadership plays out under real life circumstances, and the role and value of uncertainty to lifelong learning. This course will also facilitate the incorporation of a multidisciplinary reference for leadership and service. Course activities and discussion will be engaged to establish connections between courses taken and the philosophy of servant leadership, as well as examine the role of interpersonal skills in leadership and collaboration. Students will begin to explore the components and consequences of academic, emotional, social and intrapersonal intelligence. Students will consider the ways in which life experience and spirituality inform the approach to leadership, and appreciate the balance between the need for leadership and followership and the ability to recognize the difference.

SVL3100 Servant Leadership Capstone*4 semester hours*

This course will explore advanced leadership concepts such as vision and purpose, motivation and empowerment, citizenship, followership, storytelling in leadership, building community and stewardship, all from a service oriented perspective. The attainable and sometimes unattainable definition of common good will be considered along with the rights and responsibilities of leadership with respect to that common good. The interplay of conceptualization in the development and execution of a strategy will be demonstrated. The core values of citizenship, excellence, continuous learning and integrity will be considered on a personal and discipline based level to explore their impact and feasibility, all in pursuit of equipping students with these concepts as cornerstones upon which they may rely to construct the course of their professional and personal lives.

Prerequisites: SVL 2300; PSY 1100 or SOC 1100.

SOCIAL AND BEHAVIORAL SCIENCE

SBS1100 Introduction to Social Sciences

4 semester hours

This course focuses on the social scientific understanding of society. Students learn the conditions that limit our lives and the opportunities open to us for improving the human condition, and for developing societies in which human beings can live happy, meaningful, and satisfying lives. Because all expressions of human culture are related and interdependent, to gain a real understanding of human society, students study society from the perspectives of anthropology, sociology, history, geography, economics, political science and psychology. They become familiar with methodology and methods of social sciences, with social scientific approaches to problems, and appreciate the multidisciplinary approach to human society.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

SBS2100 Human Geography

4 semester hours

The overarching themes of this class are geography’s impact on human development and the impact of collective human activity on global ecology. This class will explore how geographic realities impact population distributions, human migration, and the global diffusions of social customs, languages, religions, and folk and popular cultures. Topics will include ethnic distribution and competition, the links between ethnicity and state formation, state development, and state competition. This class will explore the origins and development of agriculture and industry as well as natural resource utilization and depletion and their accompanying impact on regional and global environments. Additional topics to be explored include multiple theories of urbanization and the ecological, economic and human impacts of globalization. This class also will expose students to the theories, models and approaches used in the social sciences. Students will gain experience analyzing and creating maps.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

SBS/HIS3350 The Native Americans

4 semester hours

This is an introductory survey of the history, culture, and current social issues affecting Native Americans in North America: migration and pre-history, the relationship between Native American lifeways and the environment, the process and effects of European contact, the history of political and legal connections with the United States, encounter and conflict with Euro-American culture, social/cultural dimensions of Native American groups, diversity and common themes in Native American cultures and the current condition and prospects of Native Americans in U.S. society. Includes student projects based on the study of Native American artifacts and other primary sources.

Meets General Education “Knowing Ourselves and Others” Group B requirement (for students entering Aurora University prior to Summer 2014).

SBS3820 Secondary Methods in Social Studies

4 semester hours

This course presents techniques that are effective in teaching in the content areas. The course includes lesson planning, classroom arrangement, curriculum design, alternative teaching strategy and evaluation. In addition to the classroom hours, there is an accompanying practicum. This is usually the last course the student takes prior to student teaching.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a content GPA of 3.00; passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2200; EDU2260; and EDU3720. Placement applications for the practicum are due to the School of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the School of Education.

SOCIAL WORK

SWK2500 Survey of Contemporary Social Work *4 semester hours*

This course provides an overview and historical perspective of the social work profession, discussion of social work values, knowledge and skills. The course is an introduction to generalist social work practice, human diversity within the social work profession and fields of practice. It will include discussion of relevant issues facing social workers today. Students will prepare for the social work field with professional skill-building focused on professional identity, communication skills and professional goal setting. To be taken in the sophomore year.

SWK3140 Social Work with Groups *4 semester hours*

This course provides an overview of group work theory, including group development, leadership, group formation, group process, group roles, communication, non-verbal behavior and ethics. Development of group leadership skills as well as group dynamics are taught through the use of experiential group activities.

Prerequisites or Co-requisites: SOC1100; SWK2500; majors only.

SWK3150 Social Welfare: Institutions and Policies *4 semester hours*

This course addresses social welfare and community services as social institutions (societal response to social problems): values, motivations, and methods by which institutions are developed, issues and social policies affecting programs and services, including analysis of policy-making process.

Prerequisites or Co-requisites: PSC2110; SWK2500; majors only.

SWK3200 Psychopharmacology *4 semester hours*

This specific course will initially address and explore all of the commonly abused drugs seen in the addicted population. This class will review these drugs based upon their classification and what each drug can do to the body from a physiological and psychological perspective. Specific treatment approaches, unique complications for withdrawal and relapse potential for each of the drugs covered will be explored.

Prerequisites: SWK2050 (or can take concurrently); SWK2500 or consent of instructor; majors only.

SWK3210 Human Behavior in the Social Environment I:

Infancy to Adolescence

4 semester hours

This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, social-emotional

and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

Prerequisites: PSY1100 General Psychology; SWK2500; majors only.

SWK3400 Human Behavior in the Social Environment II:

Adult Lifespan

4 semester hours

This course is designed to provide the student with an understanding of the normal processes of physical, emotional, and socio-cultural development from young adulthood through old age. This course also incorporates systems theory in looking at individual and systems of all sizes.

Prerequisites: PSY1100; SWK2500; SWK3210; majors only or consent of instructor.

SWK3730 Social Development and Prevention Programs

4 semester hours

Social work has long been concerned with providing opportunities for the growth and development of youth, their families and communities. Recently, foundations and policy groups have been reemphasizing the critical importance of services that are often referred to as “primary social services.” This course will be examining primary social service networks for youth, family and community development. Elective course.

Prerequisite: SWK2500 or consent of instructor.

SWK3750 Addictions Counseling

4 semester hours

This course will cover basic information regarding alcohol use as a substance and its psychological and physiological impact. Roles and dynamics are examined in families where alcohol and drug use is problematic. Intervention strategies and the range of techniques used to address addiction are covered. State rules and regulations in the treatment of addictions are discussed. Community resources for the addicted population are reviewed.

Prerequisites: SWK2050; SWK2500; SWK3200 or consent of instructor; majors only.

SWK3760 Effects of Trauma on Children

4 semester hours

This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers and the critical need for supervision will be examined. Skills will be developed to directly treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories and increasing coping skills to prepare for future challenges.

Prerequisite: Majors only.

SWK3770 Social Work Practice with Older Adults

4 semester hours

The study of major theories of aging and their implications for social work practice will be explored in this course. The course focuses on community services for the aged and examines current issues and trends related to the service delivery system. Elective course.

Prerequisites: SWK2500; majors only or consent of instructor.

SWK4010 Social Work with Communities and**Organizations***4 semester hours*

This course explores basic concepts and principles of community organization and organizational theory, including social structures and processes, social change, social control, social stratification and socialization through community organizations and institutions. The course emphasizes community and organizational assessment and intervention, ethics and the roles of the social worker in working within an organizational context and within a community.

Prerequisites: SOC1100; SWK2500; SWK3150; majors only.

SWK4110 Social Work with Individuals and Families*4 semester hours*

This course develops and builds on skills, knowledge, values and ethics of the social work profession. The course emphasizes developing practice competence by studying the generic principles of the helping process and applying systems theory; the ecological and strengths perspectives; and problem solving methods of working with individuals, families, groups and communities. The engagement and assessment phases of social work are addressed. Practice issues prompted from the field experiences are an integral part of the course.

Prerequisites: SWK3210; SWK3400; majors only.

Co-requisite: SWK4210.

SWK4120 Integrative Seminar in Social Work*4 semester hours*

This course further facilitates the student's integration of classroom field learning. It emphasizes improved handling of oneself and the overall development of practice competence as well as the middle and the ending phases of intervention with families, individuals, groups and communities. A continued focus on ethical considerations; theory and skill development, the development of the student's own practice theory are addressed.

Prerequisites: SWK4110; majors only.

Co-requisite: SWK4220.

SWK4200 Social Work Research I*4 semester hours*

This course addresses research knowledge and competencies essential to the beginning professional worker for effective practice and for entry into graduate social work programs; gathering relevant data; describing, monitoring and accounting for one's own practice and participating in research efforts and agency information systems.

Prerequisite: Majors only.

SWK4210 Field Instruction I*4 semester hours*

This course is taken in conjunction with SWK4110; minimum of 225 clock hours for each semester (fall). Learning experiences in the field setting are under the instruction of an MSW with at least two years' experience. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building.

Prerequisites: SWK2500, SWK3140, SWK3150; majors only.

Co-requisite: SWK4110.

SWK4220 Field Instruction II*4 semester hours*

This course is taken in conjunction with SWK4120; minimum of 225 clock hours for each semester (spring). Learning experiences in the field setting are under the instruction of an MSW with at least two years' experience. Experiences include direct work with individuals, groups, families and communities, as well as participation in staff activities. Students will attend weekly class meetings focused on professional development and skill building.

Prerequisites: SWK4210; majors only.

Co-requisite: SWK4120.

SWK4300 Social Work Research II*4 semester hours*

This statistical methods course acquaints the student with data analysis using SPSS. Basic concepts of descriptive and inferential statistics, descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing, and tests of significance are covered to enable students to conceptualize, apply and interpret statistical methods in relation to problems which confront the field of social work.

Prerequisites: SWK4200; majors only.

SWK4700 Addictions Counseling II*4 semester hours*

This is the second course designed to specifically address treatment approaches utilized while working with the addicted population. In this course, students will continue building their expertise of addictions treatment by studying specific treatment approaches found to have had positive outcomes with the addicted populations.

Prerequisites: SWK2050, SWK3200, SWK3750; concurrent enrollment in SWK4210; majors only.

SWK4710 Expressive Therapies for Children*4 semester hours*

This course is designed to explore the expressive therapies, such as art, clay, dance, drama, music, sand and writing. Through the creative therapies, social workers will become self aware of the use of imagination, mind, body and emotions. Students will understand the effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social work student to alter his/her approach based on the client's needs, or through using multiple forms of expression with the same client to aid with deeper exploration.

Prerequisite: Majors only.

**SWK4720 Social Work with Vulnerable Children
and Families***4 semester hours*

This course will focus on the practice implications for social workers within the juvenile justice system and substance abuse treatment programs. Current and historical policies and research specific to the juvenile justice system will be examined. Coursework and lectures will investigate all phases of the contemporary juvenile justice system and examine juvenile rights, the nature and explanation of delinquency, truancy, classifications of juvenile offenders, juvenile courts and corrections, as well as effective treatment programs. Students will gain an understanding of the legal process, including due process, adjudication, alternatives to incarceration and forensic evaluation. Collaboration with protective services, treatment programs and court services will be evaluated.

Prerequisite: Majors only.

SWK4725 Child Welfare Services*4 semester hours*

This course is designed to present an overview of policy and practice issues in the field of child welfare from a historical, theoretical, political and practice perspective. Emphasis is placed on the role and function of the child welfare worker in each content area presented. Child welfare services are components of a network or continuum of services designed to provide services to children and their families for a variety of child-related issues. The course will provide a conceptual framework of child welfare as an area of study in the field of social work and will describe the various agencies and services that make up the child welfare field of study. Additional work in the critical analysis related to decision making in the child welfare field will be provided. This course builds upon the social work foundation core course work in social welfare policy and human development.

Prerequisite: Majors only.

SWK4740 Family Violence: Issues and Intervention*4 semester hours*

This course provides a socio-cultural analysis of the victimization, through violence, of men and women in the family, with a particular focus on the problems of battering and incest. It includes exploration of preventions, intervention strategies and implications for social work practice. Elective course.

Prerequisites: SWK2500; majors only.

SOCIOLOGY

SOC1100 Introduction to Society*4 semester hours*

This course is an introduction to the systematic study of human society. Students learn about the impact of society and culture on individuals and about the role of individuals in the construction of social life and culture. They develop their own sociological imagination and sociological mindfulness and learn how to apply the new skills to the interpretation of social reality and their own experience. They are introduced to the major social institutions and the basic processes of human interaction resulting in social change.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

SOC2150 Cultural Anthropology*4 semester hours*

This course introduces students to culture defined as a key aspect of human adaptability and success. Students learn about the process of development of our essentially human characteristics, both biological and cultural, including language, customs, and institutions that make up the ways of life of social groups. A cross-cultural analysis of societies and the multiple functions of culture are discussed. Students are encouraged to develop cultural self-awareness and self-reflection, reduce ethnocentrism, and create new ways of understanding of their own culture.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

SOC/CRJ2300 Criminology*4 semester hours*

Cross-listed with CRJ2300. For description, see CRJ2300.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

SOC3350 Race, Ethnicity, and Power*4 semester hours*

This course focuses on the sociological analysis of minority groups as they interact with the dominant culture in which they reside. It develops students' awareness, understanding, and appreciation for the unique experience of distinct racial and ethnic groups. The complexity of the fabric of social life and the fluidity of the dominant and subordinate status in society are discussed. Stereotypes, prejudices, and discrimination of a wide range of social categories, from age, gender, and race to social class, religion, and ability and the role they play in the shaping of the structures of power are also analyzed.

Prerequisite: SOC1100 or SOC2150.

Meets General Education "Knowing Ourselves and Others" Group A requirement (for students entering Aurora University prior to Summer 2014).

SOC/PSC3400 Social Problems and Public Policies*4 semester hours*

This course provides a comprehensive introduction to important social and political problems and policies from a cross-societal perspective. The fundamental questions ask about the origins of social problems and policies that are developed to solve them. The course focuses on the social construction of social problems, and on the role played by the power elites, social experts, media and social movements in the process of that construction. The strengths and weaknesses of governmental programs and regulations and of market-based solutions of these problems also are discussed. The role of volunteerism and philanthropy is analyzed, and so are the unanticipated consequences of politically motivated reforms.

Prerequisite: SOC1100 or PSC1500.

SOC/PSY3430 Gender, Sexuality and Society*4 semester hours*

This course focuses on the analysis of the biological, psychological, and social aspects of human sexuality and gender. Topics include human sexuality over the course of life, sex, love, and mate selection, sexual diversity, sexual violence, and the changing relationship between sexuality and various social institutions (e.g., family) and elements of culture (e.g., religion). The discussion also focuses on the interplay between sexuality and gender, on gender development across the life span, and across cultures, the changes in gender expectations over time, and gender in the context of various social institutions. The multicultural and global perspectives constitute the framework for the discussion.

Prerequisite: SOC1100 or PSY1100.

SOC/PSY3450 Social and Applied Psychology*4 semester hours*

Cross-listed with PSY3450. For description, see PSY3450.

SOC/PSC3480 Globalization and Social Change*4 semester hours*

This course focuses on the trends in economic, political, social, and cultural globalization, hybridization, fragmentation, and on selected local/community phenomena related to those macro/global changes that occur in our times. Elements of world-systems theory and the theory of culture change, theories of social stratification, of the origin and perpetuation of inequalities in society and in the world, in combination with other current approaches to the explanation of human experience both on the macro and micro levels, will be explored. Questions related to ethics, human rights, individualization, consumerism, politics, and to growing awareness of the ambivalence of human experience will be debated.

Prerequisite: SOC1100 or PSC1500.

SOC/PSY3500 Research and Statistical Methods *4 semester hours*
Cross-listed with PSY3500. For description, see PSY3500.

SOC/PSC3550 Politics of Intimate Relations *4 semester hours*
This course applies a historical, comparative and global approach to the study of social and political forces that shape patterns of mate selection, dating, intimate relationships, power relations, conflicts and violence among members of intimate relationships, and of the dissolution of such relations with all its consequences. The issues related to parent-child dynamic and the problems that emerge in single-parent, multi-generational, transitional, same-sex or blended families are also taken into consideration. The issues of individual and population aging are contextualized by broader interpersonal, familial, social and political perspectives. The role of contemporary media representation of intimate relations and their challenges is included in the analysis.
Prerequisite: SOC1100 or PSC1500.

SOC/PSC3600 Theory and Methods of Social Scientific Analysis *4 semester hours*
Cross-listed with PSC3600. For description, see PSC3600.

SOC/PSC3610 The Politics of European Integration *4 semester hours*
Cross-listed with PSC3610. For description, see PSC3610.

SOC/PSC/BIO3700 Politics of Global Health and Medicine *4 semester hours*
The course addresses the question of how social and political factors, such as race, nationality or social class, as well as governmental laws, regulations and politics shape and are shaped by individual and population health and well-being around the world. Among other questions, students discuss the impact of structural violence of social inequalities on human suffering and on the access to health care and medical care, including access to medications. The ethicality of medical research is also included in that discussion. Assigned readings and discussions address 1) the determinants of disease and health inequalities between populations and over time; 2) how social and political factors influence medical knowledge, health care and medical care; and 3) what must be done to combat and prevent health inequalities in local, national and global contexts.
Prerequisite: SOC1100 or PSC1500 or SOC2150.
Highly Recommended: SOC/PSC3480 or BIO3540.

SOC4310 Seminar in Sociological Theory I *4 semester hours*
The course is an invitation to the field of sociology, with an examination of prevailing sociological perspectives and their relation to researchable questions. Readings from classical sociological theorists on selected topics build the foundations for students' individual research. Examples of the past conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students explore research methodology including sampling and questionnaire construction. They select a research topic and conduct a review of relevant sociological literature, analyzing the literature in terms of sociological perspectives as well as content. They also prepare the tools necessary for the empirical part of their research. (Every other year)
Prerequisites: SOC3350; SOC/PSC3480.

SOC4320 Seminar in Sociological Theory II*4 semester hours*

The course is a continuation of the examination of prevailing sociological perspectives and their relation to researchable questions. Readings from contemporary and postmodern sociological theorists on selected topics build the foundations for students' individual research. Examples of the most recent conceptualizations of specific social and cultural issues broaden students' perspective of sociology as a discipline. Students conduct their research project initiated during the course of SOC4310, collect data, analyze and interpret them and write the final paper. (Every other year following SOC4310)

Prerequisite: SOC4310.

SOC/PSC4500 Human Rights and Social Justice*4 semester hours*

The course focuses on both domestic and international issues related to violation of human and/or civil rights, to various forms of intra- and international violence, and social injustice. Selected examples of economic, social and cultural victimization, wars, genocidal and terrorist actions are explored. The resulting health care challenges, such as malnutrition, HIV/AIDS, trafficking of humans and human organs are also included. Issues of nonviolent social change, peaceful conflict resolution, and possibilities for a "new world order" are analyzed.

