Welcome to Aurora University. The pages that follow present our programs and policies in a clear and straightforward manner. In many respects, the publication defines the partnership between the University and its students that will unfold over the years ahead.

Consequently, you will want to keep your copy of the AU catalog close at hand; for within its pages you will find the answers to many of your questions.

Our catalog describes the institution and its offerings, but it cannot capture fully the heart and spirit of Aurora University. These must be experienced firsthand. At AU we describe ourselves as “an inclusive community dedicated to the transformative power of learning.” In short, we believe that an Aurora University education literally will change the lives of our students.

As an Aurora University student, you stand in a long line of students who brought with them to the campus a desire to learn and grow. Many of those men and women completed their AU experience with the knowledge, skills and values necessary to realize aspirations even greater than those that motivated their enrollment. We are confident that the same will be true for you.

Rebecca L. Sherrick, Ph.D.
President
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A Brief History of Aurora University

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

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

A Brief History of George Williams College

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 comprised of two campuses: a campus of 32 acres in Aurora, Illinois; and the 133-acre George Williams College on Geneva Lake in Williams Bay, Wisconsin. Aurora University is accredited by the Higher Learning Commission of the North Central Association to award degrees at the baccalaureate, master’s and doctoral levels. The institution enrolls approximately 4,000 degree-seeking students a year on its Illinois campus and approximately 400 on its Wisconsin campus. Classes are also offered at the Woodstock Center in Woodstock, Illinois.

On the Aurora campus, AU offers academic programs through the College of Arts and Sciences, the College of Education and the College of Professional Studies. Undergraduate students participate in a wide range of on- and off-campus learning experiences. Students participate in more than 40 musical, literary, religious, social and service organizations and play active roles in campus governance.
The University also fields 20 NCAA Division III intercollegiate athletic teams, with the recent addition of women’s lacrosse. The Spartans boast a winning tradition with 51 conference titles and numerous appearances in national tournaments in recent years.

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

For example, our innovative partnership with West Aurora School District 129 is recognized nationally as a model for educational reform. In January 2006, we opened the $14 million Institute for Collaboration facility that houses this growing collaboration, and the students and faculty it nurtures.

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

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

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

**Academic Structure**

The University is currently composed of four colleges:

- **COLLEGE OF ARTS AND SCIENCES**
  - Bachelor’s and Master’s degrees

- **COLLEGE OF EDUCATION**
  - Bachelor’s, Master’s and Doctoral programs
  - School of Health and Physical Education

- **COLLEGE OF PROFESSIONAL STUDIES**
  - The Dunham School of Business (Bachelor’s and Master’s programs)
  - School of Nursing (Bachelor’s and Master’s programs)
  - School of Social Work (Bachelor’s, Master’s and Doctoral programs)
  - Criminal Justice Program (Bachelor’s and Master’s programs)

- **GEORGE WILLIAMS COLLEGE OF AURORA UNIVERSITY**
  - Bachelor, Master’s and Doctoral programs

**Mission Statement**

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

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

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

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

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

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

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

Vision Statement

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

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

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

As members of Aurora University’s inclusive community, each student will experience AU’s Core Values through the General Education program. This model represents the process of students’ intellectual and ethical development within the General Education curriculum. This personal development is fostered through the improvement and increasing sophistication of students’ ability to think critically and to communicate clearly that critical thought.

The students’ engagement with primary sources — original writings, research, or productions by scholars, experts, artists, or thinkers within the discipline under examination — allows for direct engagement with ideas. Interaction with primary sources, rather than other people’s interpretations of them, marks the entry into the process of inquiry and critical thinking.

Critical thinking is the process where one is able to consider and value diverse possible viewpoints and explanations, to weigh the effects of motives and biases when drawing conclusions and formulating a position, and to propose creative solutions to problems and make ethical choices based on valid, accurate, relevant evidence. The primary objectives of General Education are for students to become critical thinkers skilled at communicating that thought.

Communication skills are the means by which critical and creative thought are made manifest. Writing is both the process of thinking critically and a product that expresses the results of it. Speaking further allows the opportunity for the direct exchange of ideas between learners.

To contribute further to the students’ developmental process, AU’s General Education program will expose students to ethics through their engagement with problems. Critical thinking and communication are most valuable when both are informed by ethical viewpoints.

The General Education program will also commit itself to assessing the effectiveness of the program. Assessment measures, both formative and summative, will measure the achievement of the program’s outcomes and provide the rationale for further program revisions.

This process is developmental but never ending. Students internalize the Core Values of Citizenship, Integrity, Continuous Learning, and Excellence as they continually develop the ability to engage in the transformative power of learning.

General Education courses and activities will have as their primary objective the achievement of General Education foundational goals.

1. Developing Critical Thinking and Communication Skills—The skills to think critically and to communicate effectively equip students to excel and set the foundation for continuous learning. Therefore, all courses in the General Education program will develop in students the skills of critical thinking, writing and speaking. Critical thinking can best occur through the engagement with foundational questions and issues within academic methods of inquiry. Therefore, all courses in the General Education program will require students’ engagement with primary source materials.

2. Understanding Content Knowledge—Because the values of integrity and citizenship can be developed through interaction with various modes of inquiry, courses within the General Education program’s “Ways of Knowing” will articulate a connection to the themes of integrity and citizenship.
3. Developing Ethical Dispositions—Because the values of **integrity** and **citizenship** can be developed through reflection upon diverse ethical perspectives, courses within the General Education program’s “Ways of Living” will articulate a connection to the themes of integrity and citizenship.

**The General Education program will organize courses and activities into two primary categories, “Ways of Knowing” and “Ways of Living.”**

1. The University’s Core Values of **Integrity** and **Citizenship** can be developed within the General Education program through interaction with various methods of inquiry and reflection upon diverse ethical perspectives. The label “Ways of Knowing” describes courses designed to immerse students in the academic traditions of intellectual inquiry.

2. The University’s Core Values of **Integrity** and **Citizenship** can likewise be developed within the General Education program through exploration of ethical dispositions. The label “Ways of Living” describes courses and experiences that develop in students the ability to make ethical choices.

**Ways of Knowing**

**Knowing through Observation of Ourselves and Others.** Student outcomes will include:

1. The ability to demonstrate critical thinking skills as evidenced by reading, speaking and writing about human behavior and social interactions.

2a. The ability to gather and organize empirical information and to propose realistic solutions to problems related to human interaction.

2b. The ability to gather and organize historical information and to propose realistic solutions to problems related to human interaction.

**Knowing through Observation of Our Natural World.** Student outcomes will include:

1. The ability to demonstrate critical thinking skills as evidenced by reading, speaking and writing about the natural world.

2. The ability to gather and organize empirical information and to propose realistic solutions to problems related to the natural world.

**Knowing through Interaction with Aesthetic and Philosophical Expression.** Student outcomes will include:

1. The ability to demonstrate critical or creative thinking skills as evidenced by reading, speaking, and writing about fundamental questions pertaining to the human experience.

2a. A demonstrable awareness of how thinkers represent their engagement with fundamental questions of the human experience.

2b. A demonstrable awareness of how artists represent their engagement with fundamental questions of the human experience.

**Knowing through Mathematical and Technological Application.** Student outcomes will include:

1. The ability to demonstrate critical thinking skills in the application of quantitative reasoning.

2. The ability to demonstrate critical thinking skills in the application of information literacy.
Knowing through Reflection Upon Experience. Student outcomes will include:

1. The ability to demonstrate critical reflection upon personal experiences as evidenced by writing and speaking that integrate theory and practice within a major.

NOTE: The designation of outcomes as 2a and 2b in some categories above indicates that different courses within these “ways of knowing” will identify themselves as achieving one or the other of these outcomes but not both. To fulfill the requirements of the General Education program, students will select at least one course that achieves outcome 2a and at least one course that achieves outcome 2b.

Ways of Living

Understanding Diversity. Student outcomes will include:

1. The ability to demonstrate critical thinking skills as evidenced by reading, speaking, and writing about matters of racial, ethnic, and cultural diversity.
2. A demonstrable awareness of the importance of differences and commonalities in racial, ethnic, and cultural values, ideas, and behaviors.
3. A demonstrable awareness of the importance of justice, integrity, and responsibility to others and the role these matters play in living as an ethical human being in a diverse world.

Wellness and Social Responsibility. Student outcomes will include:

1. The ability to demonstrate critical thinking skills as evidenced by reading, speaking, and writing about issues of health and well-being as they inform ethical decision-making and behavior.
2. A demonstrable awareness of the importance of lifestyle, nutrition, physical activity, environment and mental health as they influence living well.

Serving Others. Student outcomes will include:

1. Participation within a planned, University-endorsed activity designed to improve the community and to help others.
2. The ability to demonstrate critical reflection as evidenced by speaking and writing about one’s experience helping others.

Note: Refer to the Undergraduate Degree Requirements Section for additional information regarding the distribution and completion of the General Education requirements.

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 accredits Aurora University at the bachelor’s, master’s and doctoral levels. The University is a member of the North Central Association.

The following individual programs are accredited by the specific agencies listed below: Bachelor of Science in Nursing (Commission on Collegiate Nursing Education and approved by the Illinois Department of Professional Regulation); Bachelor of Social Work and Master of Social Work (Council on Social Work Education); Bachelor of Science in Athletic Training (Commission on Accreditation of Athletic Training Education Programs); initial teacher preparation programs and advanced educator preparation programs under the Council on Certification of School Professionals (National Council for Accreditation of Teacher Education [NCATE]).

B.S.N. program accredited by

Commission on Collegiate Nursing Education
One DuPont Circle, NW, Suite 530
Washington, D.C. 20036-1120
202-887-6791

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

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

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

Aurora University Approved Certification Programs

Undergraduate Teacher Certification programs approved by the Illinois State Board of Education (ISBE) and NCATE:

Elementary Education K-9 “Type 3”
Secondary Education 6-12 “Type 9”
• Biology
• English
- History
- Mathematics
  Physical Education K-12 “Type 10” (no second major possible)
  Special Education (pre-K–age 21) “Type 10 Learning Behavior Specialist 1”

Note: An endorsement can be added to a “Type 3” or “Type 9” certificate to allow a candidate to teach in a middle school.

Endorsement Areas approved by ISBE and NCATE
- Bilingual/ESL
- Special Education
- Middle School
- Art
- Biology
- English
- General Science
- Health Education
- History
- Mathematics
- Physical Science
- Social Science
- Spanish
- Theatre

Certification Programs for Graduate Students approved by ISBE and NCATE
- Elementary Education “Type 3”
- Social Work “Type 73”
  Administration:
  - “Type 75” Principal (Illinois)
  - “Code10/51” Educational Leadership (Wisconsin)

- Reading Specialist
  K-12 “Type 10” (Illinois)
  Reading Teacher 316 and Reading Specialist 017 (Wisconsin)

- Early Childhood/Special Education
  “Type 4” (Wisconsin)

Graduate Endorsements approved by ISBE and NCATE
- Illinois
  - Bilingual/ESL
  - Reading Teacher
  - Special Education
  - Technology Specialist

- Wisconsin
  - Reading Teacher
  - Bilingual/ESL
  - Early Childhood/Special Education
  - Pre-K and Kindergarten (elementary certificate required)
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.