Prerequisites: SOC/PSC3400 and SOC/PSC3480.

SOC2940, 3940, 4940 Community Internship*2-4 semester hours*

Students are individually placed with community organizations and agencies where they work and acquire professional experience. The internship is recommended for students in their junior or senior year. The internship gives students an opportunity to learn the daily operation of community institutions and to develop skills they need to work in culturally diverse contexts. At the same time, students apply their sociological imagination and mindfulness developed in the classroom as well as their knowledge of sociological theories to the interpretation of the directly observed and experienced aspects of social life.

Prerequisite: Consent of the instructor.

SPANISH

SPN1120 Elementary Spanish I*4 semester hours*

The fundamentals of Spanish grammar will be taught with an emphasis on the active use of the language. Students will begin to develop their Spanish vocabularies and to read simple Spanish texts as well as learn cultural components of various Spanish-speaking countries.

Meets General Education "Knowing Ourselves and Others" Group B requirement (for students entering Aurora University prior to Summer 2014).

SPN1220 Elementary Spanish II*4 semester hours*

This course is a continuation of SPN1120 in which students will begin to build and refine their Spanish language skills as they increase their understanding of Spanish grammar, vocabulary and cultural knowledge.

Prerequisite: SPN1120 or consent of instructor

SPN2200 Intermediate Spanish I*4 semester hours*

Students will begin to refine their Spanish language skills as they continue their understanding of Spanish grammar, vocabulary and cultural knowledge. This course is designed for students who have past experience in Spanish, such as Advanced Placement or CLEP credit.

Prerequisite: SPN1220 or consent of instructor.

SPN2300 Intermediate Spanish II*4 semester hours*

This course is a continuation of SPN2200 and will emphasize and require students to refine the use of Spanish grammar, paying particular attention to the use of verb tenses and the subjunctive mood in their active use of the Spanish language.

Prerequisite: SPN2200 or consent of instructor.

SPN3200 Advanced Conversation and Spanish Phonetics*4 semester hours*

This course will focus on the prescriptive grammar rules pertaining to spoken Spanish. Students will complete exercises that will aid in their understanding of Spanish speech patterns via written and spoken assignments. This course will be taught in Spanish.

Prerequisite: SPN2300 or consent of instructor.

SPN3300 Spanish Translation*4 semester hours*

Students will practice translating documents from English into Spanish and Spanish into English as the documents require. The goals of this course are for students to apply the correct grammatical conventions of the English and Spanish languages.

Prerequisites: SPN2300; ENG1000.

SPN3450 Spanish Language Films*4 semester hours*

Students enrolled in this course will use the Spanish language to watch and critique various thematic issues central to films produced in Spanish speaking countries.

Prerequisite: SPN2300 or consent of instructor.

SPN3500 Advanced Spanish Literature*4 semester hours*

Students will read, discuss and research the literature of a selected anthology of Spanish literature. All of these activities will be conducted in Spanish.

Prerequisite: SPN2300 or consent of instructor.

SPN3600 Latin American Civilization and Culture*4 semester hours*

This course will explore the history and current cultural components of Latin American countries. This course will be taught in Spanish.

Prerequisite: SPN2300 or consent of instructor.

SPN3650 Language and Community Immersion*4 semester hours*

As the world continues to evolve, so to, do the issues within Spanish-speaking countries. This course will allow students to explore the politics, history, cultural, and other topics needed that are central to the identity of those in the Spanish-speaking world. Discussions, workshops, entertainment, and free time will be spent in such a way in which students are speaking Spanish and learning about culturally appropriate material. Students will spend time off campus in a variety of settings in the community or in a retreat setting actively using the Spanish language.

Prerequisite: SPN3200.

SPN3800 Comparative Grammatical Structures *4 semester hours*

This class will identify basic structural differences between English and Spanish. This course will be taught in both languages to provide specific examples.

Prerequisites: ENG2010; SPN2300.

SPN4990 Spanish Capstone Seminar *4 semester hours*

This is a capstone course in which the students demonstrate the acquisition of the second language, the knowledge of how the process occurred, the different perspectives concerning bilingualism, and the abilities to research and create in Spanish.

Prerequisite: SPN3200.

SPECIAL EDUCATION

**SPED2120 Characteristics and Identification of Disabilities
and the Law** *4 semester hours*

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues, such as intellectual disabilities 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. Moreover, candidates will be introduced to teaching interventions relevant to student needs in each area; these methods of instruction are for cross-categorical special education environments. 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. Includes 15 hours of observation centering on the legal aspects of the special education process.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and successfully completing at least 24 semester hours.

**SPED2200 Cognitive Development of Typical and Atypical
Learners** *4 semester hours*

This course will address research and educational psychology theories related to typical physical and cognitive development and learning and disorders associated with the cognitive processes, ranging from constructivist research to information processing and brain imaging to behaviorism. Additionally, contrasts will be drawn between the impact on various types of processing strengths and weak-

nesses, such as auditory or other sensory processing and memory, and how they might impact learning and behavior, as well as remedial efforts for differing disabilities, such as learning disabilities, intellectual disability, or acquired disorders (traumatic brain injury). Task analyses focusing on receptive/expressive (input/output), visual/auditory, and verbal/nonverbal aspects of cognitive tasks will be undertaken for students ranging from primary to high school. The development of more metacognitive tasks, such as the ability to monitor behavior, actively solve problems, and use study skills, will also be discussed, particularly for the middle and high school years. This serves as further introduction to the accommodations and strategies for teaching students in special education. Includes a minimum of sixteen hours additional laboratory time of observation in the schools, focusing on the differential impact of cognitive disorders above.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; and passing a TB test.

SPED2750-I/3751-II Clinical Immersion in K–12 *1 semester hour*

Teacher candidates participate in the life of an assigned elementary, middle or high school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars throughout the semester.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; completion of DCFS-mandated reporter training; signed DCFS Acknowledgement of Mandated Reporter Status; and DCFS Mandated Reporter Online Training Certificate of Completion.

SPED3350 Introduction to Educational Research *4 semester hours*

Candidates will be introduced to educational research paradigms, including basic qualitative and quantitative methodology and how primary research should be evaluated. The purpose of quantitative statistics and single subject design will be included. Candidates will generate a brief survey of the literature in some area related to social behavior or motivational theory or academic interventions. Based on the Social-Emotional Standards, research examples of social behavior that will be utilized in the course will be viewed broadly, ranging from the individual's self-perceptions such as self-esteem and self-determination, to his or her ability to perceive social cues and to engage socially not only in the school but in the family and community. Other topics might include 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, options to research evidence-based practices in content areas will also be possible. One objective of the course will be how to use research to support the candidate's use of evidence-based practices, which will be a focus in student teaching requirements of a both the program requirement of a case study and the ISBE requirement of the edTPA—both of which will set the expectation for life-long learning in the discipline.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

**SPED3510 Diversity Studies for Teaching ELLs and
Students with Disabilities/EDU Cross Cultural Studies
for Teaching ELLs**

4 semester hours

(Encompasses course content of EDU3100)

This course focuses on how language, culture/ethnicity, socioeconomic level, gender, perceived disability, and cultural awareness impact the teaching and learning of diverse children. An additional focus will be on how various social institutions, particularly the school and family, may define roles and issues of diversity and disability and how this may impact collaboration and communication in regular, ESL/Bilingual, and special education. Research related to over- and under-representation, including potential bias in assessment and identification, will be studied. Finally, the teaching of appropriate strategies to support a diverse population will be addressed. Includes 20 hours of clinical experience in the form of a laboratory attached to the course.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED3120 (or PSY3460 + SPED3810) or concurrent registration.

SPED3550 Direct Instruction Methods

4 semester hours

This course will focus primarily on interventions for students who benefit from highly structured, explicit instruction in reading, writing, mathematics and other content areas. Interventions, methods and programs for small groups and individualized instruction will be evaluated. Common application in Response to Intervention plans will also be discussed. Systems that may be investigated include, but are not limited to, Multi-sensory Instruction, Direct Instruction and explicit instruction. Includes 14 hours (minimum) of school laboratory time.

Prerequisites: Acceptance into the School of Education and special education major, including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED2120; and EDU3480 (may be concurrent).

**EDU3610 Linguistics for Teaching English Language Learners/
SPED 3610 Oral Language Development for Special
Education and English Language Learners**

4 semester hours

(Encompasses course content of EDU3150)

This course covers the nature and functions of language: phonology, morphology, syntax, semantics and pragmatics as well as the analysis and application of linguistic theory. It also contrasts theories and processes related to second language acquisition with typical monolingual oral and nonverbal development of the K-21 period. This, in turn, will be distinguished from atypical development. Informal assessment, teaching techniques and accommodations, will be an additional focus. Specific focus will be given to communication intervention for some children, such as those using ESL, sign language, or alternative and augmentative communication. Includes 20 hours of clinical experience laboratory for special education majors and those who use this course for an ESL/Bilingual Endorsement, including informal assessment and exposure to software technology in common use in the schools.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU1030; SPED2120; and passage of the ISBE TAP/Basic Skills Test.

SPED3620 Language Development and Diversity *4 semester hours*

This course will provide a foundation in typical language development; while the first six years of life will be surveyed, the focus will be on language development in the school-aged years (including high school). This study will then be applied to advancing an understanding of how this developmental process intersects with linguistic diversity often noted in English Language Learners and students with disabilities. In addition to topics related to language acquisition, other aspects of diversity that may impact students' engagement in the classroom will be studied, such as culture/ethnicity (beyond linguistics per se and including cultures' belief structures regarding disability and parental roles in education), socio-economic level (class), religion and gender. There will be recursive discussion regarding the impact of all issues on English Language Learners and students with disabilities and how this may impact the classroom and school community.

Prerequisites: SPED2120 and ENG1030 or consent of the instructor.

SPED2750/3750/3751 Prosocial Skills and Challenging**Behaviors***4 semester hours*

Initial focus will be 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. Both school-wide and classroom-wide strategies will be discussed. Therefore, programs in common use in the schools, such as PBIS, and how they relate to Response to Intervention will be studied. Subsequent focus will be on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups. Candidates will gain applied knowledge and practice creating functional behavior assessments plans

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120.

SPED3815 Strategies and Assistive Technology for**Students with Low Incidence Disabilities***4 semester hours*

This course will focus on intervention techniques, adaptations and assistive technology for students with more significant disabilities (e.g., the PECS system Boardmaker), including intellectual disability, traumatic brain injury, orthopedic impairments, more significant autism and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community and transition needs for this population. 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. Includes a minimum of 16 hours additional laboratory time of school observation.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

**SPED/EDU3860 Psychological/Educational Assessment
of Bilingual/ELLs and Students with Disabilities/
Assessment of Bilingual Students**

4 semester hours

This course focuses on the assessment of language, development, academic performance, psychosocial behavior and vocational skills for the P-12 grades and how it is used to identify, place and monitor ELLs and students with disabilities. Particular emphasis will be placed on differential identification of these two groups. Moreover, issues related to second language acquisition, cognitive development (e.g., memory, speed of processing), modification and adaptations will be addressed. Case studies will be used to understand the process of differential diagnosis, assessment of the learning environment (including curriculum-based assessment and portfolio assessment), and planning for instruction. Oral and written dissemination of results will be included. State and local language and learning assessment tools will be examined. Research will focus on the strengths and limitations of formal and informal testing and how this impacts response to intervention and service provision for ELLs and students with disabilities. Includes 20 hours of laboratory assessment and clinical experience.

Prerequisites: Acceptance into the School of Education; passage of the Basic Skills Test; special education major or consent of the instructor; GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

**SPED4200 Introduction to Lifespan Work with People
with Autism Spectrum Disorders**

4 semester hours

Participants will develop an understanding of the characteristics of students and adults with autism spectrum disorders (ASD). A brief history of autism, and related disorders, will precede current research on the etiology and psychological theories of ASD's causality. Participants will gain an understanding of the systems and institutions involved in the diagnosis, treatment and case management of students and adults with autism spectrum disorders as well as identify the use of broad evidence-based education and treatment methods. Emphasis will be placed on early identification of autism and treatment of school-aged children through transition and into adulthood. The topics of child-centered inclusive education and ongoing family-centered support systems in home, school and community settings will also be discussed. This course will provide a thorough grounding in the characteristics of autism spectrum disorder and introduce the learner to best practices in serving persons experiencing ASD. Eligible for graduate credit.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test and SPED2120 or concurrent registration.

SPED4250 Behavioral Topics Relevant to People with Autism Spectrum Disorders*4 semester hours*

This course covers advanced strategies and interventions through behavioral principles and stressing positive support. For example, the research and clinical use of Applied Behavior Analysis will be examined. While focusing on people with autism, the research-based practices covered in the course are applicable to other individuals with behavioral disorders. Eligible for graduate credit.

Prerequisites: Passing an FBI National Fingerprint Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 and junior status.

SPED4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities*4 semester hours*

Service models that cover the range of support services needed by people with disabilities will be investigated, including vocational, social/leisure, residential and case management spheres. In addition to providing evaluation of intervention techniques such as job-coaching, sheltered employment, group and independent living options, and the importance of integrated opportunities for social/leisure activities, the course will provide historical context for service provision and require candidates to evaluate where the field should expand in relation to advocacy activities for people with disabilities. Eligible for graduate credit.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

SPED4350 Integrating Assistive Technology and Curricular Adaptations*4 semester hours*

This course will focus on assistive technology, curricular adaptations and modifications that allow students with disabilities to achieve success in the least restrictive environment. Moreover, these will be put in the context of universal design and differentiation such that implementation can be fluid and help not only students with varying exceptionalities but also all students in a classroom. Therefore, this course will integrate the needs of the individual student with exceptionalities and the larger school community. Themes include low vs. high technology applications, professional development, and establishing a district plan that will allow constant updating of both software/equipment and training of personnel and families that are financially and programmatically viable. Eligible for graduate credit.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

SPED4400 Internship in Vocational, Social/Leisure, and/or Residential Agencies Serving People with Disabilities*4 semester hours*

Students will engage in two eight-week placements in two different life areas: vocational, social/leisure, or residential to gain a broad exposure to the types of support service offered to adults with disabilities. With permission of the chair, a placement in an agency devoted to advocacy or political lobbying for people with

disabilities is another viable option. This internship will be accompanied by a two-semester hour seminar to both provide support and to expose all candidates in the course to the variety of employment opportunities.

Prerequisites: All major courses (can be concurrent registration). Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; SPED2120 or concurrent registration; and SPED4300 (can be concurrent).

SPED4450 Collaboration and Changing Roles in Special

Education

4 semester hours

Study of changing roles and collaborative efforts in special education from a school and district perspective. Develop an understanding of interrelated needs of students, parents, schools and the community, particularly in diverse settings, as well as the resources available within communities. Study of the effective implementation of special education program change in the school and community setting through consensus building and negotiation as it relates to stakeholders from diverse perspectives. Themes include least restrictive environment and how it can be achieved through collaboration and co-teaching; transition and how it can be facilitated with collaborative relationships with community organizations, school personnel and families; professional development to enable changing roles to be effective. Eligible for graduate credit.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

SPED4500 Mathematics and Science Methods for

Students with Disabilities

4 semester hours

The development of mathematical and science knowledge and reasoning will be studied in conjunction with disorders of these domains. Candidates will learn to assess and remediate weaknesses in both physical, biological and social sciences and mathematics, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics, such as estimation, mental mathematics, measurement, algebra, geometry, patterns and problem solving in mathematics; the inquiry process, experimentation, and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation and recreation will be stressed. Includes a minimum of 16 hours laboratory time for embedded clinical experience at the elementary and middle/high school levels, focusing on collaboration in mathematics and sciences.

Prerequisites: Acceptance into the School of Education including passing the TAP and a special education major; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

SPED4550 Reading Disabilities Theory and Interventions *4 semester hours*

The focus of this course will be on the theoretical models of reading development and disorders and how these theories have impacted the definition of the causes, diagnosis and treatment of reading disorders. Normal development of pre-reading and reading skills will be contrasted with atypical development. Research regarding how reading achievement relates to decoding and phonological awareness; word recognition; vocabulary; comprehension; fluency; self-monitoring; and instruction/service provision (individual, small group, and whole-class programs) will be studied, with practice of intervention techniques. For the middle and high school years, techniques effective for various domain areas will be stressed, as well as how accommodations in relation to reading can be integrated into the student's curriculum. In addition, the course will include further training on the standardized tests and software technology interventions specific to reading, as well as the performance of informal measures such as running records and informal reading inventories, with a focus on error analysis, interpretation, and communication of results to students, families and colleagues. Includes additional laboratory time of a minimum of 20 hours of work with students in addition to semester hours.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU3480; and SPED2120.

SPED4610 Written Language Development and Disorders *4 semester hours*

This course will study theories and research regarding the development and disorders of written language, including handwriting, spelling and written discourse, from emergent literacy to strategies for research and essay forms used more extensively in middle/high school. The range of impact, dependent on disability, will be investigated, both in regard to academic, social and vocational pursuits. Formal and informal assessments to elicit and analyze written language samples will be learned and practiced, as well as lesson plans using remedial techniques and software technology commonly in use for varying disabilities, ranging from learning disabilities to physical disorders impacting the physical act of writing. Includes a minimum of 15 hours working with students at both the elementary and middle/high school levels. Includes a one-hour lab in addition to semester hours.

Prerequisites: Acceptance into the School of Education, including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; EDU2100; EDU2260; SPED2120; and EDU3480.

SPED4620 Collaboration Models for Inclusion *4 semester hours*

Intervention theories and models 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. Includes a minimum of 15 hours of observation and work related to course topics.

Prerequisites: Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; passing a TB test; and SPED2120 or concurrent registration.

SPED4750 Student Teaching in Special Education *13 semester hours*

The student-teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K–21 age range, experiencing two separate placements, and including a range of level of disability. 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.

Prerequisites: Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K–12; Learning Behavior Specialist I (content area); Special Education General Curriculum Test (content area); and all special education coursework for the major.

SPED4760 Seminar for Student Teaching in Special Education *2 semester hours*

The special education student-teaching seminar will guide the teacher candidate through her or his student-teaching experience by facilitating work and discussions on competencies related to becoming a successful special educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the Illinois Professional Teaching Standards and the Council on Exceptional Children (CEC) standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional special educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with sup-

port in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.

Prerequisites: Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K-12; Learning Behavior Specialist I (content area); Special Education General Curriculum Test (content area); all special education coursework for the major; concurrent enrollment in SPED4750.

SPED4770 Student Teaching in Special and Elementary Education

13 semester hours

The student-teaching experience involves placements in both elementary and special education settings 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 elementary and special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to both elementary classrooms and the range/severity/age levels of all disabilities covered by the LBS I certification. It should be noted that the student teaching process for both Elementary and Special Education certification extends beyond the duration required for either of the certifications individually. Candidates should anticipate that the field experience will go beyond the published dates for the semester in which they engage in the experience and that this extended experience may result in the graduate date also being extended.

Prerequisites: Admission to the School of Education; a 2.75 GPA in elementary education courses; 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills; Assessment of Professional Teaching K-12; Elementary/Middle Grades Content Test; Learning Behavior Specialist I; and Special Education Curriculum Test); all elementary and special education coursework for the majors; FBI fingerprints check; National Sex Offender list check; TB test; and passing grade on ISBE Child Abuse Reporting regulations; concurrent enrollment in SPED4780.

SPED4780 Student Teaching in Special and Elementary Education Student Teaching Seminar

2 semester hours

The special and elementary education student-teaching seminar will guide the teacher candidate through his or her student teaching experience by facilitating work and discussions on competencies related to becoming a successful special and elementary educator. As part of this work, the teacher candidate will complete both the edTPA and an electronic professional portfolio structured around the

Illinois Professional Teaching Standards, the Council on Exceptional Children (CEC), and EMAG standards. Seminar topics will cover best practices in instructional decision making, analysis of student learning via formative and summative assessments, self-evaluation of teaching practices through the use of action research, supporting diverse learners through a positive, prosocial learning environment, professional and legal obligations as a regular and special educator, fostering positive parent and community relationships, seeking and obtaining a teaching position, managing the first year as a professional educator, and becoming a teacher leader in the first year of teaching and beyond. In particular, the seminar will provide candidates with support in completing their edTPA and comparative case study projects that will be incorporated into their portfolio in Livetext, with a focus on how to conduct effectively action research in the candidate's own classroom, developing culturally responsive collaboration and co-teaching skills, professional ethics, and professional development plans for lifelong learning. Includes support for ISBE TPA.

Prerequisites: Admission to the School of Education; a 3.0 or better GPA in special education courses; officially reported passing score on the pertinent Illinois certification tests (Basic Skills/TAP); Assessment of Professional Teaching K-12; Learning Behavior Specialist I (content area); and Special Education General Curriculum Test (content area); all special education coursework for the major; concurrent enrollment in SPED4770.

THEATRE

THE1200 Introduction to Theatre

4 semester hours

This course is designed to introduce the student to a brief history of theatre and the functions of the playwright, actor, director, producer, critic and designers. The course will help develop an appreciation and understanding of the theatrical experience.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

THE1300 Acting I

4 semester hours

This course is an introduction to the study and fundamentals of acting. Through exercises in movement, voice, imagination, and game playing, the student actor will develop control over body and movement, learn techniques to reduce performance anxiety and stage fright, sharpen focus and concentration, heighten imagination, and develop skills needed to define and support the life of a character.

THE1500 Stagecraft I

4 semester hours

This course is an introduction to the terminology and techniques used in technical theatre. The course examines two-dimensional and three-dimensional scenery, the physical theater, stage and scene shop equipment, project organization and process, technical theater graphics, materials, and theatrical construction techniques. Students in this course will be actively involved in AU Theatre Department productions and students will be required to schedule scene shop time outside of class.

THE2210 Play Analysis*4 semester hours*

This course explores the relationships between dramatic text and the play in performance. Representative plays are studied in their genre, historical and social contexts. An emphasis is placed on basic structural terminology and methodology.

THE/ENG2220 Drama*4 semester hours*

This course investigates representative dramatic works from a variety of times and cultures, organized thematically and/or chronologically. Students will investigate the cultural and historical contexts of the works, as well as the features of the genre of drama (performance, staging, acting, among others) that give it its unique capabilities as an art form. When possible, students will view theatrical performances of the works studied in the course

THE2300 Acting II*4 semester hours*

This course focuses on advanced acting technique for scene analysis and character development. Emphasis is placed upon expanding the actor's capabilities through advanced scene work, monologues and character study.

Prerequisite: THE1300.

THE2310 Voice and Movement*4 semester hours*

This course further develops the actor for the vocal and physical demands of the stage. The actor's voice is explored through exercises in relaxation, breathing, articulation and projection. The actor's body is explored through techniques of movement in an effort to make the actor's body a more flexible and efficient instrument of expression.

Prerequisite: THE1300.

THE2500 Stagecraft II*4 semester hours*

Students will explore advanced construction techniques and practices, such as welding, ornamental carpentry and furniture construction. Special emphasis will be placed on creative approaches and problem solving. Students will demonstrate their knowledge through individual and group projects. Students in this course will be actively involved in AU Theatre Department productions and they will be required to schedule scene shop time outside of class.

Prerequisite: THE1500 or instructor approval.

THE2510 Design for the Stage*4 semester hours*

Using a variety of media, students will explore design skills, creative process and essentials of costume, lighting and scenic design. Students will explore the process of translating a script into a visual design. Topics will include designer responsibilities, research techniques, communication tools, creative problem solving, and the director/ designer relationship.

THE2710 Special Topics in Theatre*4 semester hours*

This course is developed by faculty to examine a specialty theatre subject outside of the usual courses. This is an elective course that may not be used toward the requirements for the theatre major.

THE3310 Directing*4 semester hours*

This course is an introduction to the process of directing. It will begin with analysis and research, and move into the actual staging and rehearsal process. The class will also concentrate on analysis, the foundation for the entire process.

Prerequisites: THE1300; THE1500; THE2210; and THE2510 or instructor approval.

THE3300 Acting III*4 semester hours*

This course continues the advanced training from Acting II. Special attention for this course will be placed on classical acting using works from Shakespeare.

Prerequisites: THE1300; THE2300.

THE3500 Scenic Design*4 semester hours*

This course examines the practice of designing theatrical scenery. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop scenic ideas for the stage. Special attention will be placed on refining visual communication, presentation skills and theatrical drafting.

Prerequisites: ART2100; THE1500; THE2210; and THE2510 or instructor approval.

THE3520 Costume Design*4 semester hours*

This course will examine the practice of designing and creating theatrical costumes. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop costume ideas for the stage. This class will also examine basic sewing, pattern creation/modification, and other processes used to create costumes for the stage.

Prerequisites: ART2100; THE1500; THE2210; and THE2510 or instructor approval.

THE3525 Lighting Design*4 semester hours*

This course will examine the practice of designing and creating theatrical lighting. Building from skills learned in Design for the Stage, students will continue to explore communications tools used to develop lighting ideas for the stage. This course will also examine lighting instruments, command equipment and theatrical drafting.

Prerequisites: ART2100; THE1500; THE2210; and THE2510 or instructor approval.

THE3550 Stage Management*4 semester hours*

This course will examine the practice of stage managing in a variety of different types of theatre productions. Students will explore responsibilities and common paperwork and tools used by professional stage managers.

Prerequisites: THE1300 and THE1500 or instructor approval.

THE3600 History of Theatre: Antiquity to Renaissance*4 semester hours*

This course will give an overview of theatre history from Antiquity through the Renaissance. The highlights of different periods of history will be explored, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

Prerequisite: THE1200 or instructor approval.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

THE3610 History of Theatre: Restoration to Present*4 semester hours*

This course will give an overview of theatre history from Restoration through the Modern theatre. We will explore the highlights of different periods of history, which will include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.

Prerequisite: THE1200 or instructor approval.

Meets General Education "Aesthetic and Philosophical Expression" Group B requirement (for students entering Aurora University prior to Summer 2014).

THE4300 Acting IV*4 semester hours*

Further studies in style, technique and characterization as dictated by the needs of the students. Special emphasis will be placed on developing and honing the individual skills needed by professional actors.

Prerequisites: THE2310; THE3300.

THE4500 Advanced Study in Design or Technical Theatre *4 semester hours*

This course is a continuation of training from THE2500, THE3500, THE3520, THE3525 or THE3550. Students will be working on advanced projects in their specific area of design or technical theatre. Although not guaranteed, students may be given an assignment as part of an AU theatre or student production.

Prerequisites: THE2500; THE3500; THE3520; THE3525 or THE3550.

THE4900 Capstone Preparation*1 semester hour*

This course is designed to help the graduating theatre student prepare and organize a capstone project. Special emphasis will be placed on project and skill development and advisor selection.

Prerequisites: Completion of all other theatre requirements and consent of the theatre faculty.

THE4990 Senior Capstone Project*3 semester hours*

This course will serve as the culminating performance, project or written work for the theatre major. With approval and guidance from the faculty, student will develop and execute a substantial individual project that will reflect the academic and practical knowledge gained through the theatre program. This project may be realized as a theatrical performance, a design or technical project, a directorial work, a written thesis or a critical/historical document. Faculty will assist in developing specific goals and requirements for completion of the capstone project.

Prerequisites: Completion of all other theatre requirements and consent of the theatre faculty.

DIRECTORIES



BOARD OF TRUSTEES—2013-2014

BOARD OFFICERS:

RONALD M. HEM, Chair

Attorney
Alschuler, Simantz & Hem, LLC
Aurora, Illinois

HILARY K. BRENNAN (AU '83), Vice-Chair

Community Volunteer
Aurora, Illinois

PHILIP S. CALI, Vice-Chair

Executive Vice President of Operations (Retired)
Nicor, Inc.
Naperville, Illinois

JOANNE HANSEN, Vice-Chair

President
Hansen-Furnas Foundation
Batavia, Illinois

BOARD MEMBERS:

JOHN D. AMMONS (AU '83)

President
Wheatland Title Guaranty Company
Yorkville, Illinois

DELBERT W. ARSENAULT (GWC '62, '66)

President and CEO (Retired)
Chicago Youth Centers
Chicago, Illinois

DAVID R. BERGMAN

Former President
Processed Plastics
Aurora, Illinois

DONALD A. CHURCHILL (AU '68, '85)

(Retired)
Aurora, Illinois

CHAD A. DE KING (AU '83)

Business Development/Managing Partner
DeKing & Associates
Aurora, Illinois

CHARLES B. DOSS

President
The Prudential Doss Real Estate
Oswego, Illinois

FARRELL FRENTRESS (GWC '64, '71)

Executive Vice President - Development (Retired)
WTTW Channel 11
Chicago, Illinois

RICHARD G. HAWKS (AU '64)

Aurora, Illinois

SHAWN E. JEFFERS (AU '75)

CEO/Executive Director
Little City Foundation
Palatine, Illinois

CHRISS JOHNS

Owner
MBS Investments, LP
Sugar Grove, Illinois

MICHAEL K. KEEFE

CEO
Keefe and Associates, Inc.
Lake Geneva, Wisconsin

DR. DONALD E. KIESO (AU '58, Hon. '03)

Professor of Accountancy, Emeritus
Northern Illinois University
DeKalb, Illinois

KYLE MATTHEWS

Vice President of Human Resources
Tellabs
Naperville, Illinois

RUTH MENDIUS (AU '67)

Travel Counselor (Retired)
Oak Brook, Illinois

DR. CALVIN R. MYERS (AU '64)

President (Retired)
Merchants Bancorp, Inc.
Aurora, Illinois

GERALD PALMER

Vice President (Retired)
Caterpillar Inc.
Aurora, Illinois

SCOTT PALMER (AU '72, Hon. '02)

(Retired)
Chief of Staff to Speaker J. Dennis Hastert

MYRON J. RESNICK

Senior Vice President/Chief Investment Officer (Retired)
AllState Insurance Company
Northbrook, Illinois

JOHN M. ROESCH (AU '56)

Banking Executive (Retired)
Aurora, Illinois

DONALD A. SCHINDLBECK

Division Vice President (Retired)
Commonwealth Edison
Aurora, Illinois

THOMAS R. SCOTT (GWC '61, '63)

Realtor
Coldwell Banker Real Estate
Glen Ellyn, Illinois

JOHN D. SIMMS, JR.

Vice President (Retired)
Merkle Korff Industries
Lake Geneva, Wisconsin

MICHELLE P. SIMMS

Operating Room Nurse (Retired)
Lake Geneva, Wisconsin

DAVID K. STONE (AU '68)

Regional Inspector General for Auditing (Retired)
U. S. General Services Administration
Office of Inspector General

THOMAS T. STUHLEY

Chairman of the Board/CEO (Retired)
Mid America Bank
Williams Bay, Wisconsin

RONALD THOMAS (AU '70)

Executive Director
Advent Christian General Conference
Charlotte, North Carolina

ROGER A. TUCKER (AU '61)

U.S. Government (Retired)
Somonauk, Illinois

FRANK K. VORIS

Executive Vice President/COO (Retired)
Merchants National Bank
Aurora, Illinois

LINNEA WINDEL (AU '96)

President/CEO
VNA Health Care
Aurora, Illinois

DR. REBECCA L. SHERRICK

President
Aurora University
Aurora, Illinois

BOARD MEMBERS, EMERITI

WALTER ALEXANDER

President
Alexander Lumber Company
Aurora, Illinois

JAMES E. BENSON

Chairman (Retired)
Old Second National Bank
Aurora, Illinois

TELL. COFFEY (AU '53)

President (Retired)
Coffey Construction
Aurora, Illinois

W. A. GREENE

Vice President-Secretary (Retired)
Barber-Greene Company, Aurora
Batavia, Illinois

FLORENCE S. HART

Northbrook, Illinois

RONALD KINNAMON (GWC '60)

Assistant National Executive Director (Retired)
YMCA of the USA
Chicago, Illinois

JOHN F. MCKEE

Sales/Service Rep. (Retired)
Door Systems
Itasca, Illinois

F. R. MILLER (AU '61)

Community Relations Manager (Retired)
Illinois Bell Telephone Co.
Aurora, Illinois

CALVIN B. THELIN

Attorney of Counsel
Goldsmith, Thelin, Dickson & Brown
Aurora, Illinois

ADMINISTRATION 2013-2014

Rebecca L. Sherrick, PhD.....President
 Maggie SharrerExecutive Assistant to the President
 Andrew Manion, PhDExecutive Vice President
 Theodore Parge, CFRE.....Executive Vice President

GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY

Kate Herrick, PhD.....Academic Dean/Interim Vice President
 Richard Boniak, PhDAssistant Academic Dean and Chair, Sustainability
 and Environmental Management
 TBA.....Chair, Social Work
 Meredith Harvey, PhDChair, Human Ecology and General Education
 Chris Wells.....Chair, Outdoor Recreation and Leadership
 Sara Johnson, PhD.....Chair, Psychology
 Jennifer HerrickDirector of Student Success
 Travis Ramage.....Director of Academic and Career Services
 Sunny SerbaRegistrar
 Jared LeifeldDirector of Student Community/Engagement
 Christine Flasch.....Executive Director of Music by the Lake

ACADEMIC AFFAIRS

Dale H. Simmons, PhDVice President for Academic Affairs
 Christina Bruhn, PhDDirector of Assessment
 Alicia Cosky, EdD.....Dean of Faculty
 Ellen GoldbergAssistant Provost
 Eric Schwarze.....Dean of General Education

ACADEMIC AFFAIRS, Educational Units

Carmella Moran, PhDDean of Undergraduate Studies/AU Online
 Jocelyn Booth, EdDDirector of School of Education
 Barbara Lockwood, PhD.....Director of School of Nursing
 Fred McKenzie, PhDDirector of School of Social Work

ACADEMIC AFFAIRS, Library

John LawDirector of University Library

ACADEMIC AFFAIRS, Learning Center

Susan LausierDirector of Center for Teaching & Learning

ENROLLMENT MANAGEMENT

Donna DeSpain, EdDVice President for Enrollment/
 Executive Dean of Graduate Studies
 David DiehlAssociate Vice President for Enrollment
 Saib OthmanDean of Graduate and Adult Studies
 Linda GebhardEnrollment Data Manager
 Erin Halley.....Enrollment Operations Manager
 Jason Harmon.....Director of Graduate Enrollment
 Renee AllenRecruiter for Graduate Enrollment
 Debbie EnlowRecruiter/Advisor for Adult and Graduate Studies

Jennifer Everhart.....	Online Student Manager
Marcia Gaspari.....	Graduate Education Recruiter
Ed Miranda.....	Business Development Specialist
Kailley Harmon.....	Director of Freshman Admission-GWC Campus
Colton Breister.....	Undergraduate Admission Counselor
Kim Porter.....	Enrollment Visit Coordinator
Stephanie Galica.....	Admission Counselor
Robert Lopez.....	Admission Counselor
Marcia Koenen.....	Director of Woodstock Center
Amy Carzoli.....	Woodstock Recruiter
Gary Elkins.....	Woodstock Recruiter
James Lancaster.....	Dean of Freshman Admission
Jill Bures.....	Assistant Director of Freshman Admission
Shawna Armstrong.....	Freshman Admission Counselor
Allison Bailey.....	Freshman Admission Counselor
Joshua Binder.....	Freshman Admission Counselor
Stacy Briones.....	Freshman Admission Counselor
Luke Kerber.....	Freshman Admission Counselor
Heather McKane.....	Dean of Student Financial Services
Jenny Becker.....	Student Financial Services Counselor
Stephanie Carreno.....	Assistant Director of Financial Aid
Tasha Campbell.....	Student Financial Services Counselor
Lindsay Janssen.....	Student Financial Services Counselor
Katie O'Connor.....	Student Financial Services Counselor
Garrett Weaver.....	Student Financial Services Counselor
Dianne Zmolek.....	Financial Aid Loan Coordinator
Emily Morales.....	Director of Adult Degree Completion Programs
Elizabeth Bell.....	Recruiter for Adult Degree Completion Programs
Linda McCall.....	Adult Advising Manager
Meagan Near.....	Assistant Director Adult and Graduate Studies
Tracy Phillippe.....	Director of Transfer Admission/ Community College Partnerships
Ashley Hueber.....	Assistant Director of Transfer Admission
Barbara McCarthy.....	Undergraduate Recruiter/part-time
Julie Shoemaker.....	Transfer Admission Representative

STUDENT LIFE

Lora de Lacey, PhD.....	Vice President for Student Life
Amy Gray, EdD.....	Assistant Vice President for Student Life
Cheryl Block.....	Director of Wellness Center
Victoria Nair.....	Director of Career Services
David Reetz, PhD.....	Director of Counseling Center
Shaun Neitzel.....	Dean of Student Life
Matthew Khoury.....	Assistant Dean of Residence Life
Brandy Skierkiewicz.....	Director of Student Engagement
Pam Sim.....	Bookstore Manager
Doug Stenfeldt.....	General Manager of Sodexo Food Services
Lisa Wisniowicz.....	Registrar, Aurora Campus
Rebecca Ruffin.....	Assistant Registrar

Gary Bolt	Director of Campus Public Safety
Jim Hamad	Director of Athletics
Kylor Berkman	Assistant Director of Athletics
Heather Reinke	Assistant Director of Athletics for Compliance
Amir St. Clair	Assistant Director of Athletics
Nicole Pieart	Senior Women's Administrator