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

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 32-acre main campus contains 25 instructional, administrative and residence buildings. The distinctive, red-tiled roofs specified by Charles Eckhart in his donation for the original campus mark the major buildings. The Institute for Collaboration which houses elementary school students from the West Aurora School District 129 and University faculty offices and classrooms opened in 2006. Dunham Hall is home to state-of-the-art computer facilities as well as the Schingoethe Center for Native American Cultures and a pleasant atrium that is a popular campus gathering place. Athletic fields (including Vago Field, a football, lacrosse and soccer stadium), a gymnasium and a sports complex (including racquetball courts, fitness center and weight room) are close at hand. The newest academic building, opened in early 2011, is the health and human services addition to Alumni Hall, housing the Schools of Nursing and Social Work.
The Phillips Library of Aurora University has almost 92,000 volumes and over 8,000 multimedia items. It belongs to a consortia of 76 academic and research libraries in the state of Illinois and has access to the materials of those libraries as well as through a resource-sharing program. The library subscribes to more than 70 databases that provide full-text electronic access to over 37,000 journals and other periodicals. Over 50 online subject research guides are available through the library’s website. The library is open 102 hours a week and provides reference service for 81 of those hours. Reference service is available in person, by telephone, by email, by live chat instant messaging, or by SMS text messaging.

The fully-equipped Perry Theatre in the Aurora Foundation Center for Community Enrichment, science labs, and the Spartan Spot are located in Stephens Hall. Music practice rooms and piano labs are available in the Roger and Marilyn Parolini Music Center. Art facilities are located in the Art Instruction Building. Both modern and traditional-style residence halls surround the open central quad. A new residence hall opened in time for the spring semester 2012.

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. The Nursing Program provides opportunities for students to earn a B.S.N. degree in a rigorous but flexible program that includes clinical and internship experience at major metropolitan hospitals. The George Williams College campus offers undergraduate and graduate degree programs. Additional individual classes and degree programs are offered at numerous other sites in northern Illinois, including the Woodstock Center in Woodstock, Illinois.

**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 being developed.

**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 (B.A., B.S.)
Actuarial Science (B.S.)
Art (B.A.)
Athletic Training (B.S.)
Biology (B.A., B.S.)
Biology/Secondary Certification (B.A.)
Business Administration (B.A., B.S.)
Coaching and Youth Sport Development (B.A.)
Communication (B.A.)
  Journalism
  Media Arts
  Public Relations
Computer Science (B.S.)
Criminal Justice (B.A.)
Disabilities Studies (B.A.)
Elementary Education (B.A.)
English (B.A.)
  General Studies
  Creative Writing
English/Secondary Certification (B.A.)
Finance (BA, B.S.)
Fitness and Health Promotion (B.S.)
Health Science (B.S.) (Pre-Dentistry, Pre-Medicine, Pre-Veterinary Medicine and Allied Health Programs)
History (B.A.)
History/Secondary Education (B.A.)
Management Information Technology (B.A., B.S.)
Marketing (B.A., B.S.)
Mathematics (B.S.)
Mathematics/Secondary Certification (B.S.)
Music (B.A.)
Nursing (B.S.N.)
Organizational Management (B.A., B.S.)
Parks and Recreation (B.S.)
Physical Education (B.A., B.S.)
Teacher Certification (K-12) (B.A.)
Political Science (B.A.)
Pre-Law (supplemental major)
Psychology (B.A.)
Religion (B.A.)
Secondary Education (supplemental major)
Social Work (B.S.W.)
Sociology (B.A.)
Spanish (B.A.)
Special Education (B.A.)
Sustainability (B.S.)
Theatre (B.A.)
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. Courses used in the minor may also be used to satisfy General Education requirements. At least 9 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
Communication
Computer Science
Creative Writing
Criminal Justice
English
Film Studies
Finance
Fitness and Health Promotion
Gender Studies
Health Education
History
International Studies
Management Information Technology
Marketing
Mathematics
Museum Studies
Music
Organizational Management
Philosophy
Physiology
Political Science
Pre-Law
Professional Selling and Sales Management
Psychology
Religion
Servant Leadership
Sociology
Spanish
Special Education
Sports Management
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 800-742-5281 or 630-844-5533, or visit the AU website at www.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

- High school class rank of at least 60th percentile
- ACT Composite score of at least 19 on the first or second attempt (with no subscore below a 17) or combined SAT scores of at least 910 (with English subscore 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, must be submitted to the Office of Admission and Financial Aid prior to the beginning of the student’s first semester of classes.

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.

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 Provost.

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 (A.A. or A.S.) 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 3 semester hours in an approved 3000-4000 level general education course. The writing intensive (WI) requirement may be either a general education course that is designated as writing intensive (WI) or a course in the student’s major that is designated as writing intensive (WI). Students must also successfully complete the senior capstone course in the major. An admission counselor 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. Undergraduate students over the age of 23 are considered on an individual basis 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 is 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 1-20 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.

Students who are admitted conditionally are required to attend the STAR (Students Targeted for Academic Rewards) program. The program includes three components: a four-day orientation prior to the start of the Fall semester, a first-year seminar course, 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), 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 is proud to participate 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.

Waubonsee Community College and Joliet Junior College – Joint Admission and Degree Completion Articulation

The Aurora University and Waubonsee Community College (WCC) Joint Admissions Agreement and the Aurora University and Joliet Junior College (JJC) Agreement are intended to better serve students in the WCC and JJC service areas by providing a means for students to be simultaneously admitted to both AU and WCC or JJC. These agreements are designed to simplify the process of degree completion for students who wish to begin at WCC or JJC and continue at AU.

When jointly admitted, a student will work with advisors at both Waubonsee or Joliet and Aurora University to plan courses for maximum transferability, and will be able to enter Aurora University after completing the Waubonsee or Joliet 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 or JJC and AU, at the time of joint admission. Students must agree in writing to the exchange of admission and advising information between WCC or JJC and AU. This program is open to any eligible student at WCC or JJC.
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 2011-2012, the Office of Financial Aid assisted more than 3,800 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: 2012-2013 Academic Year (Fall, Spring semesters):

Undergraduate:
12-17 semester hours per term: $9,950 ($19,900 per academic year)
1-11 semester hours per term: $590 per semester hour
Semester hours in excess of 17 semester hours: $490 per semester hour
May Term 2013 - undergraduate: $490 per semester hour
Summer Session 2012 - undergraduate: $490 per semester hour

Graduate:
May Term 2013 – graduate: $565-720 per semester hour
Summer Session 2012 - graduate: $565-720 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:** 2012-2013 Academic Year (Fall and Spring terms):

- **Board:**
  - 175 meals + $150 points $ 1,688 per semester
  - 125 meals + $400 points $ 1,688 per semester
  - 9 meals/week + $100 points $ 1,578 per semester
  - 14 meals/week + $275 points $ 2,018 per semester

- **Room:**
  - Standard, non-air-conditioned (a/c) $2,379 per semester
  - Standard, air-conditioned and non-a/c singles $2,696 per semester
  - Deluxe suite and a/c singles $2,904 per semester

**General Fees:**

- Application Fee $ 25
- Activity Fee $ 50
- Technology Fee $ 50
- Course by Special Arrangement (CBSA) $ 120 per semester hour
- Deferred Payment Fee $ 10 per semester hour
- Graduation Fee:
  - Bachelor’s $ 100
  - Master’s $ 120
  - Doctoral $ 135
- Insurance Fee per semester based on actual costs plus $10
- Parking Permit $ 25
- Laboratory Course Fees
  - Athletic Training $ 36
  - Biology $ 40
  - Chemistry $ 40
  - Golf $ 50
  - Business Golf $ 75
  - Photography $ 40
- Prior Approval Petition Fee $ 25
- Commuter Replacement I.D. Card Fee $ 25
- Residence Hall Replacement I.D. Card Fee $ 35
- Residence Hall Deposit - new students $ 100
- Residence Hall Deposit - returning students $ 150
- Residence Hall Lost Room Key Fee
  - Single Room $ 110
  - Suite $ 310
- Returned Check Fee $ 30
- Transcript, Normal Service Free
- Transcript, While-You-Wait Service $ 25
- Tuition Deposit $ 100
- Life and Vocational Assessment Fee $ 360 per course
- Filing Fee $ 25
- CLEP Credit Recording Fee No charge
- Auditor fee 50% of tuition
Fees Specific to Programs:

- Nursing Clinical Fee $ 39
- Nursing Lab Fee $ 39
- 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 $ 32
- Coaching Principles $ 42
- 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.
The Honors Program at Aurora University is a unique program designed for a relatively select group of academically prepared and highly motivated students. Its uniqueness lies in the traditional emphasis on academics accompanied by a belief in the importance of the personal qualities of character and citizenship. It is the intent of this program to provide a rich variety of curricular and experiential opportunities that might not otherwise be available to these students. In this way, we hope to create a community of learners who are dedicated to integrity, citizenship, continuous learning and excellence.

The program requirements are divided into curricular and co-curricular areas, and are guided by student learning outcomes. Curricular requirements are rigorous, yet flexible and responsive to the needs and interests of the participants. Much of the credited work will fulfill General Education requirements. The ability to choose seminars of interest and to individualize coursework allows students to personalize their learning experiences. Honors classes taken in the first year provide a way of linking these students to other like-minded peers and faculty in the hopes of building a sense of community early in their academic experience. In addition, honors courses, particularly the honors seminars, are likely to be non-traditional in terms of content and format, and are designed to provide a distinctive quality to the honors experience.

The Honors Program has been designed to minimize additional requirements for students. The majority of the program’s requirements will create new avenues for students to complete already existing General Education, major, or minor requirements. The Honors Program will, however, introduce a new requirement of a culminating project. On the average, the additional hours will likely be 3-4 elective hours. The Honors Program at Aurora University requires 16-20 semester hours comprised of the following components: honors seminars (at least 8 semester hours), one or two interdisciplinary honors courses (4 or 8 hours), and one senior culminating project (3-4 hours). The student’s individual path to the completion of the program requirements will meet requirements common to all honors students but, through consultation with the Directors of the Honors Program, will be tailored to the student’s individual interests and academic situation.

**Entrance and Exit Criteria.** Admission to the Honors Program is a two-tiered process. All entering first-year students with ACT scores of 26 and higher and a high school GPA of 3.25 on a 4.0 scale will be invited to participate in the first-year honors coursework. Full acceptance into the Honors Program occurs in the spring of the first year. All first-year students are eligible to apply, including those who did not participate in the first-year honors experiences. The criteria at this point are more stringent, however, and the process a competitive one as the number of spaces in the program is limited. The second tier of the admission process involves application to the Honors Program. To be accepted, students must earn an overall 3.50 GPA during the Fall semester with a minimum of 12 semester hours; the Honors Program application must be submitted along with an essay by March 15; and the candidate must successfully interview with the selection committee. Acceptance into the Honors Program for the upcoming academic year will be announced by April 30.
Transfer students are encouraged to participate in the program. Transfer students who qualify for the program will work to determine an appropriate course of study in consultation with the Directors of the Honors Program. Depending on the amount of coursework completed prior to entering Aurora University, the student may be required to take up to 12 hours of honors coursework, choosing from honors seminars, travel-study courses, or HON2000. All transfer students wishing to graduate with honors distinction will also complete a senior project. To be eligible to apply for the program, transfer students must hold at least a 3.5 GPA for coursework at the previous post-secondary schools, or have experienced at least one successful year in an honors program at another institution, or be admitted by consent of the Directors of the Honors Program.

**Program Continuance.** Continuance in the program will be dependent upon maintenance of a 3.5 cumulative GPA and demonstrated progress in meeting program criteria. If a student falls below a 3.5 GPA, the student and Directors of the Honors Program will meet to determine whether the student should continue within the program and will then determine an individualized plan for academic improvement if deemed appropriate.

It is clear that not all students will wish to complete the Honors Program. To withdraw from the Honors Program, students should initiate a meeting with the directors to discuss their particular situation.

**Co-curricular Components.** These components are requirements that promote the development of a learning community and take place outside the classroom. They will include orientation activities, field trips, attendance at speaking events on campus, service learning and community service opportunities, retreats during the junior or senior year, presentations of research or projects at symposiums, and service on the Honors Advisory Committee. Specific activities and the expectations of student participation within them will vary each semester depending upon the courses offered.

**Curricular Components.** These components are requirements which will earn honors students' academic credit towards graduation.

1) Honors seminars. The seminars are designed to promote community and develop critical thinking skills through a variety of topical, creative, and often non-traditional curricular experiences. In many cases, seminars will also organize student participation in campus and community events and activities. First-year students will enroll in a seminar during their first year at AU where they will have the opportunity to forge ties with faculty, with other first-year students, and other honors students at different stages of completion of the program, and to become acclimated to university life. These seminars are ideal opportunities to conduct field trips or implement other experiential learning activities to supplement the classroom seminar. Seminars may require attendance at and participation in various campus events, presentations, or community experiences. These seminars could also serve as venues for service learning activities to help achieve the Honors Program’s objective for citizenship. The topics for the seminars will change each term based on instructor interest and expertise. Honors students will earn at least 8 semester hours of credit in seminars prior to graduation, preferably at least one each year. Ideally, these seminars would earn General Education credit (at least 8 hours total may be used to fulfill General Education requirements for many honors students).
2) Interdisciplinary courses. The IDS courses currently required in the General Education program are ideally suited to help students meet the goal of the Honors Program. The rich, interdisciplinary nature of these offerings can be used to promote critical thinking, writing, and speaking skills, and to support student learning experiences that extend beyond the traditional classroom. Honors sections of each course would be offered with enrollment limited to students accepted into the Honors Program. Students participating in the program should be advised to take HON1600 during their first year, while those entering their sophomore year should take HON2000. Students entering the program later than the sophomore year will be required to take HON2000.

3) Experiential component. One of the greatest opportunities for students completing the Honors Program will include credit-bearing, experiential study. Study abroad trips would be offered to achieve this goal as well as other travel experiences within the country. These trips will include multiple options for how the credit will be earned. For example, a trip to Mexico may include courses in Mexican history, education in Mexico, economics in Mexico, etc.

4) Senior culminating project. In order to meet goals related to academic excellence, continuous learning, and citizenship, students will prepare a senior culminating project. One essential feature that distinguishes this project from a typical honors thesis is the emphasis on the application of knowledge to real life issues and problems. Based upon relationships established and interests explored during courses within the major prior to the senior year, students will construct and ultimately present an honors project. The culminating project will be related to the major, and will have as one of its goals the production of a high quality scholarly or creative project reflective of the values and experiences of the Honors Program. The project must also demonstrate the student’s reflection upon and integration of the core values of the University. In some disciplines there may be potential for publication in a scholarly journal or presentation in a professional forum. The project will be directed by a member of the faculty. Students will present their projects at a symposium at the end of the senior year. Students will register for one semester hour of senior project credit each term beginning no later than the second semester of their junior year. It is recommended that planning for the project begin early in the junior year and include review from other faculty and/or outside reviewers. The Directors of the Honors Program will have the responsibility of approving completed senior projects.

Exit Criteria: Students must demonstrate successful completion of curricular and co-curricular requirements and must participate in an exit interview with the Directors of the Honors Program.
STUDENT LIFE

Student Life Services

Aurora University provides many services, facilities, and programs for its undergraduate and graduate students, including resident and commuter students. For detailed information, consult the Guide for New Students and their Families, an online manual provided by the Office of Student Life. For information regarding the Code of Conduct, consult the “A-Book,” the online student handbook.

Housing — Aurora University has six on-campus residence halls – Davis, Jenks, Memorial, Watkins, Wilkinson Halls and a new hall that opened in January 2012 – 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 on Campus — 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. Dining at this location is offered in an unlimited-servings, cafeteria-style format. The University Commons, usually referred to as “The Spot,” serves hot and cold fast food. 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 in the Office of Campus Public Safety.

Campus Public Safety — The safety and security needs of the Aurora University campus are addressed by the Office of Campus Public Safety. 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.

Office of Emergency Preparedness — The mission of the Aurora University Office of Emergency Preparedness is to lessen the effects of disaster on the lives and property of the students, employees and visitors of AU through planning, coordination, and support of emergency management preparation.

In July of 2008, President Bush signed the Higher Education Act. In August of 2008, Illinois Governor Blagojevich signed the Campus Safety Enhancement Act, which mandates colleges and universities to enhance the safety and security of students, faculty, and staff by implementing a Campus Emergency Operation Plan. Through the Office of Emergency Preparedness, Aurora University continues to update its plan to make the changes necessary to protect the safety of our campus.
Athletics — Aurora University has a long history of excellence in intercollegiate athletics. A member of NCAA Division III, AU fields intercollegiate teams in football, soccer, basketball, baseball, tennis, volleyball, softball, cross country, indoor and outdoor track and field, lacrosse and golf — often with championship results. About 40% 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 Fellowship of Christian Athletes (FCA) and InterVarsity Christian Fellowship. Various University personnel and the University Chaplain as well as area pastors are involved in offering spiritual guidance and opportunities for meaningful activities such as worship, Bible studies, and discussions.

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

Student Clubs and Organizations — Approximately 40 student clubs and organizations are established at Aurora University. Both undergraduate and graduate students, whether resident or commuting, are eligible to organize a student group and apply for recognition and funding.

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

Statement of Americans with Disabilities Act (ADA) — Aurora University is committed to making reasonable accommodation and to providing accessibility to its programs, activities, and employment for all persons defined as having documented disabilities based on the Americans with Disabilities Act of 1990.

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 — Academic Advisement assists students with choosing classes, changing class schedules, and declaring majors and minors. All students are assigned a professional advisor while enrolled at Aurora University. All students must participate in the advisement process prior to registering for classes. Professional advisors help students wishing to drop or add courses, help clarify University rules and regulations for students concerned with graduation requirements, transfer work, double majors, minors, and perform graduation audits.
**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 Development. 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.

**The First-Year Program** — First-year programs ease students’ transition to college. The program is comprehensive and includes academic assistance as well as social activities. It is designed to ease the transition from being a high school student to becoming a college student. Students learn to balance the demands of college life through advising sessions, topical seminars, mentoring programs, and social activities. Students also experience these and other programs developed to meet the needs of first-year students.

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 a first-year seminar class, conditionally admitted students receive additional support in their transition to college.

The first-year program at AU has been recognized nationally as a model program and was recently selected for a national project called “Foundations of Excellence in the First College Year.” The University’s primary goal is to help first-year students succeed in and out of the classroom.

**Center for Teaching & Learning**

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

**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 Center for Teaching & Learning, then to meet with the instructor to discuss options or adaptations.

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

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


Identification Process

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

Documentation

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

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

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

What Is a Reasonable Adaptation?

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

Confidentiality

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

Student Responsibility

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

Grievance Procedure

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

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

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

Undergraduate Degree Requirements

1. Completion of a minimum of 38 hours of coursework in Composition, Ways of Knowing and Ways of Living, as follows:
   Aurora University’s core sequence relating to written communication — achieved via Composition and Ways of Living coursework:
   - ENG1000 Introduction to Academic Writing
   - IDS1600*/** Culture, Diversity and Expression
   - ENG2010 Introduction to Research Writing
   - IDS2000** Wellness and Social Responsibility

   Ways of Knowing:
   - Observation of Ourselves and Others (8 semester hours minimum)
     To fulfill the requirements of the General Education program, students will select at least one course that achieves outcomes 2a and at least one course that achieves outcome 2b. (See Approved General Education Course Listings.)
   - Aesthetic and Philosophical Expression (8 semester hours minimum)
     To fulfill the requirements of the General Education program, students will select at least one course that achieves outcomes 2a and at least one course that achieves outcome 2b. (See Approved General Education Course Listings.)
   - Observation of the Natural World (8 semester hours minimum)

   *NOTE: Students who place directly into IDS1600 must still achieve 38 hours minimum of coursework, which for these students does not include credit for ENG1000.
   **NOTE: Transfer students exempted from taking IDS1600 or IDS2000 will have their minimum total of 38 hours reduced accordingly.

2. Other demonstrated proficiencies and General Education objectives:
   Ways of Knowing:
   - Mathematics and Technological Application
     MTH1100; or MTH1110; or both MTH1210 and MTH1220; or proficiency as demonstrated through entry-level examinations in Mathematics and Technology. (See Mathematical Competency Requirement.)
   - Reflection Upon Experience
     Achieved through senior capstone in the major or equivalent senior year experience.

   Ways of Living:
   - Serving Others
     Achieved through participation within and critical reflection upon a University-endorsed service activity.
3. Completion of one General Education course at the 3000-level of at least 3 semester hours, which may be used to satisfy one of the Ways of Knowing requirements or a requirement in the major.

4. A. Completion of at least 120 semester hours of work with a GPA of at least 2.0 on a 4.0 scale, including at least 52 semester hours at a senior college.
   
   B. Completion at Aurora University of at least 30 semester hours, including the last 24 semester hours in the degree, and including at least 18 semester hours in the major.
   
   C. Every Aurora University baccalaureate degree requires the completion of 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.

5. Completion of the major requirements (with no grades lower than “C”) for an approved major, including the senior capstone course.

6. Completion of writing intensive courses, which include IDS1600, IDS2000 and the Writing for Success 3000-level requirement, with no grades lower than “C.”

   NOTE: IDS1600, IDS2000 and designated 3000-level courses are defined as “writing intensive” courses. Students must achieve a grade of “C” or higher in order to receive credit for the course as part of General Education requirements. Students who do not earn a grade of “C” or higher in IDS1600 may not enroll in ENG2010 or IDS2000. Moreover, students who do not earn a grade of “C” or higher in IDS2000 may not enroll in a 3000-level writing intensive course. Therefore, writing intensive courses must be taken sequentially and not in the same semester. Students must achieve a minimum grade of “C” in a 3000-level writing intensive course in order to enroll in their senior capstone course in the major. Students may use 3000-level writing intensive courses to meet one of the Ways of Knowing requirements or a requirement in their major.

   NOTE: A list of approved Ways of Knowing General Education courses is maintained by the Crouse Center for Student Success and the Office of the Registrar. The official term schedules also indicate the courses that are approved for each General Education area.

7. Successful completion of the General Education program will require:

   A. Information literacy requirement:
      A student graduating from Aurora University is expected to be able to use a computer to do fundamental word processing, browse and do searches on the World Wide Web, be able to send and receive e-mail, and be familiar with a Windows-based operating system.

   B. Mathematical competency requirement
      Students will demonstrate mathematical competency by their mathematics ACT score or by passing a competency examination in algebra. (Elementary education majors take an examination in elementary education mathematics.) Students who do not pass the algebra competency test must take either MTH1100 College Algebra or MTH1110 Contemporary Mathematics. Successful completion of either course will be considered a demonstration of mathematical competency. Elementary education
majors who do not pass the elementary education mathematics test will take either MTH1210 Mathematics for Elementary Teachers I or MTH1220 Mathematics for Elementary Teachers II or both as indicated by their score on the competency examination. Successful course completion will be considered a demonstration of the appropriate mathematical competency.

Only elementary education majors may use competency in elementary education mathematics to meet the mathematical competency requirement. Elementary education majors may not use the algebra competency exclusively to meet the mathematical competency requirement.

C. Writing for Success
Students will participate in the Writing for Success process as they progress through the General Education program. Writing assessment activities will take place within three writing intensive courses: IDS1600, IDS2000 and a 3000-level writing intensive course, most likely taken during a student’s third year. This may be either a General Education course that is designated as writing intensive (WI) or a course in the student’s major that is designated as writing intensive (WI). Students must achieve a minimum grade of “C” in the 3000-level course in order to enroll in the senior capstone course in the major.

D. Senior capstone
The senior capstone, a culminating academic experience, should synthesize the goals of the General Education program and desired outcomes for students in their major area of study. Credits earned will be applied to the student’s major, rather than to the total of General Education credit hours. Students should have opportunities to reflect upon their education at Aurora University and to discuss their attitude toward continued lifelong learning. The senior capstone course should allow students the opportunity to demonstrate the transformative power of their learning at Aurora University.