FINANCE

Beth Reissenweber, CPA, CMA, PhD	Vice President for Finance
Marilyn Campbell, CPA.....	Director of Financial Resources
Thomas Carroll.....	Director, Budget and Analysis
Stacy Ferry.....	Business Office Specialist-GWC
Sharon Maxwell.....	Assistant Vice President and Controller
Ankush Mahindra, CA.....	Assistant Vice President, Finance
Nicole Schrader.....	Associate Director of Student Accounts
Candice Byars, CPA.....	Assistant Controller

ADVANCEMENT

Teri Tomaszkiwicz	Vice President for Development and Alumni Relations
Lisa Baermann	Development Officer
Derek D'Auria	Director of Development-GWC
Jeff de Lacey	Development Officer
Liz Goodfellow.....	Development Officer Foundations/Grants
Ashley Hacker.....	Advancement Operations Research and Reporting Specialist
Julie Hall.....	Director of Athletic Development
Nancy Euler.....	Development Operations Specialist
Stuart Hacker.....	Advancement Data and Constituency Manager
Dawn Lipscomb	Advancement Office Project Coordinator
Roger Parolini.....	Director of Special Gifts

COMMUNITY RELATIONS

Sarah Russe	Vice President for Community Relations
Suzy McGary.....	Special Projects Manager
Lori Aloisio.....	Director of University Events
Lisa Waters	Director of Special Projects
Tracy Lief	Director of Special Events
Yvette Somerville	Director of Special Events-GWC
Joan Staughn	University Events Coordinator
Tony Kubicek	Events Technical Manager
Nick Heinz.....	Events Technical Coordinator

UNIVERSITY COMMUNICATIONS AND ADMINISTRATION

Steve McFarland	Vice President for University Communications and Administration
-----------------------	--

ADMINISTRATION

Jeff Cali	Assistant Vice President for Administration
Mark Spangler	Director of Special Projects
Gary Shumaker	General Manager, Sodexo

GEORGE WILLIAMS COLLEGE OPERATIONS

Bill PaladinoDirector of Campus Operations, GWC
 Tom McReynoldsProject Coordinator, GWC

INFORMATION TECHNOLOGY SERVICES

Deb BennettChief Information Officer
 Jim Angel.....Junior Systems Administrator
 Kathy Ball.....Senior Programmer Analyst
 Donna BenewichSenior Programmer Analyst
 Cathy BollSenior Director/ERP Administrator
 Kimberli Day.....Senior Programmer Analyst
 Hurstel Howard.....Senior Director, Systems Administration
 Tim Luna.....Programmer/Analyst
 Celeste BrandingChief Technology Officer
 Bob Bigus.....Senior Director, IT Infrastructure
 Gerry JobinSenior Director, Technology Support Services
 Joe LantzClassroom Technology Manager
 Jim Norka.....Telecommunications Specialist
 Maribel Pena.....Technical Support Analyst
 Trudy Schlapp.....Technical Support Analyst
 Scott TroyerJunior Network Administrator

UNIVERSITY COMMUNICATIONS

Stephanie Kollm.....Assistant Vice President for Communications
 Teresa Drier.....Graphic Designer
 Nic GriffisGraphic Designer
 John KocsisSenior Director of Digital Communications
 Sara Meers.....Communications Director
 Jeremy PittengerEditorial Director
 Shruti SargamWeb Developer
 Amy SchrageCommunications Director, GWC
 Jessi Scurte.....Creative Director

FULL-TIME FACULTY 2013-2014

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

APEL, GEOFFREY, Associate Professor of Mathematics, 2004-BS, 1999; MS, 2001, Millikin University; PhD, 2005, Northern Illinois University

ARQUETTE, TOBY, Associate Professor of Communication; Chair Communication; Director of the Honors Program, 2007-BA, 1996, Wayne State University; MA, 1998, Baylor University; PhD, 2002, Northwestern University

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

BARNWELL, BRENDA, Associate Professor of Social Work; Coordinator School Social Work and Child Welfare Specialization; 2007-BA, 1984, North Central College; MSW, 1995, Aurora University

BATTISTA, CORINNE, Associate Professor of Nursing, 2013-BSN, 2974, DePaul University; MSN, 1984, Saint Xavier College

BAUM, JOSHUA, Assistant Professor of Music/Voice, 2011-BA, 2006; MA, 2008, Truman State University; DMA, 2011, Michigan State University

BECK, HANS, Associate Professor of Biology, 2006-BA, 1984, University of Colorado; MPhil, 1988; PhD, 1991, City University of New York Graduate School

BEEBE, STACY, Associate Professor of Physical Education, 2013-BS, 1992; MS, 2002, Chadron State College; EdD, 2011, Northcentral University

BERLINER, THOMAS, Associate Professor; Chair of Servant Leadership Program, 2003-BA, 1966, Ohio University; MBA, 1968, Adelphi University; PhD, 1988, University of Texas-Dallas

BIEDENHARN, PAULA, Associate Professor of Psychology, 2004-AB, 1986, Washington University; MA, 1989; PhD, 1994, University of Notre Dame

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

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

BOOTH, JOCELYN, Director of the School of Education; Assistant Professor of Education, 2009-BA, 1972, Marquette University; MEd, 1977; EdD, 1993, Loyola University Chicago

BORQUIST-COLON, DEBRA, Assistant Professor of Social Work, 2013-BA, 1990; MSW, 2000, University of Wisconsin-Madison

BRADLEY, KATHLEEN, Associate Professor of Education; Chair Special Education, 2006-AB, 1975, Princeton University; MA, 1978, Roosevelt University; PhD, 2004, Northwestern University

BRENDEL, KRISTEN, Assistant Professor of Social Work, 2011-BA, 1995, Benedictine University; MSW, 1998, Aurora University; PhD, 2011, Loyola University Chicago

BROOKS, ILEANA, Associate Professor of Economics and Finance, 1992-BS, 1980; MS, 1984; PhD, 1988, Northern Illinois University

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

BROUMAN, DEBORAH, Visiting Instructor of Education, 2012-BA, 1975, Marquette University; MEd, 1976, Duke University

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

BUCKLEY, JENNIFER, Associate Professor of Physical Education; Chair School of Health and Physical Education; 1999-BA/BS, 1995, Aurora University; MS, 1997, Illinois State University; EdD, 2011, Northern Illinois University

BULANDA, JEFFREY, Assistant Professor of Social Work, 2010-BA, 2000, University of Chicago; MSW, 2004; PhD, 2008, Loyola University Chicago

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

CAMP, NANCY, Assistant Professor of Nursing; Nursing Clinical/Lab Coordinator, 2012-BSN, 1984, North Carolina Central University; MSN, 1989, Villanova University

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

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

CIMMARUSTI, ROCCO, Visiting Assistant Professor of Social Work, 2013-BA, 1974, Northeastern Illinois University; MSW, 1978; PhD, 1998, University of Illinois at Chicago

COSKY, ALICIA, Dean of Faculty; Professor of Physical Education, 1992-BS, 1972, Wayne State University; MS, 1977; EdD, 1989, Northern Illinois University

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

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

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

DE LACEY, LORA, Vice President for Student Life; Associate Professor of Mathematics, 1999-BS, 1981, Middle Tennessee State University; MS, 1984, Vanderbilt University; PhD, 1992, Vanderbilt University

DEAN, JONATHAN, Assistant Professor of Religion; Director of Campus Ministries - University Chaplain in the Wackerlin Center, 2010-MA, 2000, University of Oxford; MA, 2004; PhD, 2005, University of Cambridge

DELIZO, NORDAN, Assistant Professor of Nursing, 2012-BSN, 2004, Aurora University; MSN, 2010, Elmhurst College

DIAL, DAVID, Assistant Professor of Criminal Justice; Chair Criminal Justice, 2012-BA, 1967, San Jose State College; MPA, 1980, University of Colorado; MA, 2006, United States Naval Postgraduate School

DIEHL, DAVID, Assistant Professor of Accountancy; Chair Graduate Business Programs, 2008-BS, 1980; MBA, 1982, Loyola University Chicago; MS, 2009, Missouri Baptist University

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

DUNN, RACHEL, Assistant Professor of Social Work; Chair Social Work-George Williams College, 2013-BSW, 2005, University of Wisconsin-Whitewater; MSW, 2009, George Williams College

EDGERS, DEANN, Associate Professor of Nursing; Chair RN to BSN, 2007-BSN, 1982, Pacific Lutheran University; MSN, 1987, University of Washington; MS-FNPC, 2000, University of Portland

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

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

ERICKSON, JOAN L., Professor of Education, 2008-BS, 1975; MEd, 1979; PhD, 1987, University of Nebraska-Lincoln

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

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

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

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

FRAJMAN, EDUARDO O., Assistant Professor of Interdisciplinary Studies, 2008-BA, 1996, The Hebrew University of Jerusalem; MA, 2004; PhD, 2006, University of Maryland-College Park

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

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

FROST, DAVID, Associate Professor of Business, 2006-BA, 1972, Pomona College; MBA, 1976, Harvard University Graduate School of Business Administration

GARCIA, JULIE, Assistant Professor of Nursing, 2010-BSN, 1990, Northern Illinois University; MSN, 2001, Rush University

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

GOLDBERG, ELLEN J., Assistant Provost; Assistant Professor, 1991-BS, 1972; MBA, 1985, George Williams College

GREEN, SHAWN, Professor of Marketing; Vernon Haase Professor of Business and Economics, 1991-BS, 1981, Bemidji State University; MBA, 1982, Mankato State University; MS, 1990, University of Arizona; PhD, 1998, Union Institute

GRIES, JANICE, Visiting Assistant Professor of Nursing, 2013-BSN, 1978, Loyola University Chicago; MSN, 1980, Northern Illinois University, DNP, 2011, University of Illinois at Chicago

GWINNER, DONOVAN, Associate Professor of English, 2004-BA, 1991, University of Oregon; MA, 1994; PhD, 2001, University of Arizona

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

HARRINGTON, JACK, Assistant Professor of Business Administration/Management, 2013-BS, 1962, University of Denver; MBA, 1984, University of Northern Colorado; EdD, 2009, Benedictine University

HARVEY, MEREDITH, Assistant Professor of English; Chair Writing & English-George Williams College, 2010-BA, 2000, Cal Poly Pomona; MA, 2003, Chapman University; PhD, 2010, Idaho State University

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

HESS, JEAN, Assistant Professor of Special Education, 2012-BS, 1986, Russell Sage College; MS, 1989, College of St. Rose; EdD, 2004, University of Kentucky

HEYBACH, JESSICA, Assistant Professor of Education, 2008-BA, 1997, DePaul University; MEd, 2001; EdD, 2012, Northern Illinois University

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

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

HUSBY, BRIAN, Professor of Education, 2008-BA, 1980; BEd, 1981, University of Lethbridge; MS, 1986, University of Oregon; PhD, 1991, University of Arizona

JACKSON, THOMAS, Assistant Professor of Education, 2008-BA, 1998, Western Michigan University; MS, 2001; EdD, 2008, Northern Illinois University

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

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

KEEFER, PEGGY, Visiting Assistant Professor of Education; Chair Reading Instruction and Curriculum and Instruction, 2013-BA, 1977; MA, 1985, Northeastern Illinois University; EdD, 2000, Loyola University Chicago

KENNEDY, DEBRA, Visiting Assistant Professor of Interdisciplinary Studies/Sociology, 2013-BA, 1998; MA, 2001, The University of Arizona; PhD, 2011, Northern Illinois University

KIESO, DOUGLAS, Associate Professor of Political Science and Sociology, 2001-BS, 1984; MS, 1986, Northern Illinois University; JD, 1991, University of Illinois at Urbana-Champaign; PhD, 2003, University of California-Irvine

KISCH, TERESA, Assistant Professor of Nursing, 2010-BA, 1989, University of Minnesota; AAS, 1996, Elgin Community College; MSN, 2009, University of Phoenix

KNELLER, MATTHEW, Assistant Professor of Communication; Assistant Director of Assessment-George Williams College, 2003-BA, 2000, Aurora University; MA, 2003; EdD, 2009, Northern Illinois University

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

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

KOWALCHUK, ANDREA, Assistant Professor of Philosophy and General Education, 2010-BA, 2001, University of Alberta; BA, 2002, Concordia University; MA, 2005, University of Alberta; PhD, 2010, University of Dallas

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

KRIEGER, OSCAR, Associate Professor of Athletic Training, 1999-BS, 1981, University of Illinois at Chicago; MS, 1983, University of Arizona

KRONNER, HENRY, Associate Professor of Social Work, 2006-BA, 1988; MSW, 1990, University of Michigan; PhD, 2005, Loyola University Chicago

LE BLANC, DEBRA, Visiting Assistant Professor of Education; Chair Educational Leadership and Graduate (Non-Initial Certification) Special Education, 2012-BS, 1978, Quincy College; MS, 1981; EdD, 1999, Northern Illinois University; CAS, 2002, Lewis University

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

LO VERDE, JANET, Assistant Professor of Nursing, 2010-BSN, 1984; MSN, 1998, Saint Xavier University

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

MANION, ANDREW, Executive Vice President; Associate Professor of Psychology, 1998-BA, 1987, St. Norbert College; MA, 1989; PhD, 1991, Adelphi University

MARVEL, MICHAEL R., Assistant Professor of Chemistry, 2008-BA, 2003, Connecticut College; PhD, 2008, Northwestern University

MC KENZIE, FRED, University Professor; Director of the School of Social Work, 1991-BA, 1973; MSW, 1982, George Williams College; PhD, 1995, Loyola University Chicago

MCKEEL, AUTUMN, Assistant Professor of Applied Behavioral Analysis, 2013-BA, 2008, University of Wisconsin-Stevens Point; MS, 2010; PhD, 2013, Southern Illinois University Carbondale

MEHRTENS, JOHN, Assistant Professor of Political Science, 2012-BA, University of California, Santa Barbara; MA, University of Nebraska, Lincoln; PhD, 2004, University of North Carolina

MILLER, SHARON, Assistant Professor of Chemistry, 2011-BS, 2002, Purdue University; MS, 2003; PhD, 2008, University of Michigan

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

MORAN, CARMELLA, Dean, College of Undergraduate Studies and AU Online; Associate Professor of Nursing, 2005-BSN, 1980; MSN, 1986; PhD, 2005, Loyola University Chicago

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

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

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

OTHMAN, SAIB, Dean of Graduate and Adult Studies; Associate Professor of Mathematics, 2002-BSc, 1988, U.A.E. University, Al-Ain; MS, 1994; PhD, 1996, University of Iowa

PASTORELLO, CRISTIAN, Assistant Professor of Music/Keyboard Theory, 2011-BM, 2002, The Conservatory of Padua; MM, 2004, The Boston Conservatory; DMA, 2010, The University of Connecticut

PATEL, CHETNA, Professor of Chemistry; Chair Physical Sciences, 1996-BS/BA, 1986; PhD, 1991, University of Illinois at Chicago

PETGES, NANCY, Assistant Professor of Nursing, 2009-BS, 1986, Illinois State University; AAS, 1999, College of DuPage; MSN, 2009, Elmhurst College

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

PLUMMER, MARK, Associate Professor of Music, 2009-BM, 1993, South Dakota State University; MM, 1998, Roosevelt University; DA, 2003, University of Northern Colorado

RADTKE, SARAH, Associate Professor of Physical Education, 2001-BS, 1998, University of Wisconsin-Stevens Point; MS, 2001; EdD, 2008, Northern Illinois University

RAHN, REGINA, Assistant Professor of Mathematics; Chair Mathematics and Computer Science, 2011-BS, 1988; MS, 1991; PhD, 1995, University of Illinois at Urbana-Champaign

RAJAN, NITHYA, Visiting Assistant Professor of Chemistry, 2012-BS, 1980; MS, 1980, University of Delhi; PhD, 1986, Boston University

RAMIREZ, ARIEL, Assistant Professor of Mathematics, 2006-BS, 1992, University of Illinois at Urbana-Champaign; MS, 2002, University of Illinois at Chicago; PhD, 2009, Illinois State University

RICHARDS-WILSON, STEPHANI, Visiting Assistant Professor of Global Studies and Social Entrepreneurship, 2013-BA, 1984; MA, 1986, Marquette University; EdD, 2003, University of San Diego; PhD, University of Wisconsin-Madison

RIVERA, DIONNES, Assistant Professor of English as a Second Language; Chair Bilingual/ESL, 2007-BA, 1973, University of Puerto Rico; MA, 1987, Northeastern Illinois University; EdD, 2001, National Louis University

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

ROSS, JON, Visiting Instructor of Communication and Interdisciplinary Studies 2008-BA, 1984, University of Florida; MA, 1987, The George Washington University

ROUSH, KELLY, Assistant Professor of Theatre, 2011-BA, 1990, Baylor University; MFA, 1993, Louisiana State University

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

SCHLUMPF, HEIDI, Associate Professor of Communication, 2007-BA, 1988, University of Notre Dame; MTS, 2000, Northwestern University

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

SERRANO EVA, Assistant Professor of Foreign Languages; Administrator of the Latino/a Initiative, 2009-BA, 1983, Mundelein College of Loyola University; MBA, 1986, University of Dallas; EdS, 1996; EdD, 2009, Northern Illinois University

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

SIMMONS, DALE, Vice President for Academic Affairs; Professor of History and Religious Studies, 2012-BA, 1981; MA, 1985, Oral Roberts University; MPhil, 1988; PhD, 1990, Drew University

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

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

STEIN, EMMA, Visiting Assistant Professor of Biology 2010-BS, 2001, University of Pittsburgh; PhD, 2009, Northwestern University

STEVENS, DEBORAH, Professor of Education; Chair Initial Licensure and Coordinator of Secondary Education, 2001-BA, 1980, Marquette University; MA, 1981, Governors State University; PhD, 1992, Loyola University Chicago

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

STRUCK, JOHN, Associate Professor of Education, 2007-BS, 1968, University of Wisconsin-Oshkosh; MS, 1976; EdS, 1991; EdD, 1994, Northern Illinois University

TARLING, MARY, Associate Professor of Accountancy; Chair Undergraduate Business, 2006-BS, 1992, Northern Illinois University; MBA, 2001, Benedictine University

THOMAS, CHARLENE, Assistant Professor of Nursing, 2010-BSN, 1973; MSN, 1980; PhD, 1993, University of Illinois at Chicago

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

THURLOW, JESSICA, Assistant Professor of History; Chair History, 2007-BA, 1993, Occidental College; MA, 1995; MPhil, 2001, University of Sussex; PhD, 2007, University of Michigan

VANDER SCHEE, BRIAN, Associate Professor of Marketing, 2007-BS, 1993, University of Toronto; MA, 1995, Liberty University; MBA, 2003, Northcentral University; PhD, 1998, **University of Connecticut**