Approved General Education Ways of Knowing Courses

Knowing Ourselves and Others A (Select at least one course from Group A)
• COM1500 Introduction to Human Communication (4)
• COM2100 Media and Society (4)
• ECN2010 Principles of Microeconomics (3)
• ECN2020 Principles of Macroeconomics (3)
• HON2100 Honors Seminar: The Self and Society (4)
• PED3480 Sport Psychology (3)
• PSC/SOC480 Globalization and Social Change (4)
• PSC/SOC4500 Human Rights and Social Justice (4)
• PSY1100 General Psychology (4)
• PSY3250 Lifespan Development (4)
• PSY3350 Child and Adolescent Development (4)
• PSY3350WI Child and Adolescent Development (4)
• PSY3360 Adult Development and Aging (4)
• PSY3360WI Adult Development and Aging (4)
• SVL2100 Servant Leadership: An Examination of Philosophy and Practice (2)
• SOC1100 Principles of Sociology (4)
• SOC2150 Cultural Anthropology (3)
• SOC3350 Race, Ethnicity, and Power (4)
• SOC3350WI Race, Ethnicity, and Power (4)
• SOC/PSC3480 Globalization and Social Change (4)
• SOC/PSC4500 Human Rights and Social Justice (4)
• SWK1100 Careers in Social Work (4)
• SWK2050 Drugs and Behavior: Substance Abuse Evaluation and Treatment (4)
• SWK2100 Social Work in American Society (4)
• SWK2150 Violence in America (4)

Knowing Ourselves and Others B (Select at least one course from Group B)
• CRJ1010 Introduction to Criminal Justice System (4)
• CRJ/SOC2300 Criminology (4)
• HIS1200 American History I (4)
• HIS1210 American History II (4)
• HIS2500 Western Civilization I (to 1500) (4)
• HIS2600 Western Civilization II (since 1500) (4)
• HIS3100 The African American Experience (4)
• HIS3200 United States History since the 1960s (4)
• HIS/SBS3350 The Native Americans (4)
• HON2200 Honors Seminar: History and Civilization (4)
• LTS1200 Introduction to Latino Cultural Studies (3)
• MST1110 Introduction to Museum Studies (3)
• PSC1100 Politics, Society, and Culture (4)
• PSC2110 United States Government (4)
• REC1760 Leisure and Society (3)
• SBS1100 Introduction to the Social Sciences (4)
• SBS2100 Human Geography (3)
• SBS/HIS3350 The Native Americans (4)
• SOC/CRJ2300 Criminology (4)
• SPN1120 Elementary Spanish (4)
• THE3620 Theatre History Topics (3)
• THE3620WI Theatre History Topics (3)

Observation of the Natural World (Select at least two courses)
• BIO1060 Human Biology (4)
• BIO1210 Biology of Cells (4)
• BIO2200 Humans and the Environment (4)
• B10380 Nutrition and Health Promotion (4)
• BIO3260 Comparative Botany (4)
• CHM1200 Principles of Chemistry (4)
• CSC2100 Computational Science (4)
• HON2300 Honors Seminar: Natural World (4)
• NSM1150 Science Foundations (4)
• NSM1200 Astronomy (3)
• NSM1300 Earth Science (4)

Aesthetic and Philosophical Expression A (Select at least one course from Group A)
• BUS1010 Business Environment and Ethical Dimensions (2)
• HON2400 Honors Seminar: Thought and Belief (4)
• PHL1100 Problems in Philosophy (4)
• PHL1200 Logic (3)
• PHL2100 Ethics (4)
• PHL3100 Philosophy of Religion (3)
• PHL3150 Professional Ethics (4)
• PHL3150WI Professional Ethics (4)
• PHL3250 History of Philosophy I, Ancient and Medieval (3)
• PHL3400 The Good Life? (2 or 4)
• PHL3500 Philosophy of Love and Sex (2 or 4)
• REL1050 Introduction to World Religions (4)
• REL1100 The Christian Bible (4)
• REL1400 Spirituality for Today’s World (4)
• REL2060 Exploring Religion (4)
• REL2200 The Shaping of Christian Identity (4)
• REL2310 The Faiths of Abraham (4)
• REL2320 The Faiths of India (4)
• REL3100 Philosophy of Religion (3)
• REL3350 Jesus (4)
• REL3360 Jewish and Christian Responses to the Holocaust (4)

Aesthetic and Philosophical Expression B (*Select at least one course from Group B*)

• ART1000 Art Appreciation (3)
• ART2500 Art History: Prehistoric to Medieval (4)
• ART2530 Introduction to Native American Art (4)
• ART2600 Art History: Renaissance to Modern (4)
• ART/COM2670 Photography I: Silver Black and White (3)
• COM2300 Introduction to American Film (3)
• COM/ART2670 Photography I: Silver, Black and White (3)
• COM3500 Intercultural Communication (3)
• COM3500WI Intercultural Communication (3)
• ENG1060 Introduction to Literature (4)
• ENG2200 The Novel (4)
• ENGTHE2220 Drama Literature (4)
• ENG2240 Poetry (4)
• ENG3320 American Literature, Puritanism to 1865 (4)
• ENG3320WI American Literature, Puritanism to 1865 (*writing intensive*) (4)
• ENG3350 American Literature, 1865 - 1945 (4)
• ENG3350WI American Literature, 1865 - 1945 (*writing intensive*) (4)
• ENG3400 British Literature, Anglo Saxon to Renaissance (4)
• ENG3400WI British Literature, Anglo Saxon to Renaissance (*writing intensive*) (4)
• ENG3420 British Literature, Renaissance to Romantics (4)
• ENG3420WI British Literature, Renaissance to Romantics (*writing intensive*) (4)
• ENG3440 British Literature, The Romantics to the Modernists (4)
• ENG3440WI British Literature, The Romantics to the Modernists (*writing intensive*) (4)
• HON2500 HS: Art and Artists (4)
• HUM2100 The Arts and Human Experience (4)
• LTS2100 Latina Writers (4)
• MUS1500 Music Appreciation (4)
• MUS1510 Exploring Music: American Roots (2)
• MUS1520 Exploring Music: World of Opera (2)
• MUS2510 Music History I (3)
• MUS2520 Music History II (3)
• THE1200 Introduction to Theatre (3)
• THE/ENG2220 Drama Literature (4)
• THE3600 History of Theatre: Antiquity to Renaissance (3)
• THE3600WI History of Theatre: Antiquity to Renaissance (3)

Note: Special topic courses (those numbered 1810, 2810, 2880, 3810, 3880, 4810, 4880) may meet General Education requirements. Please refer to official course schedule for this information.

General Education Requirements for Transfer Students

1. Requirements for students who have completed the IAI core or who hold an associate’s (A.A./A.S.) degree from a regionally accredited college:
   • 3-4 semester hours in an approved 3000-level General Education course at Aurora University.
   • Successful completion of the Writing for Success requirement.
   • Completion of the senior capstone course.

2. Requirements for transfer students who have earned at least 60 semester hours without completing the IAI core or an associate’s (A.A./A.S.) degree from a regionally accredited college:
   • Students will be required to complete all General Education requirements with the exception of IDS1600 and IDS2000.

3. Requirements for transfer students who have earned at least 30 but fewer than 60 semester hours and who have not met the articulation requirements noted above:
   • Students will be required to complete all General Education requirements with the exception of IDS1600.

4. Requirements for transfer students with fewer than 30 earned credit hours who have not met the articulation requirements noted above:
   • Students will be required to complete all AU General Education requirements, either through General Education coursework and activities at AU or through application of previously earned credits to the AU General Education requirements, as deemed appropriate by the Registrar and the General Education Committee.

5. Requirements for students who hold a bachelor’s degree from a regionally accredited college:
   • All lower division and upper division General Education requirements will be accepted, with the exception of the capstone course or other cumulative experience required in the student’s major for the AU degree.

Additional Regulations Pertaining to Graduation Credit

1. General Regulations
   a. A course may be utilized only once in application toward a degree requirement; specific exemptions are noted in the academic regulations.
   b. Courses credited to a student’s primary major will not count toward Ways of Knowing requirements in the General Education program except as specifically provided in the catalog regulations.
c. The core science courses in both the B.S. in Biology and the B.S. in Health Science are approved to meet the minimum of 8 semester hours for the Ways of Knowing: Observation of the Natural World requirement.

2. A new first-year student is expected to begin the English and IDS sequence during the first term he/she enters Aurora University and continue every term thereafter until such time as the requirements are met. Exceptions to this policy will require the approval of the Registrar and the granting of such an exception will be accompanied by an agreement to take the sequence at the earliest possible time. First-year students wishing to meet the ENG1000 Introduction to Academic Writing requirement via CLEP or AP must have official score results submitted to the Office of the Registrar prior to the beginning of their first term of attendance or registration in ENG1000 will be required. 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 completed ENG2010 need not take ENG1000. (No credit will be given for ENG1000.) Under no circumstances should a student earn more than 9 semester hours at Aurora University or accumulate a total of 84 semester hours toward graduation without enrolling in the English and IDS writing sequence. Transfer students wishing to meet the ENG1000 requirement via CLEP are required to take the examination during their first term of attendance. Once a student has enrolled at Aurora University the English Composition portion of the General Education 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.

3. Transfer students who meet the following criteria will be exempted from ENG2010 Introduction to Research Writing:
   a. The student shall have transferred in a minimum of 60 semester hours.
   b. The student shall have successfully completed the equivalent of ENG1000 Introduction to Academic Writing at one of the institutions he or she previously attended.
   c. The student shall present to the English Department Chairperson by the end of the fifth week of his or her second term in residence, a portfolio of at least three papers submitted in completion of the requirements of courses taken at one of the institutions previously attended; all three papers should bear title pages identifying the courses for which they were submitted; all three papers should bear signs of having been evaluated by those courses’ instructors; at least one of these papers should be a fully documented research paper of at least 10 pages.
   d. The student will also include in the portfolio a letter briefly explaining the choice of the papers being submitted as the basis for the exemption.
   e. At least two faculty members of the English Department shall concur in finding the work contained in the student’s portfolio satisfactory evidence of the student’s ability to write competent academic prose and to satisfactorily complete a research assignment.
   f. Upon receiving the student’s portfolio, the English Department Chairperson shall ask two members of the department (one of whom may be the chairperson) to read and independently evaluate the papers con-
tained therein. Should the two readers not concur in their evaluations of the papers, a third member will be asked to read them and break the tie. This process should be completed within two weeks of the submission of the portfolio. A student whose work is judged not satisfactory shall be required to register for ENG2010 Introduction to Research Writing as soon as that course is offered; for students entering in the Fall semester, this would mean that ENG2010 should be completed in the second term of residence. Others may have to wait until the following academic year.

4. 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: B.A., B.S., B.S.N., and B.S.W.

2. “Multiple majors” are defined as two or more major disciplinary areas within the same general degree title (e.g., B.A. in English vs. B.A. in History).

3. In the event that a B.A. is earned in conjunction with a B.S., B.S.N., B.S.W., any regulations pertaining to the application of major or required support courses to General Education requirements are deemed to apply.

4. 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; the student chooses one point at which to be presented at graduation.

5. 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.

6. When seeking more than one major, students must declare a primary and secondary major. Courses in the secondary major but not in the primary major may be applied toward meeting General Education requirements.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Policy Statement F3: Appeals Process for Academic Integrity Code Violations

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

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

The Academic Standards Committee shall make one of two decisions:
• violation of the Code took place and the report remains in the academic integrity violation file;
• violation of the Code is not substantiated and the faculty member’s allegation shall be removed from the academic integrity violation file.