VARNEY, JAMES, Associate Professor of Education; Chair Elementary Education, 2006-BS, 1973, Illinois State University; MA, 1976, Northern Illinois University; EdD, 2003, Aurora University

WALKER, STEPHEN, Assistant Professor of Applied Behavioral Analysis, Director of Applied Behavioral Analysis, 2013-BS, 2005; MS, 2009, University of North Texas; PhD, 2013, University of Florida

WALTER, MARK, Associate Professor of Philosophy; Chair Religion and Philosophy, 2006-BA, 1990, University of Pittsburgh; MA, 1999; PhD, 2003, DePaul University

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

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

WICKS, PAMELA, Assistant Professor of Communication, 2011-BA, 1997, Aurora University; MA, 2005; EdD, 2010, Northern Illinois University

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

WINKELER, CRAIG, Visiting Instructor of Social Work; Chair Undergraduate Social Work and Coordinator of Addictions Training Specialization, 2011-BA, 1994, Southern Illinois University Edwardsville; MSW, 2001, Aurora University

WOLD, DONALD, Chair of CAPPs; Assistant Professor of Education, 2002-BS, 1968; MS, 1971; EdD, 1982, Northern Illinois University

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

ZAHAY BLATZ, DEBRA, Professor of Marketing, 2013-BA, 1977, Washington University; MM, 1980, Northwestern University; JD, 1983, Loyola University Chicago; PhD, 2000, University of Illinois at Urbana-Champaign

ZELMAN, MARK, Associate Professor of Biology, 2005-BS, 1985, Rockford College; PhD, 1991, Loyola University Chicago

FACULTY/DEAN EMERITI

ALCORN, SANDRA, Dean of the School of Social Work and Professor of Social Work, 1986-2003; Dean Emeritus, George Williams College of Aurora University, 2003-BA, 1962, Wheaton College; MSW, 1965, University of Pittsburgh; PhD, 1984, Jane Addams College of Social Work, University of Illinois at Chicago

ARTEBERRY, JOAN K., Professor of Nursing and Communication, 1979-2002; Professor Emeritus of Nursing and Communication, 2002-BSN, 1961, University of Wisconsin-Madison; MSN, 1966, University of Illinois Medical Center; PhD, 1974, University of Illinois at Urbana-Champaign

BABEL, RAYONIA A., Reference Librarian, Phillips Library, (Associate Professor), 1971-2000; Associate Professor Emeritus, Phillips Library, 2001-BA, 1970; MA, 1971, Northern Illinois University

BANASZAK, RONALD, Professor of Education, 2000-2013; Professor Emeritus of Education, 2013-BA, 1966, Roosevelt University; MA, 1972, Northeastern Illinois University; PhD, 1980, Indiana University

BENSON, RONALD G., Dean, John and Judy Dunham School of Business and Professional Studies; Professor of Management, 1999-2001; Dean Emeritus, John and Judy Dunham School of Business and Professional Studies, 2001-BSIE, 1965; MA, 1969; PhD, 1975, University of Iowa

BERG, ROALD O., Associate Professor of Mathematics and Education, 1967-1999; Associate Professor Emeritus, 1999-BA, 1956, Aurora College, MEd, 1967, University of Florida

BONKOWSKI, SARA E., Professor of Social Work, 1986-2001; Professor Emeritus of Social Work, 2001-BS, 1960, University of Illinois at Urbana-Champaign; MS, 1973, Northern Illinois University; MSW, 1975; PhD, 1981, Jane Addams College of Social Work, University of Illinois at Chicago

CHRISTIENSEN, RAYMOND S., Head of Media Services, Phillips Library; Associate Professor, 1977-2003; Associate Professor Emeritus, University Library, 2003-BA, 1971, Elmhurst College; MEd, 1974, Northern Illinois University

CHURCH, LAUREL, Poetry Artist in Residence, Professor of Communication, 1985-2003; Professor Emeritus of Communication, 2001-BA, 1966; MA, 1968; PhD, 1975, University of Illinois at Urbana-Champaign

CRANE, CAROL D., Associate Professor of Biology, 1968-1971, 1978-2006; Professor Emeritus of Biology, 2006-BS, 1965, Aurora College; MA, 1968, University of North Carolina

DILLON, ROBERT A., Associate Professor of Mathematics, 1977-2006; Professor Emeritus of Mathematics, 2006-AB, 1963, Wheaton College; MA, 1968, University of Illinois at Urbana-Champaign; MA, 1978, Ball State University

DUNCAN, WILLAM B., Vice President and Chief Academic Officer, George Williams College Campus; Assistant Professor of Recreation Administration, 1970-2011; Senior Vice President Emeritus, George Williams College, 2011-BA, 1966, University of California; MS, 1968, George Williams College; EdD, 1980, Northern Illinois University

DUNHAM, JOE L., Professor of Philosophy/Religious Studies, 1964-2010; Senior Wackerlin Fellow, 2006-2010; Professor Emeritus, 2010-AB, 1961, Oklahoma Baptist University; MA, 1963, University of Oklahoma

DUNN, CAROL R., Vice-President for Enrollment, 2000-2009; Director of Adult and Continuing Education, 1982-1985; Vice President for Enrollment Emeritus, 2009-BA, 1963, Oberlin College; MAT, 1964, Harvard University, EdD, 1984, Northern Illinois University

FULLER, DONALD A., Professor of English, 1963-1999; Professor Emeritus of English, 1999-BA, 1960, Aurora College; MAT, 1961, Yale University; MA, 1963, University of Michigan; PhD, 1983, Northern Illinois University

GLENN, MARY, Associate Professor of Nursing, 1984-2004; Associate Professor Emeritus, School of Nursing, 2004-BSN, 1959, St. Ambrose College; MS, 1966; PhD, 1987, University of Illinois at Chicago

GUDENAS, JOHN, Professor of Computer Science, 1991-2010; Professor Emeritus of Computer Science, 2010-BS, 1968, Illinois Benedictine College; MS, 1971; PhD, 1995, Illinois Institute of Technology

JANASKIE, CRYSTAL R., Assistant Dean, Director of Academic Advisement and Associate Professor of Economics and Business, 1959-1977; Professor Emerita of Economics and Business, 1977-BS, 1955, Aurora College; MBA, 1960, University of Chicago

JEWEL, GARY D., Director, Graduate Programs 1994-1996; Dean, College of Education 1996-2003; Executive Director, Institute for Collaboration, 2003-2005; Part-Time Instructor 2005-2012; Dean Emeritus, College of Education, 2012-BS, 1961; MS, 1965, Illinois State University

LAY, STEVEN R., Professor of Mathematics, 1971-1990; Professor Emeritus of Mathematics, 1990-BA, 1966, Aurora College; MA, 1968; PhD, 1971, University of California-Los Angeles

LEASK, J. KENNETH, Professor of Psychology, 1966-2001; Professor Emeritus of Psychology, 2001-BA, 1962, Michigan State University; MA, 1967; EdD, 1989, Northern Illinois University

LOCKLIN, MARYANNE, Director, School of Nursing; Associate Professor of Nursing, 1995-2006; Associate Professor and Director Emeritus, School of Nursing, 2006-BS, 1979, Elmhurst College; MS, 1983; DNS, 1994, Rush University

LOWERY, STEPHEN P., Professor of Art, 1986-2013; Professor Emeritus of Art, 2013-BFA, 1966, Herron School of Art; MFA, 1971, Tulane University

MELLES, JOHN J., Professor of Physics and Engineering Science, 1974-2006; Professor Emeritus of Physics, 2006-BS, 1965, South Dakota State University; MS, 1968, University of Nebraska; PhD, 1973, University of Missouri

MILEY, CHARLES, Professor of Psychology, 1963-1992, Professor Emeritus of Psychology, 1994-BA, 1949; MA, 1952, Baylor University

MILLER, MARY A. HARPER, Dean, School of Nursing; Professor of Nursing, 1996-2001; Dean Emeritus, School of Nursing, 2001-BSN, 1963, Union College; MS, 1964, Loma Linda University; PhD, 1987, University of Colorado

MORRISON, JOHN, Professor of Social Work, 1987-2008; Professor Emeritus of Social Work, 2008-BA, 1960, Roberts Wesleyan College; MSW, 1966, Adelphi University; DSW, 1978, Hunter College, City University of New York

MULL, CAROLYN, Professor of Nursing, 1987-2003; Professor Emeritus of Nursing, 2003-BA, 1969, Bethel College; BSN, 1983, Aurora College; MS, 1985; PhD, 1988, University of Illinois at Chicago

NELSON, KAY, Associate Professor of English and Communication, 1991-2003; Associate Professor Emeritus of English, 2003-BA, 1964, Elmira College; MA, 1969; PhD, 1978, University of Chicago

OLBINSKI, LINDA, Dean, School of Professional Studies, George Williams Campus, 2002-2010; Director of Continuing Education, 2010-2012; Dean Emeritus, George Williams College, 2012-BA, 1973, Western Illinois University; MS, 1987, University of Wisconsin-Milwaukee; PhD, 1998, Marquette University

OLENIK, KENNETH A., Associate Professor of Sociology, 1966-1996; Professor Emeritus of Sociology, 1996-BA, 1955, University of Nebraska; MDiv, 1958, Trinity Evangelical Divinity School

PALMER, SUSAN L., Professor of History; Curator of Jenks Collection, 1973-2010; Professor Emeritus of History, 2010-BA, 1971, Aurora College; MA, 1973; PhD, 1987, Northern Illinois University

PAROLINI, ROGER K., Director of Endowment and Associate Professor of Music, 1954-1992, Associate Professor Emeritus of Music, 1992-BA, 1949, Aurora College; BM, 1958; MM, 1960, American Conservatory of Music

PEICHL, CHARLOTTE G., Associate Professor of Music, 1974-1994; Associate Professor Emeritus of Music, 1994-BM, 1951, North Central College; MM, 1952, Northwestern University

PIET, MARIANNE, Associate Professor of Social Work, 1996-2006; Associate Professor Emeritus of Social Work, 2007-BA, 1984; MSW, 1986, University of Illinois at Chicago; DSW, 1998, Loyola University Chicago

RAMER, RONALD, Associate Professor of Philosophy/Interdisciplinary Studies, 1991-2010; Associate Professor Emeritus, 2010-BA, 1963; MA, 1965, City University of New York; MA, 1967, Michigan State University; PhD, 1973, Syracuse University

ROSS, SUSAN, Professor of Social Work, 1995-2010; Professor Emeritus of Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

RUSEVIC, ALICE, Associate Professor of Education, 2002-2013; Associate Professor Emeritus of Education, 2013-BS, 1969, Southern Illinois University; MS, 1970, University of Arizona; EdD, 1996, Northern Illinois University

SAWDEY, MICHAEL, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011-BA, 1966, University of Michigan; MA, 1968; PhD, 1974, University of Illinois at Urbana-Champaign

SCARSETH, SONJA, Catalog Librarian, Phillips Library, (Associate Professor), 1964-1998; Associate Professor Emeritus, University Library, 1998-AB, 1953, Luther College; MLS, 1954, University of Michigan

SCHRAGE, HAROLD, BSW Program Director 1987-1991; Field Coordinator of Field Placement 1991-1992; Professor Emeritus of Social Work, 1994-BS, 1951, University of Wisconsin; MSSW, 1952, University of Wisconsin; PhD, 1971, University of Minnesota

SUBLETTE, WALTER E., Associate Professor of Communication, 1987-2006; Professor Emeritus of Communication, 2006-BA, 1970; MA, 1977, University of Illinois at Chicago; PhD, 1991, Northern Illinois University

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

VANKO, JOHN G., Associate Professor of Education, 1996-2008; Associate Professor Emeritus of Education, 2008-BS, 1959; MS, 1960, Western Illinois University; EdD, 1973, Loyola University Chicago

WESTPHAL, RICHARD F., Professor of English, 1971-2010; Professor Emeritus of English, 2010-AB, 1967, Boston College; MPhil, 1970, Yale University; DA, 1995, Illinois State University

YANOS, JANET, Professor of Social Work, 1986-2010; Professor Emeritus of Social Work, 2010-BA, 1969, University of Illinois at Chicago; MSW, 1971; PhD, 1980, Jane Addams College of Social Work, University of Illinois at Chicago

YERKES, RITA, Dean, School of Experiential Leadership; Professor of Leisure Studies, 1987-2008; Dean Emeritus, School of Experiential Leadership, 2008-BA, 1970, University of Kentucky; MA, 1973, University of Missouri; EdD, 1980, Northern Illinois University

ZIMMERMAN, CRAIG A., Professor of Biology, 1975-2000; Professor Emeritus of Biology, 2000-BS, 1960, Baldwin-Wallace College; MS, 1962; MS, 1964; PhD, 1969, University of Michigan

PART-TIME FACULTY

Listing includes those part-time faculty who taught for the University as of the 2013-2014 academic year.

ACOSTA-KNUTSON, LUZ-MARIA, Spanish, 2010-BA, 1991; MA, 1994, University of Illinois at Chicago

ADAMS, SPENSER, Physical Education, 2013-BS, 2012, Aurora University

AHLBERG, RONALD, Social Work, 2007-BSW, 1996; MSW, 2001, Aurora University

ALLEN, HARRAL, Business, 2013-BBA, 1995, Jackson State University; MBA, 1998, Bradley University

ALLEN, ROMA, Nursing, 2012-BS, National Louis University; MSN, 2010, Walden University

ALTMAN, JOHN, Accounting, 2012-BA, 1971, University of Wisconsin-Eau Claire; MBA, 2002, Webster University

ARENDT, ALISON, Social Work, 2007-BA, 1996, Northern Illinois University; MSW, 2000, Aurora University

AREYZAGA, MICHELLE, Music, 2010-BA, 1999, Chicago Musical College of Roosevelt University

ARIAS, JEANNINE, Nursing, 2010-BSN, 1985, MacMurray College; MSN/MBA, 2009, Lewis University

AROKIARAJ, JOSEPH, Accountancy, 2013-B.COM, Loyola College, India; MS, 1990, Northern Illinois University

AUSTIN, J. KRISTI, Social Work, 2012-BA, 1999, Hillsdale College; MSW, 2008, Aurora University

AYRES, LINSAY, English, 2013-BA, 2007, California State University, Sacramento; MFA, 2011, Saint Mary's College of California

BAILEY, CASSIE, Education, 2010-BA, 2004, University of St. Francis; MA, 2009, Olivet Nazarene University

BAIMA, RAMONA, Mathematics, 2013-BS, 1997, West University of Timisoara, Romania; MS, 2010, Northern Illinois University

BEATTY, ANNE, English/Education, 2005-BA, 1972, Illinois State University; MAT, 1997, Aurora University

BECK, LEAH, Business, 2012-BS, 1998, Elmhurst College; MBA, 2004, Northern Illinois University

BECK, SHANNON, Social Work, 2011-BA, 2004, DePaul University; MSW, 2006, Aurora University

BEHLING, ANDREW, Theatre, 2013-BA, 2008, Elmhurst College; MFA, 2012, Western Illinois University

BEJEC, LILIA, Chemistry, 2003-BS, 1968, Arellano University; MAS, 1974, Philippine Normal University; CAS, 1993, National Louis University; EdD, 2004, Aurora University

BELLES, CINDY, Biology, 2012-BA, 1983, University of Chicago; PhD, 1999, University of Pennsylvania

BENDER, ROBERT, Social Work, 2011-BA, 1991, Illinois Benedictine College; CADC Certification, 1995, College of DuPage; MSW, 1998, Aurora University

BERGQUIST, VICKI, Nursing, 2009-BS, 1979, Eastern Illinois University; AAS, 1983, Kishwaukee College; BSN, 2003; MSN, 2009, Lewis University

BERHANE, CONNIE, Nursing, 2013-BA, 1989, Warren Wilson College; MSN, 2011, Excelsior College

BERKMAN, KYLOR, Physical Education, 2013-BS, 2009, Salisbury University

BERMAN, NORMA, Biology/Athletic Training, 2012-BS, 1976, University of New Hampshire; BS, 1988; DC, 1991, National College of Chiropractic

***BERTRAND, DAN, Education**, 2006-BS, 1978, Quincy University; MA, 1982, Northeast Missouri State University; EdD, 2005, Northern Illinois University

BERTUCCO, RICHARD, Economics, 2013-BA, 1962, Wagner College; MA, 1965, Columbia University; PhD, 1981, American University

BETTS, GISELLE, Communication, 2005-BA, 2002, Aurora University; MA, 2004, Northern Illinois University

BEYERS, JULIE, Psychology, 2013-BA, 1984, Valparaiso University; MS, 1987; PhD, 1990, Colorado State University

***BJORK, LORI**, Education, 2010-BS, 1989, University of Illinois at Urbana-Champaign; MEd, 1995, National Louis University

BLETZINGER, JOSHUA, Physical Education, 2013-BS, 1999, Northern Illinois University; DC, 2004, Palmer College of Chiropractic

BLOCH, JAMES, Physical Education, 2012-BS, 1974, Northern Illinois University; MA, 1981, Roosevelt University

BOGIN, GINA, Social Work, 2009-BS, 1976, University of Illinois at Urbana-Champaign; MSW, 1995, University of Illinois at Chicago; PhD, 2004, Loyola University Chicago

***BOOTH, DAVID**, Education, 2003-BA, 1969, Knox College; MA, 1971, Roosevelt University

BOWDEN, SARAH, Theatre, 2013-BA, 2006, Beloit College; MFA, 2012, Ohio University

BRATCHER, KATHY, Education, 2008-BS, 1971, University of Wisconsin-Whitewater; MA, 1991, Concordia University

BRICKMAN, JENIFER, Social Work, 2008-BSW, 1996, Illinois State University; MSW, 1998, University of Illinois at Urbana-Champaign

BROOKS, PHILIP, Business, 2012-BS, 2007, Excelsior College; MBA, 2009, Columbia College

BROSKOW, TAMI, Social Work, 2011-BSW/BA, 1991, University of Wisconsin-Madison; MSW, 1997, University of Illinois at Chicago

BROWN, NANCY, Special Education, 2013-BA, 1966; MA, 1969, California State University

BUCKBERG, PATRICIA, Nursing, 2010-BA, 1992, National Louis University; MSN, 1999; DNP, 1999, Rush University

BUETTNER, MARY, History, 2004-BA, 1966, Dominican University; MA, 1998, Northern Illinois University

BURAU, THOMAS, Education, 2014-BS, 2002, DeVry University; MAT, 2003, Aurora University

BURGESS, BRIAN, Psychology, 2012-BA, 2006, Argosy University; MA, 2009, Illinois School of Professional Psychology

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

BUTLER, EDMUND, Communication, 2009-BA, 1990, LaSalle University; MAT, 2008, National Louis University

***BUTLER, PATRICIA**, Mathematics, 2012-BS, 1974, Western Illinois University; MA, 1982, Northern Illinois University; MS, 2009, Aurora University

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

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

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

CARCIONE, CAROL, Accountancy, 2013-BS, University of Illinois at Chicago; CPA, 2000

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

CARLSTEDT, WAYNE, Physical Education, 2012-BA, 1990, Judson College; MBA, 2000, DeVry University, Keller Graduate School of Management

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

CARPER, BRITTANY, Physical Education, 2014-BS, 2005, Morningside College; MS, 2011, Quincy University

CARROLL, JULIE, Nursing, 2013-BA, 1998, Lawrence University; BSN, 2001, Rush University; MSN, 2009, Lewis University

***CHAPMAN, RACHAEL**, Physical Education, 2008-BA, 2006, North Central College; MS, 2008, Northern Illinois University

CHAPMAN, RYAN, English, 2008-BA, 2004, Augustana College; MFA, 2007, Washington University in St. Louis

CHASMAR, DAHRIA, Social Work, 2012-BSW, 1994, Richard Stockton College; MSW, 1995, Rutgers University

CHI, SUNG HA, Music, 2007-BM, 1997, Chung-Ang University; MM, 2003; Performance Diploma, 2006, Roosevelt University

CHI, YOUNG JOO, Political Science, 2012-BA, 2001; MA, 2004; PhD, 2010, University of Southern California

CHIVARI, NANCY, Physical Education, 2009-BS, 1991, Eastern Illinois University; MS, 1999, Northern Illinois University

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

CLAY, WILLIAM, Psychology, 2013-BS, 2000, Carnegie Mellon University; MS, 2010; PhD, 2012, Virginia Commonwealth University

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

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

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

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

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

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

CROY, JEREMY, Criminal Justice, 2012-BS, 1998, Western Illinois University; MS, 2011, Michigan State University

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

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

DAVIS, ROXXI, Social Work, 2013-BSW, 2005, Illinois State University; MSW, 2008, University of Illinois at Urbana-Champaign

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

DELLES, KIMBERLY, Social Work, 2011-BSW, 2008; MSW, 2009, Aurora University

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

DEREZOTES, DENNETTE, Social Work, 2011-BA, 1983; MSW, 1987, Loyola University Chicago

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

DI SANTO, ANTHONY, English, 2006-BA, 1990, Aurora University; MA, 2006; PhD, 2013, Northern Illinois University

DIAZ, PATRICIA, Nursing, 2013-BSN, 2011; MSN, 2013, Benedictine University

DOHERTY, RAYMOND, Business, 2012-BS, 1990, Bentley University; MBA, 2005, Regis University

DONAT, JESSICA, Nursing, 2013-BSN, 2006, Our Lady of the Lake College; MSN, 2011, Rush University

DOWLING, JULIE, Education, 2011-BA, 2003, Georgia Institute of Technology; MA, 2008, Aurora University

DRAVILLAS GRIFFIN, ARIS, English, 2009-BA, 2007, University of Iowa; MA, 2009, DePaul University

DUFFY, ANDREA, Education, 2003-BA, 1969, University of Illinois at Chicago; MA, 1993, Northeastern Illinois University

DURPETTI, DAVID, Social Work, 2012-BS, 1993, Loyola University Chicago; MSW, 1997, University of Illinois at Chicago

EDWARDS, GEOFFREY, Music, 1994-BA, 1986; PhD, 1991, Northwestern University

ELY, PAMELA, Criminal Justice, 2012-BS, 1988, Northern Illinois University; MS, 1996, National Louis University

EMERY, DONOVAN, Communication, 2013-BA, 1976, Concordia College; MS, 1979, Purdue University

ERICKSON, SHARON, Nursing, 2012-BSN, 2007, Aurora University; MS, 2011, Northern Illinois University

ERVIN, ESCORTINA, Business, 2013-BS, 1986, Purdue University; JD, 1993, Thomas Jefferson School of Law

***ESPOSITO, CAROLE**, Mathematics, 2006-BS, 1992, Benedictine University; MA, 2002, DePaul University

EVANS, SUSAN, Art, 2012-BFA, 1996, Drake University; MEd, 1998, National Louis University

FABER, PAMELA, Mathematics, 2012-BA, 1992, McKendree College; MA, 1998, Southern Illinois University Edwardsville; PhD, 2007, Illinois State University

FINK, KEVIN, Mathematics, 2013-BS, 2011, Aurora University; MS, 2013, Northern Illinois University

FITZER, JENNIFER, Nursing, 2014-BSN, 2000, Lewis University; MSN, 2009, Saint Xavier University

FLEMING-PRICE, MARY ELLEN, Nursing, 2014-BA/BSN, 1985, Aurora University; MSN, 1987, Yale University; CPA, 2005, Northern Illinois University

FLORES, JIMMIE, Business, 2013-BBA, 1990, St. Mary's University; MBA, 1992, University of St. Thomas; MS, 2008, DeVry University; MS, 2003, 2006; MNM, 2006; MEd, 2009, Regis University; MA, 2005; PhD, 2006, Fielding Graduate University; PhD, 2009, University of Phoenix

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

FOBES, RICHARD, Business, 2011-BA, 1972, Wabash College; MBA, 1976, Indiana University

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

FOUTS, MATTHEW, English, 2008-BA, 2005, Aurora University; MA, 2008, Northern Illinois University

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

FRANCESCHINI, LOUIS, Mathematics, 2009-BA, 1971, St. Mary's University of Minnesota; MA, 1973, Loyola University Chicago

FRANCO, STEPHANIE, Mathematics, 2010-BA, 1996, Northeastern Illinois University; MEd, 2005, DePaul University

FRANKLIN, EMILY, Art, 2013-BAA, 2007, Central Michigan University; MFA, 2013, Northern Illinois University

FRAZIER, EUGENE, Business, 2013-BS, Alabama State University; MSW, 1990, University of Illinois at Chicago

GARDINER, BONNIE, Education, 2014-BS, 1973, Carthage College; MS, 1981, George Williams College; MEL, 2000, Aurora University

***GASKA, CRAIG**, Education, 2007-BS, 1978, Southern Illinois University; MEd, 1981; EdS, 1986, Northern Illinois University; EdD, 2007, Aurora University

GENENBACHER, BETHANY, Social Work, 2009-BSW, 1995, Quincy University; MSW, 2004, Aurora University

GIANFRANCESCO, LINDA, Health Education, 2012-BA, 1971, Arizona State University; MEd, 1999, National Louis University

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

GILLEN, CATHLEEN, Nursing, 2008-BSN, 1984, Kendall College; MSN, 1998, Saint Xavier University

GLASHAGEL, JERRY, Servant Leadership, 2013-BA, 1965, University of Illinois at Urbana-Champaign, MDiv, 1969, Yale University

GOECKNER, DANIEL, Accounting, 2012-BS, 1986, Rockford College; MBA, 2003; MS, 2003, University of Illinois at Chicago

GORDON, DAVID, Philosophy/Religion, 2004-BA, 1992, Washington and Lee University; MA, 1997, University of Notre Dame; MA, 2004, University of Montana

GORTNER, VINCENT, Criminal Justice, 2012-BS, 1991, Northwestern, University; MBA, 2011, DeVry University, Keller Graduate School of Management

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

GRAHAM, KENDRA PEPPER, Social Work, 2008-BA, 1990, Lewis University; MSW, 1993, Aurora University

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

GUNLOGSON, JULIE, Nursing, 2013-AAS, 1979, Purdue University; BSN, 2008, University of Phoenix; MSN, 2012, Lewis University

HAMILTON, REBEKAH, Nursing, 2013-BS, 1974, Indiana University of Pennsylvania; ADN, 1993, Parkland Community College; BSN, 1996; MSN, 1999, The University of Texas Medical Branch at Galveston; PhD, 2003, University of Wisconsin-Madison

***HANLON, EMILY**, Education, 2012-BA, 2003, Trinity Christian College; MA, 2010, Concordia University

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

HARRIS, ROBERT, Business/Servant Leadership, 2012-BA, 1978, The Ohio State University; MS, 1990, Roosevelt University

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

HATLESTAD, PETER, General Education, 2011-BA, 1987, Augustana College; MEd, 1992, Southern Illinois University Carbondale

***HAYS, DEBORAH**, Education, 2009-BS, 1975, Illinois State University; MS, 1979, Northern Illinois University

***HEILIGER, JASON**, Athletic Training, 2012-BS, 2002, University of Indianapolis; MS, 2003, Indiana University

HEIMER, ANDREA, Nursing, 2010-BSN, 1991, Elmhurst College; MSN, 2001, Lewis University

HELLER, EMILY ANN, Physical Education, 2012-BA, 2006, Beloit College

HEMPHILL, JOYCE, Psychology, 2013-BA, 1979, Indiana State University; MA, 1985; PhD, 1987, The Ohio State University

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

HENRICHS, CANELLA, Criminal Justice, 2010-BA, 1968, Mundelein College; JD, 1973, The John Marshall Law School

HERNANDEZ, MARGARET, Communication, 2013-BS, 1987; MS, 1989, Northern Illinois University

***HERRMANN, KEITH**, Physical Education, 2005-BS, 1995, Illinois State University; MAT, 2007, Aurora University

HESS, KATHERINE, Nursing, 2013-BSN, 2005; MSN, 2013, Northern Illinois University

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

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

HIRST, REBECCA, Health Education, 2011-BA, 2003, Northern Illinois University; MS, 2008, Olivet Nazarene University

HO, PHAY, Natural Sciences, 2012-BS, 2000; MS, 2001, Louisiana State University; PhD, 2008, University of Rochester

HOECKER, JUDE, Nursing, 2013-BS, 1990, Loyola University Chicago; AAS, 2005, Oakton Community College; MSN, 2012, University of Phoenix

HOEPPER, KENDRA, Nursing, 2013-BSN, 1983, University of Illinois Medical Center; MSN/PNP, 2000, Molloy College

HOFFSWELL, JOSEPH, Communication, 2011-BA, 2009, University of Illinois at Urbana-Champaign; MA, 2011, Northern Illinois University

HOLAHAN, LISA, Nursing, 2010-BSN, 1994, University of Illinois at Chicago; MSN, 2009, Elmhurst College

HOLLENBACK, SCOTT, Psychology, 2013-BA, 1988, Marquette University; MA, 1991, Forest Institute of Professional Psychology

HOLMBERG, JOHN, Business, 2006-BA, 1989, Wheaton College; MBA, 1993, Eastern University

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

HUENECKE, ADAM, History/Social and Behavioral Science, 2012-BA, 2007; MA, 2010, Northern Illinois University

HUGHES, AMY, Religion, 2014-BA, 2001, Oral Roberts University; MA, 2008; PhD, 2013, Wheaton College

HUSSAIN, SYED (ROB), Mathematics, 2012-BS, 2008; MS, 2009, Loyola University Chicago

INGO, SAMANTHA, Interdisciplinary Studies, 2014-BA, 2011; MS, 2013, Aurora University

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

JACKSON, NORMA, Nursing, 2013-BSN, 1979, Grand View College; MSN, 1990, Drake University

JAMES, NADJA, Nursing, 2013-ADN, 1987, Joliet Junior College; MS, 2006, University of St. Francis; MSN, 2013, Western Governors University

JAMES, PETER, Business, 2012-BS, 1995, Georgia State University; MBA, 2006, University of Phoenix

JOHNSON, MITCHELL, Accountancy, 2013-BS, 1986, University of Illinois at Urbana-Champaign; MACC, 1987, DePaul University; MBA, 1995, University of Chicago

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

JONES, KENNETH, Criminal Justice, 2004-BA, 1973; MS, 1976, Lewis University

JONES, PAUL, Accountancy, 2013-BA, 1985, Lewis University; CPA, 1989, University of Illinois

JOSEPH, THOMAS, Interdisciplinary Studies/Education, 2011-BA, 1993, Northern Illinois University; MA, 2006, Aurora University

JUPP, JOEL, Religion, 2013-BA, 2003, Taylor University; MA, 2004, Ball State University; MDiv, 2011, Trinity Evangelical Divinity School

JURINAK, JAMES, Business, 2004-BS, 1971, University of Illinois at Urbana-Champaign; MBA, 1974, Northern Illinois University; CPA, 1984, State of Illinois

***KAJJUMBA, WOTAKA**, Computer Science, 2013-BS, 2002, Wayne State College; MS, 2008, Bellevue University

KALB, AMY, Social Work, 2008-BSW, 1997, Valparaiso University; MSW, 1999, University of Michigan

KANAK, DONNA, Nursing, 2014-BS, 1984, Elmhurst College; MSN, 1991, Northern Illinois University

KEEN, ANN, Theatre, 2013-BA, 1994, Saint Mary's University of Minnesota; MFA, 1997, Arizona State University

KELLER, SUSAN, Nursing, 2013-BS, 1976, Northern Illinois University; MS, 1983, Texas Women's University

KELLEY, LETICIA, Nursing, 2013-BS, 2004; MS, 2012, Aurora University

KELLY, JAMES, History, 2008-BS, 1986, Indiana University; MS, 1998, North Central College; MS, 2001, Northeastern Illinois University

KERSHNER, MICHELLE, Mathematics, 2013-BS, 1999, Loyola University Chicago; MEd, 2013, National Louis University

KEVIN, MAUREEN, Social Work, 2013-BA, 1968, Loyola University Chicago; MSW, 1983; MBA, 1985, George Williams College

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

KIECKHAFFER, SARAH, Criminal Justice, 2010-BA, 2001, Marquette University; MS, 2002, Michigan State University

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

***KLEIN, STEVEN**, Education, 2006-BS, 1970; EdM, 1974, Temple University; EdD, 2000, Loyola University Chicago

- KLOTZ, TARA**, Physical Education, 2009-BS, 2009, Aurora University
- *KNIGGE, SARA**, Education, 2007-BS, 1994, Northern Illinois University; MA, 2000, Concordia University
- *KOBER, RALPH**, Education, 2001-BA, 1982; MS, 1983, University of Illinois at Chicago; MS, 1992; EdD, 2000, Northern Illinois University
- KOPPEN, JENNY**, Psychology, 2013-BS, 2008; MS, 2012, Northern Illinois University
- KOSAN, BRIAN**, Athletic Training, 2014-BS, 2008, Ball State University; Paramedic Education Program Certificate, 2009, South Suburban College
- KUZMICH, NANCY**, Nursing, 2013-BSN, 1972, Southern Illinois University Edwardsville; MSN, 1978, Saint Xavier University
- LA FLEUR, THOMAS**, Mathematics, 2012-BS, 1988, University of Illinois at Urbana-Champaign; MS, 1990, Stanford University; MM, 1993, Northwestern University
- LARSEN, JULIE**, Nursing, 2013-BSN, 1983; MS, 1987, Northern Illinois University; PhD, 2012, University of Wisconsin-Milwaukee
- LARSEN, RICHARD**, Music, 2009-BA, 2005, Minnesota State University; MA, 2008, Elmhurst College
- LASH, DAVID**, Computer Science, 2012-BS, 1981, Southern Illinois University Carbondale; MS, 1982, University of Waterloo
- LATKIEWICZ, EILEEN**, Nursing, 2010-BS, 1981, Loyola University Chicago; MSN, 1991, Northern Illinois University
- *LENOFF, ELLIOTT**, Special Education, 2007-BA, 1973; MS, 1974, Northern Illinois University
- LEONAS, JOSEPH**, Criminal Justice, 2005-BA, 1995, DePaul University; 2004, Northwestern University School of Police Staff & Command; MA, 2000, Western Illinois University
- LETZTER, DONNA**, English, 2008-BS, 1973, Southern Illinois University Carbondale; MA, 1976, Northern Illinois University
- LEVERICK, KIMBERLY**, Art, 2012-BFA, 1993, University of Illinois at Chicago; MFA, 1996, Syracuse University
- LOGSDON, CATHLEEN**, Nursing-2010, BSN, 1985, Ball State University; MSN, 2009, Lewis University
- LOVE, KAREN**, Recreation Administration, 2013-BA, 1993, Northeastern University; MBA, 2001, Lake Forest Graduate School of Management
- LUKOWSKI, ALISON**, English, 2013-BA, 2000, Alma College; MA, 2007, Loyola University Chicago
- LYNCH, CAROL**, Nursing, 2013-BSN, 2007, North Park University; MSN, 2009, Elmhurst College
- MACAIONE, LISA**, English, 2005-BA, 2002, Aurora University; MA, 2004, Leiden University

MALE, BRANDON, Biology, 2006-BS, 2003; MS, 2008, Northern Illinois University

MALIK, BUSHRA, Finance, 2012-BA, 1992; MA, 1995, University of the Punjab; MBA, 2006, Lewis University

MALNAR, JENNIFER, Social Work, 2010-BSW, 2004; MSW, 2005, Aurora University

MALVITZ, MARK, Mathematics, 2011-BSE, 1999, University of Wisconsin-Whitewater; MSE, 2010, University of Wisconsin-La Crosse

MANDRELLE, RAJNISH, Biology, 1993-MBBS, 1985, University of Madras-India; MPH, 1994, Northern Illinois University; MBA, 2003, Benedictine University

***MANN, ANTHONY**, Business, 2011-BS, 1997, University of Wisconsin-Stevens Point; MBA, 2009, Aurora University

MANSFIELD, PATRICIA, Economics, 2013-BA, 1984; MBA, 1999, North Central College

MARCHETTI, SANDRA, English, 2010-BA, 2007, North Central College; MFA, 2010, George Mason University

MARGINEAN, DANIEL, Business, 2010-BA, 1997, University of Iowa; MBA, 2005, DeVry University, Keller Graduate School of Management; MBA, 2011, University of Chicago

MARSHALL, GWENDOLYN, Social Work, 2013-BA, 1974, Purdue University; MSW, 2003, Aurora University

MARTIN, JOAN, Education, 1998-BS, 1959, North Central College; MA, 1962, Northwestern University; EdD, 1983, Oklahoma State University

MC CARTER, MELISSA, English, 2013-BA, 2004; MA, 2006, Northern Illinois University

MC CARTHY, BARBARA, Mathematics, 2008-BS, 1988, Indiana University; MEd, 1996, National Louis University

MC CORMACK, JOHN, Religion, 2013-BA, 2004; MA, 2006, Yale University; MA, 2009, University of Notre Dame

MC GINLEY, MEREDITH, Psychology, 2013-BA, 2002, Lebanon Valley College; MA, 2004; PhD, 2008, University of Nebraska-Lincoln

MC GOWAN, MARC, Physical Education/Sociology, 2005-BS/BA, 2001; MSW, 2005, Aurora University

MC NEECE, LAURA, Physical Education, 2012-BA, 1996, University of Illinois at Chicago; MS, 2003, Aurora University

***MEDINA, FELIX**, Education, 2004-BA, 1982, University of Puerto Rico; MA, 1988, Webster University; MEd, 1996, Turbo University