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

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

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

**Re-admission to the University**

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

**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 an application 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 a summer session 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 e-mail 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 Office of the Registrar 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 Office of the Registrar 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 $115 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 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 3 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.

\[
\text{Credit Hours attempted} = \text{Minimum required clock hours}
\]

\[
\begin{align*}
3 \text{ semester hours} &= 145 \text{ hours} \\
4 \text{ semester hours} &= 193 \text{ hours} \\
5 \text{ semester hours} &= 242 \text{ hours} \\
6 \text{ semester hours} &= 290 \text{ hours} \\
7 \text{ semester hours} &= 338 \text{ hours} \\
8 \text{ semester hours} &= 387 \text{ hours} \\
9 \text{ semester hours} &= 435 \text{ hours} \\
10 \text{ semester hours} &= 483 \text{ hours} \\
11 \text{ semester hours} &= 531 \text{ hours} \\
12 \text{ semester hours} &= 579 \text{ hours} \\
13 \text{ semester hours} &= 627 \text{ hours} \\
14 \text{ semester hours} &= 676 \text{ hours}
\end{align*}
\]

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 determine 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 the Provost.

2. “University-sponsored events”: The manager or advisor of the event or activity shall submit to the Provost a list of events and have them approved as eli-
gible 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 the Provost a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of the Provost 48 hours before the scheduled event. The Office of the Provost will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.

B. Student Requests for Authorized Absence: At least 48 hours before the class from which an authorized absence is requested, the student must contact the faculty member privately, provide the schedule of approved events, and obtain from the faculty member a written confirmation of the request, together with a statement of the work to be made up by the student. At the discretion of the faculty member, the confirmation and statement of work may be in written format. In the 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 been admitted to Aurora University and must interrupt his or her course of study for more than one term (excluding Summer), 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 as part of the process of approval of a transfer student for general admission to the University. Only the Registrar is authorized to speak 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 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. Only courses bearing grades of C minus (C-) or higher may be transferred. 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. A.A. and A.S. General Education transfer articulation — Students holding an A.A. or A.S. degree from a regionally accredited college are deemed to have met all lower-division General Education requirements for graduation from Aurora University, and are thus required to complete one upper-division 3000-/4000-level General Education Writing for Success course and the capstone course in the major.

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 B.S.N. 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 B.S.N. program and thus take precedence over the general statements made above.

2. For RNs entering the B.S.N. 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.”

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 non-traditional 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. ACE, military, and 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 semester hours of the student’s undergraduate program, provided that the evaluated portfolio or official test results are submitted to the Registrar for recording no later than the last day of the term preceding the term in which the student will complete all requirements for graduation.

Credit by Examination

1. Examination credit through the College Level Examination Program (CLEP) 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 3 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. A recording fee of $10 per 3 semester hours will be assessed.
   c. CLEP, APP, PEP or NLN test credit earned while attending another institu-
      tion 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 6 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.

   **NOTE:** A student who receives 6 semester hours for English must still com-
   plete ENG2010 at Aurora University. Of the 6 semester hours granted for Eng-
   lish, 4 hours will be applied to ENG1000 and 2 hours toward general electives.

   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 3 *semester hours* of CLEP credit in Mathematics may not take
   MTH1100 College Algebra or MTH1110 Contemporary Mathematics for col-
   lege credit.* A student who has received 6 semester hours of CLEP credit in
   Mathematics may not take MTH1100 College Algebra, MTH1110 Contem-
   porary 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:

<table>
<thead>
<tr>
<th>SUBJECT EXAMINATIONS</th>
<th>3 SEMESTER HOURS MEAN SCORE</th>
<th>6 SEMESTER HOURS MEAN SCORE</th>
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<tbody>
<tr>
<td>Accounting, Introductory</td>
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<td>6 Semester Hours MEAN SCORE</td>
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<tr>
<td>Information Systems and Computer Applications</td>
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<td>Human Growth and Development</td>
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<td>Literature, Analysis and Interpretation of</td>
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<td>College Mathematics</td>
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<td>Principles of Macroeconomics</td>
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<tr>
<td>Principles of Management</td>
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<tr>
<td>Principles of Marketing</td>
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<td>Principles of Microeconomics</td>
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<tr>
<td>Psychology, Introductory</td>
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<tr>
<td>Sociology, Introductory</td>
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<td>Trigonometry</td>
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<tr>
<td>Western Civilization I: Ancient</td>
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<tr>
<td>Near East to 1648</td>
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<td></td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>50</td>
<td></td>
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</tbody>
</table>

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) — Three semester hours of credit will be awarded for scores of 3 or above in the following APP Examinations:

- American History
- Biology
- Calculus BC (Mathematics)
- Chemistry
- Classics, Catullus/Horace
- Classics, Virgil
- Calculus AB (Mathematics)
- Computer Science
- English, Language Composition
- English, Literature
- European History
- French Language
- French Literature
- German Literature
- Government and Politics
- Macroeconomics
- Microeconomics
- Physics B
- Physics C – Mech
- Physics C – E & M
- Psychology
- Spanish Language
- Spanish Literature
- Statistics
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 three (3) 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 six (6) 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 provost.

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 provost.

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 Provost, 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 Provost, 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 certificate 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 9 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 Provost, 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 General Education distribution requirements or the 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>2880, 3880</td>
<td>Travel Study</td>
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<tr>
<td>2940, 3940</td>
<td>Career Investigation Field Experience</td>
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<tr>
<td>4940</td>
<td>Career Application Field Experience</td>
</tr>
<tr>
<td>4970</td>
<td>Honors Research</td>
</tr>
<tr>
<td>3980, 4980</td>
<td>Independent Study</td>
</tr>
<tr>
<td>CRJ4610</td>
<td>Research Monograph</td>
</tr>
<tr>
<td>EDU4750</td>
<td>Student Teaching</td>
</tr>
<tr>
<td>REC4790</td>
<td>Recreation Administration Internship</td>
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<tr>
<td>SWK4110, 4120</td>
<td>Generalist Social Work Practice I, II</td>
</tr>
<tr>
<td>SWK4210, 4220</td>
<td>Field Instruction I, II</td>
</tr>
<tr>
<td>ATRI 1760, 2750, 2760, 3850, 3760, 4750</td>
<td>Athletic Training Practicum I-VI</td>
</tr>
<tr>
<td>ATR 4990</td>
<td>Athletic Training Senior Seminar</td>
</tr>
</tbody>
</table>

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

Grade Point Average

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

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

2. 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 let-
      ter 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 Provost 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 spe-
      cial 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 sec-
   ond 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 aca-
   demic 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) 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 Con-
   duct 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 Appealing Allegedly Capricious Term Grades

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

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

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. (The instructor and/or student may bring an advocate if he/she so chooses. If an advocate is to be present at a meeting, the dean must be informed prior to the meeting.)

3. The dean shall make one of these decisions:

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

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

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.

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

**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 certification or applying for a job.

F. Participation in Commencement Ceremonies

Students must comply with all of the above regulations in order to receive a printed diploma approximately six weeks following the last day of the 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 cer-
emony 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 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 documents 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.

6. 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 #15 below and the Satisfactory Academic Progress form.

7. 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 www.aurora.edu/financialaidforms.

8. If a student is borrowing a Federal Direct Stafford Student Loan, Federal Perkins Loan and/or an Aurora University Student 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.

9. The student is responsible for reporting any of the following to a financial aid counselor:
   • 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.

10. The Student Accounts Office will pay allowable charges with federal financial aid and refund excess funds, if applicable, to the student and/or parent within 14 business days from when they become available. A refund of excess funds will not be available until all financial aid and allowable charges have been applied to the student’s account. If a student receives a refund of credit and then has a reduction in other financial aid or incurs additional charges, he/she is responsible for paying the outstanding balance. If the student prefers to have any credit balance held on his/her student account during the academic year, he/she can arrange this with the Office of Student Accounts by completing a Student Authorization Form.

11. Loan disbursements typically begin two weeks after the start of the term. If a student’s program of study operates on a module schedule (two 8-week sessions per semester), his/her loan disbursements will be divided to follow the same module schedule. He/she will be notified by the Office of Student Accounts via his/her AU e-mail account when disbursement(s) arrives and his/her refund will be available.

12. Tuition Refund Policy - Aurora 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 Billing Information Form, the Withdrawal and Refund Policies Section for additional information. The board charge is refunded on a pro-rated basis. All board plans are paid a week in advance and run Friday-Thursday. Withdrawing from courses may reduce or eliminate financial aid based on a student’s final enrollment.

   **George Williams College students**
   Refer to the tuition refund policy on the Tuition/Fees Payment Agreement.
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 Office of the Registrar.

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

15. **Definitions of enrollment**

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Graduate/Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>12 or more hours /semester</td>
</tr>
<tr>
<td>Three-quarter time</td>
<td>9-11 hours/semester</td>
</tr>
<tr>
<td>Half-time</td>
<td>6-8 hours/semester</td>
</tr>
</tbody>
</table>

16. **Class status**

| Freshman         | 0-29 semester hours |
| Sophomore        | 30-59 semester hours |
| Junior           | 60-89 semester hours |
| Senior           | 90+ semester hours |

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

18. **SUMMER FINANCIAL AID** requires a separate institutional application. Applications will be available beginning in March at www.aurora.edu/financialaidforms or may be picked up, completed, and returned to the Office of Financial Aid. 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.

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

**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 outlined by the federal government for the institution.

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

Qualitative - 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 - To earn a bachelor’s degree at Aurora University, a student 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. Students who have attempted in excess of 150% of their program’s required semester hours are ineligible for further Title IV aid. 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.

A student must complete at least two-thirds (66.67%) of all courses attempted in an academic year to maintain quantitative eligibility for financial aid.

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

2. Policy on Course Incompletes, Audits, Withdrawals, Repetitions

Aurora University will not allow the following to be considered as credits successfully completed, but they will be considered as classes attempted:

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

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

3. SAP Warning

The financial aid staff will monitor the student’s academic progress throughout the academic year. The student will receive a notification from the Dean of Student Financial Services notifying the student that he/she is in jeopardy of either losing financial aid eligibility or having his/her scholarship reduced for one or more of the following reasons:

- the undergraduate student’s cumulative GPA falls below a 2.0
- the student’s cumulative GPA falls below the minimum GPA required for his/her scholarship (as noted in the initial scholarship award letter).
- the student does not complete at least two-thirds (66.67%) of the courses attempted.

During this SAP warning status, financial aid eligibility may be continued. However, a student who does not resolve his or her warning status by the end of the academic year will lose or experience a reduction of his/her financial aid and/or scholarship, unless the student successfully appeals this determination.
4. Appeal Process
If it is determined that a student does not meet the qualitative and/or quantitative requirements (see item 1) resulting in a change to his/her financial aid eligibility, he/she may appeal this determination in writing by completing and submitting the necessary paperwork to the Financial Aid Appeals Committee within the required deadline. The appeal process takes into consideration special circumstances.

The Financial Aid Appeals Committee will meet to review the appeal and will be responsible for the final decision regarding financial aid funding for the next academic year. The student will be notified in writing of the committee’s decision. If approved, the student will be placed on SAP probation status and will be subject to an academic plan designated by the committee. The academic plan will include all specifications for continued academic achievement 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 coursework. To transfer coursework from another institution, a Prior Approval Form must be completed, submitted and approved by the Registrar prior to enrolling in the course. An official transcript must be received in the Office of the Registrar, documenting successful completion of the coursework. **The student must appeal for a financial aid eligibility review by the Friday two weeks prior to the start of the next academic term.**

5. Conditions for Scholarships
Students must obtain a minimum cumulative GPA as determined by each scholarship program by the end of the Spring semester to renew the scholarship for the next academic year. If the student falls below the cumulative GPA required at the end of his/her Spring semester of attendance, he/she will automatically receive a reduced scholarship level for the next academic year. **The student may appeal.** (Refer to the Appeal Process in item 4 for further explanation.)