MEEKS, ANDRE, Philosophy, 2009-BA, 2004, Aurora University; MA, 2009, Lake Forest College

MENNENGA, SUSAN, Business, 2012-BA, 1996, DePaul University; MPA, 2006, University of Illinois at Chicago

MIDKIFF, GARY, Business, 2012-BA, 1968, University of Chicago; MM, 1974, Northwestern University

MILANOVIC, NEVENA, Business, 2013-BS, 2006, Bradley University; MBA, 2010, DePaul University

MILLER, CARISSA, English, 2010-BA, 2006, Aurora University; MA, 2009, Western Illinois University

MILOVIC, ALEX, Marketing, 2013-BS, 1999, Towson University; BS, 2005, University of North Carolina-Charlotte; MBA, 2010, DePaul University

MOCK, DENICE, Social Work, 2012-BS, 2001, Northern Illinois University; MSW, 2006, Aurora University

MOORE, JOEL, Music, 2010-BS, 1996, Western Illinois University; MM, 2000, The Boston Conservatory

MORAN, JOSEPH, Criminal Justice, 2014-BA, 2010, Monmouth College; JD, 2013, DePaul University

***MORRIS, PHILLIP**, Education, 1996-BS, 1993, Northern Illinois University; MAT, 2002, Aurora University

MOSES, DEBORAH, Communication, 2012-BA, 1999, Indiana University; MA, 2005, Ball State University

MYLES, EILEEN, Social Work, 2011-BA, 1992, Loras College; MSW, 2004, Aurora University

NAIR, JAYA, Natural Sciences, 2013-BSc, 1989; MSc, 1991; MPhil, 1992; PhD, 1999, Bhopal University, India

NANDA, RASHMI, Chemistry, 2004-BS, 1976; MS, 1977; PhD, 1980, Panjab University, India

NEAL, JARRETT, Interdisciplinary Studies, 2007-BA, 2003, Northwestern University; MFA, 2005, The School of the Art Institute of Chicago

NOFFSINGER, TIMOTHY, Mathematics, 2013-BS, 2006, Manchester College; MS, 2009, University of Toledo

NOVAK, JANET, Interdisciplinary Studies, 2013-BA, 1987, State University of New York; MA, 1990, Northern Illinois University; PhD, 1995, The Pennsylvania State University

O'BRIEN, F. JEAN, Education, 2006-BS, 1966, Illinois State University; MS, 1990, Northern Illinois University

***O'BRIEN, TERENCE**, Education, 2008-BA, 1990, University of Wisconsin-Milwaukee; MA, 1996, Roosevelt University; CAS, 2000; EdD, 2005, National Louis University

O'BRYANT, ANGELA, Nursing, 2012-BSN, 1993, Illinois Wesleyan University; MSN, 2011, University of Virginia

O'DONNELL, ELIZABETH, Spanish, 2005-BA, 1979, Saint Mary's College; MS, 1986, Northern Illinois University

***OJAGHI, MIRIAM**, Education, 2005-BA, 1992, University of Oregon; MAT, 1999, Washington State University

OKARMA, SUE, Education, 2006-BS, Illinois State University; MALS, 1992, Dominican University

OLMOS, ROSS, Criminal Justice, 2014-BA, 1970, University of Illinois at Chicago; MS, 1972, Michigan State University; PhD, 1986, University of Minnesota

O'NEAL, JULIE ANN, Social Work, 2014-BSW, 1989; MSW, 1995, Aurora University

OROS, KERRI, Social Work, 2010-BSW, 2005; MSW, 2006, Aurora University

OROZCO, JACQUELINE, Social Work, 2012-BSW, 2006; MSW, 2007, Aurora University

ORTIZ, JESSICA, Social Work, 2013-BS, 2005, University of Illinois at Urbana-Champaign; MSW, 2007, Washington University in St. Louis

OWEN, DENNIS, Education, 2013-BS, 1980, Northern Illinois University; MAT, 1992, Aurora University

PAAR, CHRISTOPHER, Mathematics, 2006-BA, 1984; MUP, 1988, The State University of New York at Buffalo

PAOLICCHI, ROBERT, Education, 2001-BS, 1968, Illinois State University; MS, 1970; CAS, 1975; EdD, 1982, Northern Illinois University

PARKS, BARBARA, Psychology, 2013-MBA, 1973; MA, 1992; PhD, 1996, The University of Chicago

PARRO, DAVID, Communication, 2012-BS, 2001, University of Illinois at Urbana-Champaign; MBA, 2012, Aurora University

PARSONS, JONATHAN, Philosophy, 2013-BA, 2006, Indiana Wesleyan University; MA, 2008, Trinity International University

PATTERSON, CAROL, Education, 2009-BS, 1971, Illinois State University; MAT, 1997, Aurora University

PATTERSON, KEVIN, Education, 2007-BS, 1974, Indiana University; MS, 1986, Illinois State University

PAXTON, SUZAN, Nursing, 2012-BSN, 1977, Emory University; MSN, 2010, North Georgia College and State University

PETRANOVICH, CHRISTINE KARVER, Psychology, 2013-BS, 2009, The University of New Mexico; MA, 2012, University of Cincinnati

PETRANOVICH, SEAN, Philosophy, 2012-BA, 2009; MA, 2011, The University of New Mexico

PHILIPPA, LAINE, General Education, 2014-BS, 1985, University of Wisconsin-Stout; MIA, 1994, School for International Training Institute

PHILLIPS, PAUL, Business, 2012-BS, 1993, Roosevelt University; MBA, 1998, Loyola University Chicago; Certified Information Systems Auditor (CISA), 2000; Certified Information Security Manager, (CISM), 2005

PILE, LISA, Nursing, 2012-BSN, 2010; MSN, 2012, Chamberlain College of Nursing

***POLAD, RICHARD**, Natural Sciences, 2006-BA, 1984; MS, 1995, Northeastern Illinois University

POLIKAITIS, RAYMOND, Accountancy, 2013-BS, Rockford College; MBA, 2011, Benedictine University

PONZO, MARK, Music, 2011-BM, 1979, Crane School of Music; MM, 1981, Syracuse University; DMA, 1990, University of Rochester

POOCHIGIAN, ERNEST, Education, 1997-BA, 1963, Blackburn College; MS, 1970, Northern Illinois University

PRAHL, SHANNON, Social Work, 2008-BA, 1998, North Central College; MSW, 2000, Loyola University Chicago

PRINCE, NOAH, Mathematics, 2008-BS, 2004; MA, 2007; PhD, 2008, University of Illinois at Urbana-Champaign

PSARAS, GEORGE, Business, 2011-BS, 1973; MS, 1975, Roosevelt University; MBA, 1988, University of Chicago

PUENTE, MARY, Nursing, 2014-BSN, 1990; MSN, 1994, University of Texas at El Paso

RAKAS, ERIKA, Communication, 2010-BA, 2007; MA, 2008, Eastern Illinois University

RAMPTON, CHRISTY, Nursing, 2007-BSN, 1978, Harding University; MSN, 2005, Lewis University

RASMUSSEN, MATTHEW, Psychology, 2011-BA, 2005; MA, 2010; PhD, 2013, Northern Illinois University

RAYFORD, CYNTHIA, Nursing, 2013-BSN, 1990, Loyola University Chicago; MSN, 2013, University of Phoenix

REID, CATHERINE, Physical Education, 2010-BA, 1999, North Central College

REPAVICH, SUZANNE, Nursing, 2013-BSN, 1992, Loyola University Chicago; MSN, 2013, Lewis University

REYES, FATIMA, Nursing, 2013-BSN, 1988, University of Santo Tomas, Manila, Philippines; MSN, 2009, Northern Illinois University

REYES, HEATHER, Mathematics, 2011-BA, 2004, North Central College; MATL, 2011, Aurora University

RICHARDS, ELTON, Business, 2008-BA, 2006; MBA, 2007, Aurora University

RIDER, BRIAN, Physical Education, 2010-BA, 2005, Ohio University; MS, 2008, University of St. Francis; EdD, 2013, Aurora University

RINALDI, SHARON, Nursing, 2014-BS, 1977; MS, 1979, DePaul University; MS, Rush University; PsyD, Illinois School of Professional Psychology

RIPPY, LAUREN, Physical Education, 2012-BA, 1996, Texas Tech University; MS, 2004, Eastern Illinois University

RITTENHOUSE, BRUCE, Philosophy, 2010-BS, 1984, Virginia Polytechnic Institute & State University; MBA, 1986, The College of William and Mary; MA, 2000, Graduate Theological Union; PhD, 2010, University of Chicago

***ROBERTS, CHRISTINE**, Education/Mathematics, 2012-BM, 1994, Butler University; MS, 2001, Nova Southeastern University; EdD, 2012, Aurora University

ROBERTS, THOMAS, Recreation Administration, 2013-BA, 2007, University of Albany-SUNY; MS, 2012, Aurora University

ROSEN, JOHN, History/Social Sciences, 2010-BA, 1998, University of California-Santa Cruz; MA, 2003, San Francisco State University

ROSENBERG, HEIDI, English, 2007-BA, 1985, State University of New York at Binghamton; MFA, 1992, University of Pittsburgh; PhD, 2000, University of Southern Mississippi

***ROSS, DELIA**, Education, 2007-BA, 1974, Northern Illinois University; MAEL, 2001; EdD, 2006, Aurora University

ROSSOW, MICHAEL, History/Social Sciences, 2010-BS, 2004; MA, 2006, Northern Illinois University

***ROTTMANN, MELISSA**, Education, 2006-BA, 1997, Elmhurst College; MEd, 2002, DePaul University

ROUNDY, JAMES, Business, 2011-BS, 1995, University of Illinois; MBA, 2006, DeVry University, Keller Graduate School of Management

SALIS, ANDREA, Biology, 2012-BA, 2009, Aurora University; MS, 2012, Northeastern Illinois University

SARKAR, SUPRITI, Chemistry, 2004-BS, 1986, Calcutta University; MS 1989; MS, 1991, Indian Institute of Technology

SCHMITZ, JUDITH, Education, 2011-BS, 1966, University of Wisconsin-Eau Claire; MS, 1975, University of Wisconsin-Whitewater; EdD, 1996, Nova Southeastern University

SCHNUR, JESSICA, General Education, 2014-BS, 2003; MA, 2010, Ball State University

SCHUTTE, MARY, Physical Education, 2008-BS, 1969, Iowa State University; MS, 1973, Purdue University

SCHWARTZ, WILLIAM, Political Science, 2007-BA, 1965, Loras College; STB, 1967; STL, 1969, Pontifical Gregorian University

SCHWARZE, ERIC, Philosophy, 2003-BA, 1992; MA, 1999, University of Chicago; MA, 1993, University of Toronto

SCOTT, ANGELA, Nursing, 2013-AAS, 1990, Wake Technical Community College; BSN, 2011, Aurora University; MSN, 2013, Walden University

***SCOTT, JAMES**, Mathematics, 1985-BA, 1961, Luther College; MS, 1967, Illinois State University

SCURTE, JESSICA, Communication, 2013-BFA, 2007, Iowa State University; MA, 2011, University of Phoenix

SEERUP, WENDY, Social Work, 2010-BS, 1987; MSW, 2000, University of Illinois at Urbana-Champaign

SEIDER, TARA, Nursing, 2014-BS, 1997, Loyola University; AAS-Nursing, 1999, Oakton Community College; MSN, 2013, Rush University

SELANDER, JAN, Social Work, 2014-BSW, 2008; MSW, 2009, Aurora University

SHEERS, RAY, English, 2007-BA, 1971; MA, 1983, Northeastern Illinois University; CAS, 1997, National Louis University

SHELOR, BARBARA, Nursing, 2013-AAS, 1986, College of DuPage; BSN, 2008; MSN, 2009, Texas Woman's University

SHERROD, HARRISON, Communication/Interdisciplinary Studies, 2013-BA, 2010, Sarah Lawrence College; MA, 2013, The University of Chicago

SIMPA-DYSICO, CARLENE, Sociology, 2000-BA, 1988, University of North Carolina-Wilmington; MA, 1997, San Diego State University; PhD, 2013, Loyola University Chicago

SIZER, KAREN, Education, 2005-BA, 1971, University of Denver; MEd, 1993, National Louis University

SOMMERS, SCOTT, Physical Education, 2012-DDS, 1986, Loyola University Chicago

SONDGEROTH, ALLAN, Computer Science, 2012-BS, 1984, Aurora University; MS, 2004, Indiana University

SPERLING, MARC, Mathematics, 2004-BA, 1973; MS, 1976, University of Illinois at Urbana-Champaign

***SPINOS RUDEK, ANNA-MARIE**, Psychology, 2008-BA, 1998, Saint Louis University; MA, 2001, Loyola University Chicago

ST. CLAIR, AMIR, Physical Education, 2011-BA, 2008, St. Norbert College; MS, 2011, North Central College

STAHL, LANE, Physical Education, 2011-BA, 1991, Howard Payne University; MS, 1997, West Texas A&M University

STAR, JANET, Education, 2005-BA, 1993, DePaul University; MA, 1996; EdD, 2003, Northern Illinois University

STEFENEL, MARIA JO, Communication, 2013-BA, 2008; MA, 2012, Northern Illinois University

STEINEGER IV, JOSEPH, Philosophy, 2011-BA, 2003; MA, 2005, University of Kansas; MA, 2007, University of Balamand; MA, 2007, University of Chicago

STEPEK, SUSAN, Nursing, 2013-BFA, 1973, University of Illinois at Urbana-Champaign; BSN, 1984, University of Illinois at Chicago; MSN, 2012, Lewis University

STONER, GYDA ANN OTTEN, Mathematics, 2005-BS, 1964, Purdue University; MS, 1967, Temple University; MA, 1971, University of South Florida

STORTO-FEATHERSTON, LISA, Social Work, 2014-BA, 1990, Benedictine University; MSW, 1992, Loyola University Chicago

STUCKEY, ANGELINE, Psychology, 2006-BA, 1994; MA, 1997, Governors State University, EdD, 2010, Northern Illinois University

TAYLOR, DAVID A., Biology, 2013-BS, 2004, Ohio Northern University; MS, 2006, The State University of New York at Binghamton

THILL, AZURE, Psychology, 2010-BS, 1997, University of Iowa; MA, 2000; PhD, 2002, Loyola University Chicago

THOMAS, ASHA, Social Work, 2014-BA, 1989, Mount Carmel College-India; MA, 1991, Tata Institute of Social Sciences-India; PhD, 2013, University of Chicago

THOMAS, CARRIE, Social Work, 2011-BA, 1999; MHS, 2000, Governors State University

THOMAS, DERRICK, Accountancy, 2013-BS, 1995; MAS, 1996, University of Illinois at Urbana-Champaign

THOMSEN, CHRISTI, Biology, 2014-BS, 2002, Elmhurst College; MA, 2006, National Louis University

THORNLEY, MICHAEL, Criminal Justice, 2012-BS, 1995, Western Illinois University; MA, 2011, University of Illinois at Springfield

THORSEN, TERI, Nursing, 2014-BSN, 1998, Mennonite College of Nursing; MSN, 2003, Northern Illinois University

THURMAN, SCOT, Business, 2005-BA, 1985, State University of New York at Stony Brook; JD, 1989, State University of New York at Buffalo; MA, 2005, Moody Theological Seminary

TINNON, MARY, Nursing, 2013-BSN, 1993, Northern Illinois University; MS, 2009, Walden University

TISUE, JACOB, Recreation Administration, 2013-BA, 2002, University of Northern Iowa, MS, 2012, Aurora University

TREMBACKI, DEBRA, Education, 2010-BS, 1980; MS, 1981, University of Illinois at Urbana-Champaign

TRESTRAIL, SUSAN, English, 2011-BA, 1993; MS, 2007, Northern Illinois University; MA, 2011, National Louis University

TROTTA, ROSEMARY, Nursing, 2007-Diploma in Nursing, 1981, St. Francis Hospital School of Nursing; BSN, 1991, Elmhurst College; MSN, 2002, North Park University; APRN, 2004, University of Wisconsin-Milwaukee

TRUDO, CHAD, Physical Education, 2011-BS, 2009, Aurora University; MEd, 2011, University of Dayton

***TUGMAN, BECKY**, Physical Education, 2004-BS, 1995, University of Wyoming; MS, 1998, University of Utah

TURNER, KATHLEEN, Communication, 2010-BS, 2002, Lincoln University; MA, 2005, Northern Illinois University

VAUGHAN, THOMAS, Political Science, 2009-BS, 1966, Eastern Illinois University; MA, 1974, University of Illinois at Springfield; MA, 2000; PhD, 2008, Northern Illinois University

VLOSAK, DAVID, Religion, 2010-BA, 1988; MDiv, 1993; MA, 1996; MS, 2004; Andrews University; MA, 1996, Western Michigan University

VOLDENG, NELSON, Physics, 2013-BS, 2005, Monmouth University; MS, 2011, Northern Illinois University

WAIBEL, LAURA, Physical Education, 2012-BS, 1985, University of Illinois at Urbana-Champaign; MS, 1998, Northern Illinois University

WALSCHOT, MICHAEL, Accountancy, 2014-BS, 1990, Northern Illinois University; MBA, 1999, North Central College

WARREN, KERRY, Education, 2013-BS, 1999, Saint Mary's College; MA, 2003, Rockford College

WATERS, DIANE, Criminal Justice, 2013-BA, 2010; MS, 2013, Aurora University

WATSON, KATHRYN, Education, 2007-BS, 1985; MS, 1991, Northern Illinois University

WEINSTOCK, REBECCA, Humanities/Museum Studies, 2011-BA, 2006, Southern Illinois University Carbondale; MA, 2010, Northern Illinois University

WELLS, STEPHEN, Accounting, 2007-BAB, 1968, University of Washington; MBA, 1969, Northwestern University

WILKINSON, MICHELE, Nursing, 2013-BSN, 1997, Rockford College; MSN, 2013, University of Illinois at Chicago

WILLIAMS, KIM, Biology, 2007-BS, 1983, Drexel University; MBA, 1990, Widener University; LDN, 1995, Department of Professional Regulation, State of Illinois

WILLIAMS, LESA, Nursing, 2013-BSN, 2000, Aurora University; MSN, 2010, Lewis University

WILLIAMS, RHONDA, English, 2010-BA, 1996, Grambling State University; MA, 1998, Louisiana Tech University

WILSON, MICHAEL, Education, 2013-BS, 1974, Western Michigan University; MS, 1981, Northern Illinois University

WILSON, SUSAN, Psychology, 2014-BA, 2004, Harding University; MA, 2008; PhD, 2012, Northern Illinois University

WINDSOR, LORA, Social Work, 2005-BA, 1969, Purdue University; MSW, 1994, Indiana University

WIRTH, AUDREY, Nursing, 2011-BSN, 2007, Aurora University; MSN, 2010, Lewis University

***WOLD, ELLEN**, Education, 2012-BS, 2002, Bradley University; MA, 2011, Aurora University

WOOD, ROSE MARIE, Music, 1973-BSME, 1956, University of Illinois at Urbana-Champaign; MM, 1976, Northwestern University

WORTHINGTON, JO ANN, Interdisciplinary Studies, 2014-BA, 1998, University of St. Francis; MEd, 2001, Arizona State University, MAIS, 2013, Oregon State University

WOSTRATZKY, MILDRED, Physical Education, 2006-BS, 1970, Western Illinois University; MPH, 1994, Benedictine University

WROBLEWSKI, MARY, English, 2011-BS, Illinois State University; MA, 1994, Northern Illinois University

***WULFFEN, ROBERT**, Education, 2002-BA, 1968, University of Illinois at Chicago; MA, 1968, University of Chicago; EdD, 1988, Northern Illinois University

YARGER, JANET, Education, 2004-BS, 1965, Miami University-Ohio; MS, 1981, University of Akron; MS, 2000, National Louis University

YOUNG, DONNELL, Biology, 2012-BS, 2006, New Mexico State University; MS, 2009; MPA, 2012, Southern Illinois University Edwardsville

YOUNG, JAMES, Business, 2011-BA, 1991, Aurora University; MBA, 1997, DePaul University

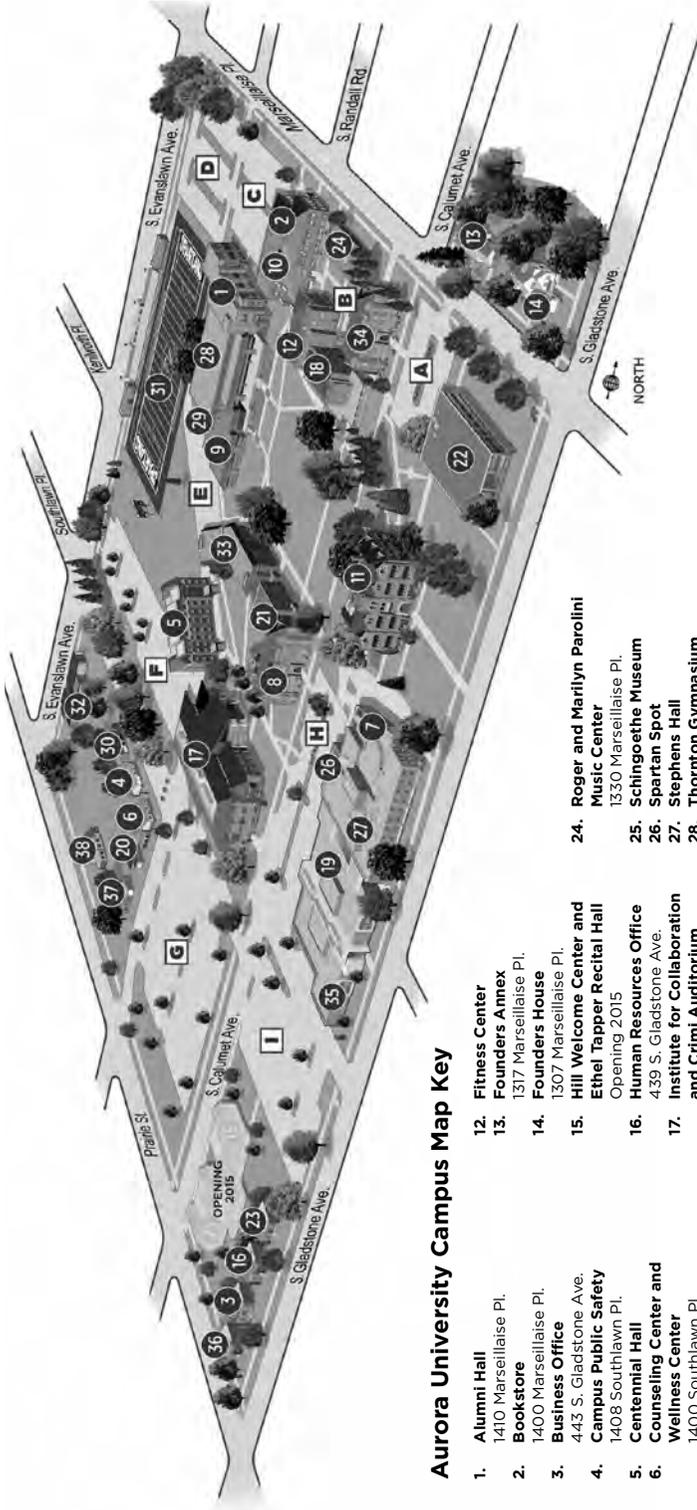
ZHANG, JIANHUA (JOHN), Chemistry, 2014-BS, 1984; MS, 1987, Shandong University; PhD, 1997, Northern Illinois University

ZIELINSKI, MARGARET, Nursing, 2013-BSN, Lewis University; MSN, 1999, Northern Illinois University; Adult Nurse Practitioner Certification, 2005, North Park University

ZIELINSKI, ROBERT, Natural Sciences, 2014-BS, 1968; MS, 1971, Cleveland State University

ZINZER, SCOTT, Mathematics, 2013-BS, 2009, Aurora University; MA, 2011, Arizona State University

* Pro Rata Faculty: Faculty teaching half time or more, but not full time.



Aurora University Campus Map Key

- | | | | |
|--|--|---|---|
| 1. Alumni Hall
1410 Marsella Pl. | 12. Fitness Center | 24. Roger and Marilyn Parolini Music Center
1330 Marsella Pl. | 35. YWCA Aurora
411 S. Gladstone Ave. |
| 2. Bookstore
1400 Marsella Pl. | 13. Founders Annex
1317 Marsella Pl. | 25. Schingoethe Museum | 36. 447 S. Gladstone Ave. |
| 3. Business Office
1307 Marsella Pl. | 14. Founders House | 26. Spartan Spot | 37. 441 S. Randall Rd. |
| 4. Campus Public Safety
443 S. Gladstone Ave. | 15. Hill Welcome Center and Ethel Tapper Rectal Hall
Opening 2015 | 27. Stephens Hall | 38. 1409 Prairie St. |
| 5. Centennial Hall
1408 Southlawn Pl. | 16. Human Resources Office
439 S. Gladstone Ave. | 28. Thornton Gymnasium | |
| 6. Counseling Center and Wellness Center
1400 Southlawn Pl. | 17. Institute for Collaboration and Crimi Auditorium
407 S. Calumet Ave. | 29. University Banquet Hall
1410 Marsella Pl. | |
| 7. The Community Foundation of the Fox River Valley Center for Cultural Enrichment and Perry Theatre
349 S. Gladstone Ave. | 18. Jenks Hall | 30. University Communications
1414 Southlawn Pl. | |
| 8. Davis Hall | 19. John C. Dunham STEM Partnership School | 31. Vago Field | |
| 9. Dining Hall | 20. Mail Center
435 S. Randall Ave. | 32. Wackerlin Center for Faith and Action
430 S. Evanslawn | |
| 10. Dunham Hall | 21. Memorial Hall | 33. Watkins Hall | |
| 11. Eckhart Hall
1400 Marsella Pl.
347 S. Gladstone Ave. | 22. Phillips Library
315 S. Gladstone Ave. | 34. Wilkinson Hall | |
| | 23. Residence Life Office
435 S. Gladstone Ave. | | |

Parking
A B C D E F G H I

2014-2015 Academic Year

Opening Week – Faculty Orientation/Meetings	August 19 - 21
New Student Orientation	August 21 - 24
Fall Semester Classes Begin	August 25
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for fall semester	August 30
<i>*8-week Fall Module I</i>	<i>August 25 - October 18</i>
Labor Day – no classes	September 1
Module I – last day to drop with automatic “W”	October 4
Founders Convocation – no classes after 1:05 p.m.	October 10
Fall Weekend – no traditional day classes	October 17 - 19
<i>*8-Week Fall Module II</i>	<i>October 20 - December 13</i>
Last day to drop fall semester classes with automatic “W”	November 8
Module II – last day to drop with automatic “W”	November 22
Thanksgiving Holiday	November 26 - 30
Final Examinations	December 8 - 13
Grades due to Registrar	December 16
Spring Semester Classes Begin	January 5
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for spring semester	January 10
<i>*8-Week Spring Module I</i>	<i>January 5 - February 28</i>
Martin Luther King, Jr., Day – no classes	January 19
Module I – last day to drop with automatic “W”	February 14
Spring Break	March 1 - 8
<i>*8-Week Spring Module II</i>	<i>March 9 - May 2</i>
Last day to drop spring semester classes with automatic “W”	March 28
Easter Break	April 3 - 5
Honors Convocation (classes end at 1:05 p.m.)	April 17
Module II – last day to drop with automatic “W”	April 18
Final Examinations	April 27 - May 2
Spring Commencement	May 3
Grades due to Registrar	May 5
May Term (3 weeks)	May 4 - 23
Memorial Day – no classes	May 25
Summer Term (5 or 10 week sessions)	June 1 - August 8
<i>*Summer Term I (5 weeks)</i>	<i>June 1 - July 3</i>
<i>*Summer Term II (5 weeks)</i>	<i>July 6 - August 8</i>
Independence Day – no classes	July 3 - 4
<i>*Summer Term III (10 weeks)</i>	<i>June 1 - August 8</i>

2015-2016 Academic Year

Opening Week – Faculty Orientation/Meetings	August 25 - 27
New Student Orientation	August 27 - 30
Fall Semester Classes Begin	August 31
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for fall semester	September 5
<i>*8-week Fall Module I</i>	<i>August 31 - October 24</i>
Labor Day – no classes	September 7
Module I – last day to drop with automatic “W”	October 10
Founders Convocation – no classes after 1:05 p.m.	Date to be determined with Homecoming
Fall Weekend – no traditional day classes	October 23 - 25
<i>*8-Week Fall Module II</i>	<i>October 26 - December 19</i>
Last day to drop fall semester classes with automatic “W”	November 14
Thanksgiving Holiday	November 25 - 29
Module II – last day to drop with automatic “W”	December 5
Final Examinations	December 14 - 19
Grades due to Registrar	December 22
Spring Semester Classes Begin	January 11
End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for spring semester	January 16
<i>*8-Week Spring Module I</i>	<i>January 11 - March 5</i>
Martin Luther King, Jr., Day – no classes	January 18
Module I – last day to drop with automatic “W”	February 20
Spring Break	March 6 - 13
<i>*8-Week Spring Module II</i>	<i>March 14 - May 7</i>
Easter Break	March 25 - 27
Last day to drop spring semester classes with automatic “W”	April 2
Honors Convocation (classes end at 1:05 p.m.)	April 22
Module II – last day to drop with automatic “W”	April 23
Final Examinations	May 2 - May 7
Spring Commencement	May 8
Grades due to Registrar	May 10
May Term (3 weeks)	May 9 - 28
Memorial Day – no classes	May 30
Summer Term (5- or 10-week sessions)	June 6 - August 13
<i>*Summer Term I (5 weeks)</i>	<i>June 6 - July 9</i>
<i>*Summer Term II (5 weeks)</i>	<i>July 11 - August 13</i>
Independence Day – no classes	July 4
<i>*Summer Term III (10 weeks)</i>	<i>June 6 - August 13</i>

INDEX

	Page
Academic Advisement	25
Academic Integrity.....	32
Academic Honors.....	61
Academic Measurement and Evaluation	57
Academic Regulations and Procedures	29
Regulations Pertaining to Graduation Credit	30
General Education Requirements for Transfer Students.....	30
Mathematical Competency Requirement	29
Undergraduate Degree Requirements.....	29
Academic Standards.....	37
Academic Support Center	26
Accounting.....	75
courses.....	158
major	75
minor	136
Accreditation	9
Actuarial Science (see Mathematics)	76
courses	224
major	76
Additions Specialization	120
Adding and Dropping Courses	40
Administration Directory	304
Admission	15
Adult Student Admission.....	17
Conditional Admission.....	15, 19
Decision Procedures	19
Entering Freshmen	15
Illinois Articulation Initiative	21
International Students	18
Provisional Student	18
Second Bachelor's Degrees.....	20
Special Admission Status.....	18
Student-at-Large.....	18
Transfer Students.....	16
Waubensee Community College	20
Adult Degree Completion Majors List.....	13
Advisement.....	25
Affirmative Action/Equal Opportunity Commitment	10
American Culture and Ethnic Studies	136
minor.....	136
Appeal of Course Grade.....	62
Application for Academic Regulation.....	37
Application for Admission.....	37
Art.....	77
courses.....	159
major	77
minor	137

Art History.....	137
minor	137
Athletic Training.....	78
courses.....	163
major	78
Athletics.....	24
Attendance Policy.....	46
Auditor Fee.....	22
Auditor Status	41
Bachelor of Arts and Bachelor of Science Distinction.....	32
Bilingual and English as a Second Language Education.....	137
minor	137
Billing/Registration Policy.....	39
Biology.....	80
courses.....	167
major (BA)	80
major (BS).....	81
minor.....	138
Board of Trustees.....	300
Business.....	174
courses.....	174
Business Administration	82
major.....	82
minor.....	139
Calendar Academic.....	340
Campus Ministries	25
Campus Public Safety	24
Career Services.....	26
Catalog Statement and Terms of Issue	11
Chemistry	139
courses.....	177
minor.....	139
Child Welfare Specialization.....	120, 122
Classroom Conduct Policy.....	36
Classroom Enrollment and Classroom Environmental Policy.....	36
Coaching	139
minor.....	139
Coaching and Youth Sport Development.....	84
major.....	84
Code of Academic Integrity.....	32
Communication	85
courses.....	179
major	85
Communication Sciences and Disorders.....	88
courses.....	185
major.....	88
Computer Science.....	89
courses.....	186
major.....	89
minor.....	140
Core Values Statement.....	6

Council of West Suburban Colleges Consortium	41
Counseling Center	25
Course Level Definitions.....	156
Creative Writing Emphasis	96
minor.....	140
Credit by Examination.....	53
Criminal Justice	90
courses.....	189
major.....	90
minor.....	140
Cross-registration	41
Crouse Center for Student Success.....	25
Declaration of Major	55
Digital Marketing	140
minor.....	140
Disability Policy	26
Disability Statement for Inclusion in AU Syllabi	26
Disability and the Law.....	26
Disabilities Studies	91
major	91
Documentation	27
Economics	194
courses.....	194
Elementary Education.....	92
courses.....	206
major.....	92
professional education licensure	94
secondary, supplemental major.....	130
Emergency Preparedness	24
Endorsements	133, 134
English	95
courses.....	202
major	95
minor.....	140
Exceptions to Academic Policies	37
Facilities.....	11
Faculty directory	307
Family Educational Rights and Privacy Act	71
Film Studies	141
minor	141
Finance	97
courses.....	209
major.....	97
minor	141
Financial Aid	21, 66, 70
Fitness and Health Promotion	98
major.....	98
minor	141
Food Service.....	24

French	210
courses	210
minor	142
Gender Studies	142
minor	142
General Education	7, 30
George Williams College Majors List	13
Governance	9, 19
Grade Appeal Procedures	62
Grade Point Average	61
Graduation Policies and Procedures	65
Graduation Requirements	30
undergraduate	65
Graphic Design	142
minor	142
Grievance Procedure	28
Health Education	211
courses	211
minor	143
Health Science	99
major	99
Health Service (Wellness Center)	25
History	101
courses	212
major	101
minor	143
History of Aurora University	5
History of George Williams College	5
Homeland Security	143
minor	143
Housing	24
Humanities	218
courses	218
I.D. Cards	24
Illinois Articulation Initiative	21
Integrated Marketing Communication	144
minor	144
Interdisciplinary Studies	218
courses	218
International Business	144
minor	144
International Students Admission	18
International Studies	144
minor	144
International Study Opportunities	11
Internships and Practica	43
Late Registration	39
Latin American and Latino/a Studies	145
courses	220
minor	145

Learning Disabilities Policy	26
Leave of Absence	48, 123
Library	11
Licensure Programs.....	10
Majors List.....	12
Management Information Technology	221
course	221
Map, Campus.....	339
Marketing	103
courses.....	221
major	103
minor	145
Mathematics.....	105
courses	224
major	105
minor.....	146
Media Studies.....	107
major	107
Military Credit	17
Minors List	13
Mission Statement.....	6
Multimedia Journalism	146
minor	146
Multiple Degrees.....	31
Multiple Majors.....	31
Museum Studies	146
courses	230
minor.....	146
Music.....	108
courses.....	231
major	108
minor	147
Natural Science	238
courses	238
Nursing.....	110
courses.....	241
major (BSN).....	110
Overload	40
Organizational Management	148
minor	148
Participation Credit.....	43
Payment Policies.....	39
Philosophy.....	112
courses	246
major.....	112
minor.....	148
Physical Education.....	113
courses	249
major.....	113

Physics	263
courses	263
Physiology	149
minor	149
Political Science	115
courses	264
major	115
minor	149
Pre-Law	116
minor	149
Prior Approval Petition	42
Professional Selling	150
minor	150
Programs of Study, Undergraduate	12
Provisional Admission	18
Psychology	116
courses	266
major	116
minor	149
Registration Policy and Procedures	38
Regulations Governing Majors	56
Religion	118
courses	270
major	118
minor	150
Room and Board	22
Second Baccalaureate Degrees	32
Secondary Education	131
supplemental major	131
Servant Leadership	151
courses	274
minor	151
Social and Behavioral Science	275
courses	275
Social Work	119
courses	276
major (BSW)	119
Sociology	124
courses	280
major	124
minor	151
Spanish	126
courses	283
major	126
minor	151
Special Education	127
courses	285
major	127
minor	152

Special Educational Experiences and Credit	42
Speech Communication	153
minor	153
Sport Management	153
minor	153
STAR program	25
Statistics	153
minor	153
Statement of Americans with Disabilities Act.....	26
Strategic Communication: Public Relations and Advertising	154
minor	154
Student Clubs and Organizations	25
Student Services	24
Student Work Corps	21
Supplemental Major	130
Secondary Education	131
Term of Entry.....	38
Theatre	129
courses	295
major	129
minor	154
Transfer Credit	17, 48
Associate Degree Articulation	17
from Foreign Institutions	18
Transfer Students.....	16
General Education Requirements	30
Transfer Admission	16, 17
Transcripts.....	64
Tuition and Other Academic Charges	21, 39, 68
Undergraduate Course Descriptors	155
Veterans	20
Vision Statement.....	7
Visitors	41
Wackerlin Center for Faith and Action.....	25
Waiting List	40
Wellness Center	25



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

630-892-6431
800-742-5281
aurora.edu