If the student chooses not to appeal or if the appeal is denied, he/she will receive a reduced Aurora University scholarship. Students may receive federal and/or state aid, provided they apply for financial aid by filing the Free Application for Federal Student Aid (FAFSA) before all applicable deadlines and satisfy the appropriate qualitative and quantitative 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 College of Education and Career Services.

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

c. Specifically 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 College 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, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, current registration, degrees, honors, and awards received, and the most recent previous educational institution attended by the student.

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

c. A chart showing which school personnel have access to various records may be found and inspected in any office containing student records.
UNDERGRADUATE MAJORS
MAJOR IN ACCOUNTING

Bachelor of Arts — Bachelor of Science

May also be completed through the Adult Degree Completion Program – see separate listing below.

Accounting is an influential profession affording participants real opportunities to contribute to the profitability and operational effectiveness of organizations. As organizations 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. Such reports and financial statements are vital to management, creditors, investors, government agencies and employees. Second, the accountant supplies detailed analyses and studies of costs and revenues by which management makes decisions for the future.

The Aurora University accounting program is designed to prepare students for careers in profit and non-profit organizations, and in government service. Students have the opportunity to select courses emphasizing managerial or financial accounting and, if interested, content appropriate to preparation for the Certified Management Accounting (CMA) or Certified Public Accounting (CPA) professional examinations. Students will also benefit from the required professional internship experience in the accounting field.

Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty.

To complete the major in Accounting, students will also complete concurrently all of the requirements for the major in Business Administration. The Accounting major will be the student’s primary major.

Required Courses: 24 or 25 semester hours
ACC3110 Intermediate Accounting I (4)*
ACC3120 Intermediate Accounting II (4)
ACC3210 Cost Accounting (3)
ACC3310 Federal & State Taxation of Individuals (3 or 4)
ACC3940 Accounting Internship (3)
ACC4140 Advanced Accounting (3)
ACC4410 Auditing (4)
*also counts toward Business Administration major

Selected Courses: 3 semester hours
BUS4010 Advanced Business Law (3)
ACC3320 Federal Taxation of Business Entities (3)
ACC3940 Accounting Internship (3)
ACC4510 Accounting Information Systems (3)
ACC4520 Governmental and Not-for-Profit Accounting (3)
ACC4810 Selected Topics* (3)
*with the approval of program chair.

The internship experience must be completed during the junior or senior year.
For the B.S., the following 9-10 semester hours are required:
BUS3510  Operations Research (3)
ECN3300  Business Statistics (3)
MTH2120  Calculus for Management & Sciences (3)
OR
MTH2210  Calculus I (4)

NOTE: Supporting coursework in computer science, sociology, psychology, writing, and philosophy is strongly recommended by the faculty.

~ MAJOR IN ACCOUNTING ~

Bachelor of Arts — Bachelor of Science

ADULT DEGREE COMPLETION PROGRAM

A minimum of five (5) years of relevant full-time work experience is required for admission to the adult degree completion program.

The Adult 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 non-formal) with theory, concepts, and history (formal learning) to maximize their effectiveness. Part of the process involves work in environments that are increasingly complex and reliant on participation in teams in which they will apply their learning to both hypothetical and actual challenges. Classes meet year-round in eight-week modules, allowing steady progress toward educational goals while still maintaining work and family life.

Required Core Courses: 30 semester hours
ACC2010  Principles of Financial Accounting (3)
ACC2020  Principles of Managerial Accounting (3)
BUS2010  Legal Environment of Business (3)
ECN2010  Principles of Microeconomics (3)
ECN2020  Principles of Macroeconomics (3)
BUS2300  Principles of Marketing (3)
BUS3200WI Principles of Management (3)
BUS3400  Principles of Finance (3)
BUS4990  Senior Seminar in Business Strategy (3)
MTH2320  General Statistics (3)

Required Accounting Courses: 21 or 22 semester hours
ACC3110  Intermediate Accounting I (4)*
ACC3120  Intermediate Accounting II (4)*
ACC3210  Cost Accounting (3)
ACC3310  Federal & State Taxation of Individuals (3 or 4)
ACC4140  Advanced Accounting (3)
ACC4410  Auditing (4)*

*Available in 16-week format only.

Selected Courses: 3 semester hours
BUS4010  Advanced Business Law (3)
ACC3320  Federal Taxation of Business Entities (3)
ACC4510  Accounting Information Systems (3)
ACC4520  Governmental and Not-for-Profit Accounting (3)
For the B.S., the following 9-10 semester hours are also required:
BUS3510 Operations Research (3)*
ECN3300 Business Statistics (3)*
MTH2120 Calculus for Management & Sciences (3)*
OR
MTH2210 Calculus I (4)*
*Available in 16-week format only.

**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 (CSA) 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 work place 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:** 28 semester hours
MTH2210 Calculus I (4)
MTH2220 Calculus II (4)
MTH2230 Calculus III (4)
MTH3100 Theory of Interest (3)
MTH3200 Actuarial Mathematics I (3)
MTH3220 Actuarial Mathematics II (3)
MTH3240 Probability and Statistics I (3)
MTH3260 Probability and Statistics II (3)
MTH4950 Senior Seminar in Actuarial Science (1)

**Business Courses:** 24 or 25 semester hours
ACC2010 Principles of Financial Accounting (3)
ACC2020 Principles of Managerial Accounting (3)
ECN2010 Principles of Microeconomics (3)
ECN2020 Principles of Macroeconomics (3)
BUS3400 Principles of Finance (3)
BUS3430 Intermediate Corporate Finance (3)
BUS4250 Investments and Portfolio Management (3)

Choose one:
BUS3520 Advanced Software Applications (3)
CSC1010 Introduction to Computer Science (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 Art 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 24-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: 24 semester hours
- ART1210 Two-Dimensional Design (3)
- ART1310 Three-Dimensional Design (3)
- ART2100 Introduction to Drawing (3)
- 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 (3)
- OR
- ART2670 Photography I: Silver Black and White (3)
- OR
- ART2610 Introduction to Sculpture (3)

Studio Art Emphasis:
Select 15 semester hours
- ART1400 Introduction to Digital Imaging
- ART2510 Introduction to Painting (3)
- ART2550 Introduction to Native American Art (4)
- ART2610 Introduction to Sculpture (3)
- ART/COM2670 Photography I: Silver Black and White (3)
- ART3110 Intermediate Drawing (3)
- ART3200 Intermediate Sculpture (3)
- ART/COM3250 Digital Design for Print and Web
- ART3400 Photography II: Digital Black and White (3)
- ART3510 Intermediate Painting (3)
- ART3540 Photography and Society (4)
- ART4100 Advanced Drawing (3)
- ART4200 Advanced Sculpture (3)
- ART4400 Photography III: Advanced Photography and Imaging (3)
- ART4510 Advanced Painting (3)
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 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 major in athletic training will also be prepared for advanced graduate study in various health-related fields. The Aurora University athletic training education 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 freshman year. Application procedures into the program include successful completion of an entrance exam, passing an FBI national fingerprint screening that encompasses passing a 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 freshman 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 Education Policies and Procedures Handbook and on the program website.

Science Core Courses: 20—23 semester hours

BIO1210 Biology of Cells (4)
BIO2660 Anatomy and Physiology I (4)
BIO2670 Anatomy and Physiology II (4)
BIO3080 Nutrition and Health Promotion (4)
CHM1200 Principles of General Chemistry (4)
MTH1100 College Algebra (3) or successful placement according to the Mathematics placement policy

Additional Core Courses for Athletic Training major:

PED3200-02 Kinesiology (3)
PED3220WI-01 Physiology of Exercise (3)
PED4100-01 Administration of Athletic Training, Fitness and Physical Education (3)
Professional Core Courses for Athletic Training: 57 semester hours

MTH2320 General Statistics (3)
ATR1760 Athletic Training Practicum I (1)
ATR2050 Foundations of Athletic Training (2)
PED2080 First Aid/CPR (2)
ATR2080 CPR for the Professional Rescuer (1)
ATR2500 Prevention & Care-Acute Athletic Injuries/Illness (3)
PED2550 Advanced Strength Training & Conditioning:
  Certification Preparation (3)
ATR2750 Athletic Training Practicum II (2)
ATR2760 Athletic Training Practicum III (2)
PED3480 Sport Psychology (3)
ATR3500 Medical Aspects in Athletic Training (4)
ATR3510 Assessment-Lower Extremity/Viscera (4)
ATR3510Z Assessment-Lower Extremity/Viscera Lab
ATR3530 Assessment-Upper Extremity/Axial Skeleton (4)
ATR3530Z Assessment-Upper Extremity/Axial Skeleton Lab
ATR3550 Therapeutic Exercise (4)
ATR3550Z Therapeutic Exercise Lab
ATR3600 Therapeutic Modalities (4)
ATR3600Z Therapeutic Modalities Lab
ATR3750 Athletic Training Practicum IV (3)
ATR3760 Athletic Training Practicum V (3)
ATR4150 Professional Practices in Athletic Training (2)
ATR4750 Athletic Training Practicum VI (3)
ATR4990 Athletic Training Senior Seminar (4)

MAJOR IN BIOLOGY

Bachelor of Arts

The B.A. in Biology requires coursework drawn primarily from the biology program complemented by the general University requirements for graduation. Students often combine the B.A. in Biology with a second major or minor in such areas as chemistry, computer science, business administration, physical education or education. Biologists feel a sense of adventure in the search to understand the living world. The study of biology should increase your awareness and appreciation of the living world, enhance your ability in creative problem-solving, and guide you in the practice of disciplined analysis and the scientific method as well as give you entry to a challenging and rewarding career.

Students may also elect to minor in biology.

Required Courses: 30 semester hours

BIO1210 Biology of Cells (4)
BIO1220 Biology of Organisms (4)
BIO3150 Invertebrate Biology (4)
OR
BIO3250 Vertebrate Biology (4)
BIO3260 Comparative Botany (4)
OR
BIO3270  Plant Physiology (4)
BIO3400  Genetics (4)
CHM1200  Principles of Chemistry (4)

OR

CHM1310  General Chemistry I (4)
NSM3100WI Research and Writing in the Natural Sciences (3)
NSM4990  Senior Capstone in Natural Sciences (3)

**Required Courses:** One of the following mathematics courses (3 semester hours)
MTH2320  General Statistics (3)
MTH2700  Statistics for Research (3)

**Selected Courses:** Minimum of 3 courses (9-12 semester hours)
BIO2200  Humans and the Environment (4)
BIO2280  Microbiology (4)
BIO2660  Anatomy & Physiology I (4)
BIO2670  Anatomy & Physiology II (4)
BIO3040  Immunology (4)
BIO3370  Conservation Biology (4)
BIO3380  Ethics in Biotechnology (3)
BIO3510  Ecology (4)
BIO3520  Animal Behavior (3)
BIO3530  Evolution (4)
BIO3540  Advanced Cellular 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)
BO3980, 4980  Independent Study (1-4)
BIO3790  ACCA Affiliated Course (2-4)

It is highly recommended that students combine a Biology B.A. with one of the following: a minor in chemistry, teaching certification in secondary education or a second major.

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**MAJOR IN BIOLOGY**

**Bachelor of Arts — Secondary Certification Option**

The B.A. in Biology with a secondary certification option is designed for those students with a career interest in secondary education teaching. The following courses are required for the secondary teaching certification option in biology.

**Required Courses:** 50 semester hours
BIO1210  Biology of Cells (4)
BIO1220  Biology of Organisms (4)
BIO2660  Anatomy and Physiology I (4)
BIO2670  Anatomy and Physiology II (4)
BIO3150  Invertebrate Biology (4)
OR
BIO3250  Vertebrate Biology (4)
BIO3260  Comparative Botany (4)
BIO3380  Ethics in Biotechnology (3)
BIO3400  Genetics (4)
BIO3510  Ecology (4)
BIO3530  Evolution (4)
BIO3820  Methods of Teaching Secondary Science-Biology (4)
CHM1200  Principles of Chemistry I (4)
OR
CHM1310  General Chemistry (4)
NSM4990  Senior Capstone in Natural Sciences (3)

Required courses outside the Biology Department:
NSM1150  Science Foundations (4)
NSM1300  Earth Science (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 B.S. in Biology is a comprehensive program providing a firm foundation in several different aspects of science, including biology, chemistry, mathematics and physics. The B.S. degree in Biology is recommended for students who intend to continue their education in a graduate school or an advanced technical school, and for 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 should increase your awareness and appreciation of the living world, enhance your ability in creative problem-solving, and guide you in the practice of disciplined analysis and the scientific method as well as give you entry to a challenging and rewarding career.

Required Courses: 30 semester hours
BIO1210  Biology of Cells (4)
BIO1220  Biology of Organisms (4)
BIO3150  Invertebrate Biology (4)
OR
BIO3250  Vertebrate Biology (4)
BIO3260  Comparative Botany (4)
OR
BIO3270 Plant Physiology (4)
BIO3400 Genetics (4)
CHM1310 General Chemistry I (4)
CHM1320 General Chemistry II (4)
CHM2410 Organic Chemistry I (4)
CHM2420 Organic Chemistry II (4)
PHY2210 General Physics I (4)
PHY2220 General Physics II (4)
NSM3100WI Research and Writing in the Natural Sciences (3)
NSM4990 Senior Capstone in the Natural Sciences (3)

One of the following three courses based on results of the Mathematics Competency Examination: 3-4 semester hours
MTH2120 Calculus for Management and Sciences (3)
MTH2210 Calculus I (4)
MTH2700 Statistics for Research (3)

Selected Courses: Minimum of 3 courses (9-12 semester hours).
BIO2280 Microbiology (4)
BIO2660 Anatomy & Physiology I (4)
BIO2670 Anatomy & Physiology II (4)
BIO3040 Immunology (4)
BIO3370 Conservation Biology (4)
BIO3380 Ethics in Biotechnology (3)
BIO3510 Ecology (4)
BIO3520 Animal Behavior (3)
BIO3530 Evolution (4)
BIO3450 Advanced Cellular Biology (4)
BIO/CHM3550 Biochemistry (3)
BIO3600 Molecular Biology (3)

Other courses which may be used up to a maximum of 8 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)
BO3980, 4980 Independent Study (1-4)
BIO3790 ACCA Affiliated Course (2-4)

MAJOR IN BUSINESS ADMINISTRATION

Bachelor of Arts – Bachelor of Science

Traditional Undergraduate Program (Aurora) and Adult Degree Completion Program

Adult Degree Completion program offered in Aurora and at the Woodstock Center.

A minimum of five (5) years of relevant full-time work experience is required for admission to the Adult Degree Completion program.
The Business Administration major provides a broad exposure to the functional areas of business with the opportunity to complete a second major in the Dunham School of Business or an unrelated field of study. The foundational courses focus on business theory and principles as well as practical skills needed for success in the professional workplace. Students can then tailor the selected course offerings in the major to meet their particular interests and career goals. The business administration major prepares students for career opportunities in a variety of organizational settings, including corporate, financial, health care, not-for-profit and government enterprises. Completing this major also fulfills all of the prerequisite courses needed for admission to the Master of Business Administration program. Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty.

The Adult 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 non-formal) with theory, concepts, and history (formal learning) to maximize their effectiveness. Part of the process involves work in environments that are increasingly complex and reliant on participation in teams in which they will apply their learning to both hypothetical and actual challenges. Classes meet year-round in eight-week modules, allowing steady progress toward educational goals while still maintaining work and family life.

Credit hours used to fulfill the Business Administration major requirements cannot also be used to fulfill the requirements in Accounting, Finance, Management Information Technology, Marketing, or Organizational Management unless otherwise specified.

**Required Courses:** 38-39 semester hours
ACC2010 Principles of Financial Accounting (3)
ACC2020 Principles of Managerial Accounting (3)
BUS1010 Business Environment and Ethical Dimensions (2)*
BUS2010 Legal Environment of Business (3)
ECN2010 Principles of Microeconomics (3)
ECN2020 Principles of Macroeconomics (3)
BUS2300 Principles of Management (3)
BUS3200WI Principles of Management (3)
BUS3220 Management Information Systems (3)
BUS3500 International Business (3)
**OR**
BUS 3880 International Business Trip (3)
BUS3400 Principles of Finance (3)
BUS4990 Senior Seminar in Business Strategy (3)
MTH2320 General Statistics (3)

*Transfer students with 12 or more college-level semester hours of business-related courses and Adult Degree Completion students must substitute another 3000-level or higher BUS or ACC course.

**Selected Courses:** 9 semester hours total
Choose at least 3 semester hours from each of the three areas below.

**Accounting / Finance**
ACC3110 Intermediate Accounting I (4)
ACC3120 Intermediate Accounting II (4)
ACC3210 Cost Accounting (3)
ACC3310 Federal & State Taxation of Individuals (3 or 4)
ACC3320 Federal Taxation of Business Entities (3)
ACC4140 Advanced Accounting (3)
ACC4410 Auditing (4)
ACC4510 Accounting Information Systems (3)
ACC4520 Governmental and Not-for-Profit Accounting (3)
BUS3430 Intermediate Corporate Finance (3)
BUS3450 Personal Financial Management (3)
BUS3480 Financial Markets and Institutions (3)
BUS4250 Investments and Portfolio Management (3)
BUS4810 Selected Topics* (3)
*with approval of program chair

Management / Management Information Technology
BUS3010 Dynamics of Leading Organizations (3)
BUS3250 Human Resource Management (3)
BUS3280 Organizational Behavior (3)
BUS3520 Advanced Software Applications (3)
BUS3540 Current Issues in MIT-People / Data (3)
BUS4200 Not-for-Profit Strategic Management (3)
BUS4250 Operations Management (3)
BUS4440 Entrepreneurship and Small Business (3)
BUS4590 Advanced Topics in MIT
BUS 4810 Selected Topics* (3)
*with approval of program chair

Marketing / Professional Selling and Sales Management
BUS3310 Integrated Marketing Communications (3)
BUS3320 The Professional Sales Process (3)
BUS3350 Consumer Behavior (3)
BUS3340 Prospecting Methods (3)
BUS3360 Sales Management (3)
BUS3380 Sales Motivation and Performance (3)
BUS4550 Marketing Research (3)
BUS4810 Selected Topics* (3)
*with approval of program chair

NOTE: Four of the selected courses for the ADC Business Administration program will be regularly offered in the adult degree completion eight-week format. They include:

ACC3310 Federal & State Taxation of Individuals (3)
BUS3250 Human Resource Management (3)
BUS3280 Organizational Behavior (3)
BUS3350 Consumer Behavior (3)

For the B.S., the following 9-10 semester hours are required:
BUS3510 Operations Research (3)
ECN3300 Business Statistics (3)
MTH2120 Calculus for Management & Sciences (3)
OR
MTH2210 Calculus I (4)

NOTE: Supporting coursework in computer science, sociology, psychology, writing, and philosophy is strongly recommended by the faculty.
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 YM/WCA). Students completing this major will also be prepared for graduate studies in sports management and athletic administration. The focus is on the role of youth sports in society. Emphasis is placed on the development of youth through sports, from a physical, psychological, and sociological perspective. The required coaching minor 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: 9 semester hours
PED3200-01 Kinesiology (3)
PED3220WI-02 Physiology of Exercise (3)
PED4100-01 Administration of Athletic Training, Fitness and Physical Education (3)

Professional Core Courses: 49 semester hours
PED1600 Career Exploration in Coaching and Youth Sport Development (2)
PED2210 Children, Youth in Society (3)
PED2260 Technology in Sport Promotion and Programming (2)
PED2300 Coaching Principles and Techniques (2)
PED2330 Officiating Team Sports (2)
PED2340 Sports Statistics (1)
PED2941 Coaching Field Experience (2)
PED3010 Youth Policy: Enhancing Healthy Development (3)
PED3040 Sports Management (3)
PED3045 Sport Law (3)
PED3100 Competitive Sport for Children and Youth (3)
PED3450 Designing Youth Sport Programs (3)
PED3470 Human Resource Development in Coaching and Youth Sport Development (2)
PED3480 Sport Psychology (3)
PED4370 Facilities and Special Events (3)
PED4940 Coaching and Youth Sport Development Internship (9)
PED4941 Seminar for Coaching and Youth Sport Development Internship (3)

Professional Support Courses: 13 semester hours
PED1200-02 Fitness for Life (2)
PED2080 First Aid/CPR (2)
PED2500 Prevention and Care of Athletic Injuries (3)
PED2550 Advanced Strength Training and Conditioning: CP (3)
PED2600 Motor Development (3)
Professional Support Electives: choose 6 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)

Recommended General Education Courses:
COM1500   Introduction to Human Communication (4)
PSY3350   Child and Adolescent Development (4)

MAJOR IN COMMUNICATION
Bachelor of Arts

May also be completed through the Adult Degree Completion Program - see separate listing below.

Communication at Aurora University offers liberal arts-oriented courses focusing on the most fundamental and pervasive of human activities. The study of human communication ranges from interpersonal processes such as persuasion and relationship formation to organizational processes such as group leadership and dispute resolution, as well as the strategies and styles of public deliberation and debate and the political and cultural processes involving mass media, the Internet and telecommunications systems. The study of human communication encompasses the scholarly traditions of both the humanities and social sciences. The intellectual foundations for this study range from classical rhetoric to cognitive science, from the economics of mass-mediated communication to the ethics of public debate.

The goal of Aurora University’s Communication faculty is to develop both theoretically and practically competent communication graduates. Toward this central objective, the following goals are used to inform the curriculum of all Communication courses: the advancing of the understanding of communication concepts, the building of skills to analyze and critique texts, the improvement of academic and professional writing skills, the mastery of oral presentation capabilities, and the development of professional facilities with media technologies.

One of the prime attractions of Communication as a major and minor subject is its versatility with regard to career opportunities. Besides the obvious jobs in areas such as public relations, journalism, and media, effective communication and writing skills are in demand across just about every area of the modern economy. Practical experience is encouraged through internships, faculty-led research initiatives and service-learning opportunities.

Communication Major Requirements: 37 semester hours
Students must complete 37 semester hours of Communication major-approved courses. Students are required to complete the following sequence of courses to graduate with a major in Communication:
Foundational Communication Courses: 12 semester hours

All Communication majors are required to complete the following courses:

COM1500  Introduction to Human Communication (4)
OR
COM 1800  Argumentation and Debate (4)
COM2100  Media and Society (4)
OR
COM2850  Introduction to Visual Communication (4)
COM2200  Writing for Communication (4)

Intermediate-level Communication Courses: 19 semester hours

All Communication majors are required to complete an additional 19 semester hours from the following intermediate-level courses:

COM2100  Media and Society (4)*
COM2300  Introduction to American Film (4)
COM2670  Photography I: Silver-Based Black and White (3)
COM2850  Introduction to Visual Communication (4)*
COM3000  Organizational Communication (3)
COM3100  Communication Research Methods (4)
COM3140  Journalism: News Reporting and Writing (3)
COM3200  Persuasion (3)
COM3240  Public Relations (3)
COM3250  Digital Design for Print and Web (3)
COM3300  Relational Communication (3)
COM3310WI Media Criticism (3)
COM3350  Interactive Media (3)
COM3500  Intercultural Communication (3)
COM3510  Corporate and Professional Communication (3)
COM3520  Global Communication (3)
COM3650  Methods in Rhetoric (4)
COM3700  Media Production I (3)
COM3710  Media Production II (3)
COM3810  Special Topics in Communication
*If not taken as a Foundational Communication Course.

Advanced-level Communication Course: 6 semester hours

All Communication majors are required to complete one of the following courses in advanced communication practice:

COM4750  Communication Practicum (3)
COM4940  Communication Internship (3)

All Communication majors are required to complete the following senior-level communication course:

COM4990  Senior Seminar in Communication (3)

Communication Major Specializations

While there are almost limitless possible career paths for the student graduating with the Communication major, the Communication faculty recognize that by bundling together courses in a concentrated manner, students can develop areas
of specialization in the field of Communication studies. While not explicitly required of any Communication major, specializations in the following areas are offered: Public Relations and Corporate Communications, Journalism, and Media Arts. Students who do not opt to specialize in a specific communication sub-discipline will graduate as a communication generalist.

Students wishing to develop a specialization are required to complete all the requirements for the Communication major, as well as bundle a minimum of 12 semester hours of courses from the following list of approved specialization courses:

**Public Relations and Corporate Communications Specialization**
(minimum of 12 semester hours)
- COM3000 Organizational Communication± (3)
- COM3200 Persuasion (3)
- COM3240 Public Relations± (3)
- COM3300 Relational Communication (3)
- COM3500 Intercultural Communication (3)
- COM3510 Corporate and Professional Communication (3)
- COM3520 Global Communication (3)
- COM3650 Methods in Rhetoric (4)
- COM3810 Special Topics in Communication*

± NOTE: The Public Relations and Corporate Communications Specialization requires that 6 of the required 12 specialization hours include COM3000 and COM3240.

**Journalism Specialization**
(minimum of 12 semester hours)
- COM2850 Introduction to Visual Communication (4)
- COM3140 Journalism: News Reporting and Writing± (3)
- COM3250 Digital Design for Print and Web± (3)
- COM3310WI Media Criticism (3)
- COM3520 Global Communication (3)
- COM3810 Special Topics in Communication*

± NOTE: The Journalism Specialization requires that 6 of the required 12 specialization hours include COM3140 and COM3250.

**Media Arts Specialization**
(minimum of 12 semester hours)
- COM2850 Introduction to Visual Communication (4)
- COM2670 Photography I: Silver-Based Black and White (3)
- COM3250 Digital Design for Print and Web± (3)
- COM3350 Interactive Media (3)
- COM3310WI Media Criticism± (3)
- COM3700 Media Production I (3)
- COM3710 Media Production II (3)
- COM3810 Special Topics in Communication*

± NOTE: The Media Arts Specialization requires that 6 of the required 12 specialization hours include COM3250 and COM3310.

*Special Topics course must be approved as appropriate for the specialization before it can meet the specialization requirement.
MAJOR IN COMMUNICATION

Bachelor of Arts

Adult Degree Completion Program

A minimum of five (5) years of relevant full-time work experience is required for admission to the adult degree completion program.

The Adult Degree Completion Program in Communication is designed for working adults who wish to develop and expand their communication skills through courses on the most fundamental and pervasive of human activities. One of the attractions of the Communication major is its versatility with regard to career opportunities. In addition to public relations, journalism, and media, just about every field requires effective communication and writing skills.

Studying human communication ranges from interpersonal processes such as persuasion and relationship formation to organizational processes such as group leadership and dispute resolution, as well as the strategies and styles of public deliberation and debate and the political and cultural processes involving mass media, the Internet, and telecommunications systems.

The goals of the Adult Degree Completion Communication major are to advance the understanding of communication concepts, to build skills to analyze and critique texts, to improve academic and professional writing skills, to master oral presentation skills, and to develop professional facilities with media technologies.

Students can complete the major requirements of 37 semester hours in two years. Classes meet one night per week or on Saturday mornings to accommodate students’ work schedules.

Communication Major Requirements: 37 semester hours

Students are required to complete the following sequence of courses to graduate with a major in Communication.

Foundational Communication Courses: 12 semester hours

All Communication majors are required to complete the following courses:

- COM1500 Introduction to Human Communication (4)
- OR
- COM 1800 Argumentation and Debate (4)
- COM2100 Media and Society (4)
- OR
- COM2850 Introduction to Visual Communication (4)
- COM2200 Writing for Communication (4)

Intermediate-level Communication Courses: 22 semester hours

All Communication majors are required to complete an additional 19 semester hours from the following intermediate-level courses:

- COM2100 Media and Society (4)*
- COM2300 Introduction to American Film (4)
- COM2670 Photography I: Silver-Based Black and White (3)
- COM2850 Introduction to Visual Communication (4)*
- COM3000 Organizational Communication (3)
COM3100 Communication Research Methods (4)
COM3140 Journalism: News Reporting and Writing (3)
COM3200 Persuasion (3)
COM3240 Public Relations (3)
COM3250 Digital Design for Print and Web (3)
COM3300 Relational Communication (3)
COM3310WI Media Criticism (3)
COM3350 Interactive Media (3)
COM3500WI Intercultural Communication (3)
COM3510 Corporate and Professional Communication (3)
COM3520 Global Communication (3)
COM3650 Methods in Rhetoric (4)
COM3700 Media Production I (3)
COM3710 Media Production II (3)
COM3810 Special Topics in Communication
COM4750 Communication Practicum (3)
COM4940 Communication Internship (3)
*If not taken as a Foundational Communication Course

All intermediate-level courses are not guaranteed to be offered during a two-year cycle, but sufficient courses will be offered to complete the degree in two years.

Advanced-level Communication Courses: 3 semester hours
All Communication majors are required to complete the following senior-level communication course:
COM4990 Senior Seminar in Communication (3)

**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 student 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:** 11 semester hours
MTH2210 Calculus I (4)
MTH2220 Calculus II (4)
MTH3270 Discrete Mathematics (3)
Required Computer Science Courses: 30 semester hours
CSC1010  Introduction to Computer Science (4)
CSC1700  Introduction to Computer Programming (4)
CSC2200  Web Application Development (3)
CSC2300  Computer Architecture (3)
CSC2650  Data Structures & Algorithms (4)
CSC3610  Advanced Programming (3)
CSC4350  Software Engineering (3)
CSC4500  Database Design & Implementation (3)
CSC4990  Computer Science Capstone (3)

Selected Computer Science Courses: 12 semester hours from the following
CSC2400  C++ for Java Developers (3)
CSC2550  Network Communications (3)
CSC3100  Operating Systems (3)
CSC3400  Computer Security (3)
CSC3700  Advanced Web Application Development (3)
CSC3800  Artificial Intelligence (3)
CSC4100  Systems Analysis and Design (3)
CSC3830, 4830  Directed Study (1-4)
CSC3810, 4810  Selected Topic in Computer Science (1-4)
CSC4940  Computer Science Internship (1-4)

MAJOR IN CRIMINAL JUSTICE

Bachelor of Arts

May also be completed through the Adult Degree Completion Program.
Degree offered in Aurora and at the Woodstock Center.

A minimum of five (5) years of relevant full-time work experience is required for admission to the adult degree completion program.

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 seven required courses supported by 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.
Total Number of Hours for the Major: 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)
- CRJ3610WI Research Methods (4)
- CRJ4800 Strategic Planning and Ethics (4)

(Junior status is prerequisite for internships)

**Elective Courses:** 12 semester hours
- CRJ2210 Courts and Justice (3)
- CRJ2310 Juvenile Justice (3)
- CRJ3010 International Crime and Justice (3)
- CRJ3100 Security Leadership (4)
- CRJ3150 Probation and Parole (3)
- CRJ/PSC3180 Constitutional Law and the Judicial System (4)
- CRJ3200 Homeland Security (4)
- CRJ3300 Criminal Investigation (3)
- CRJ3400 Criminal Evidence and Procedure (3)
- CRJ3500 Organized Crime (3)
- CRJ3600 Crisis Intervention (3)
- CRJ3650 Schools and Delinquency (3)
- CRJ4200 Police Administration (3)
- CRJ3840/4840 Issues in Criminal Justice (3-4)
- CRJ4900 Criminal Justice Internship (3-12)
- CRJ2810/3810/4810 Selected Topics (3)

**Note:** 15 semester hours of 3000+ electives in the major are required for graduation. Students may take CRJ2210 or CRJ2310, but not both.

**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 certification.

**Required Courses:**

**Special Education Courses**: 23/24 semester hours

- SPED3120 Characteristics and Identification of People with Disabilities (4)
- OR
- PSY3460 Exceptional Individual (3)
- SPED3750 Intervention Strategies for Problematic Behavior (3)
- SPED3815 Strategies and Assistive Technology for People with Low Incidence Disabilities (3)
- SPED4620 Collaboration, Differentiation and Transition (4)
- SPED4200 Introduction to Lifespan Work with People with Autism Spectrum Disorders (3)
- SPED4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities (3)
- SPED4400 Internship in Vocational, Social/Leisure, and/or Residential Agencies Serving People with Disabilities (4) (two eight-week placements, with a 2-semester hour support seminar)

**Interdisciplinary required courses**: 12 semester hours

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

**Elective Options**: two of the following courses

- CRJ3840 Issues in Criminal Justice (3-4)
- OR
- PSY3360 Adult Development & Aging (4)
- OR
- PSY3250 Lifespan Development (4)
- SWK2500 Survey of Social Work (3)
- SPED5510 Diversity Studies for Teaching ELLs and Students with Disabilities (3)
- OR
- SOC3350 Race, Ethnicity, and Power (4)
- OR
- SOC3550 Women, Men, Family, and Diversity (4)
- SPED4250 Behavioral Topics relevant to People with Autism Spectrum Disorders (3)
- SPED4350 Integrating Assistive Technology and Curricular Adaptations (3)
- SPED4450 Collaboration and Changing Roles in Special Education (3)
MAJOR IN ELEMENTARY EDUCATION
Bachelor of Arts

The major in Elementary Education is offered at both the Aurora campus and the George Williams College campus in Williams Bay, Wisconsin.

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

Aurora University has designed its certification programs around the concept of achieving excellence in teaching and learning through “professional education communities.” To achieve the unit’s overarching goal of a collaborative community of learners, we have developed the 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 Illinois State Board of Education certification 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. Students seeking certification must apply to the College 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 College of Education

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

Admission Criteria: There are two levels of admission to the College 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 College of Education; earned a cumulative GPA of 2.75 or higher; passed the Illinois Test of Basic Skills; 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 both English composition courses and in Mathematics for elementary education majors. In order to enroll in methods courses, a candidate must be a fully
admitted College of Education student. Candidates must have passed the Illinois State Board of Education Content Area test and 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 certification.

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

Required Elementary Education Courses: 47 semester hours

EDU2100 How Schools Work (4)
EDU2260 Theories of Learning (4)
EDU3330 Methods of Teaching Science in the Elementary School (4)
EDU3350WI Educational Research and Social Studies (4)
EDU3360 Methods of Teaching Mathematics in the Elementary School (4)
EDU3380 Teaching Reading and Language Arts for Intermediate and Middle Grades (4)
EDU3420 Methods of Teaching the Fine Arts in Elementary School (2)
EDU3480 Teaching Reading and Language Arts for Primary Grades (4)
EDU3500 Methods of Teaching Physical Education in the Elementary School (2)
EDU4750 Student Teaching Internship (12)
EDU4760 Student Teaching Seminar (3)

Students are required to complete electives sufficient in credit hours to meet the 120 semester hour graduate requirement. At least 5 of the 15 semester hours need to be at the 3000-level or higher.

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)
*SPED3200 Cognitive Development and Disabilities (2)
*SPED3500 Diversity and Disability issues (2)
*SPED4620 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (4)

*Offered only on the Aurora campus.

Areas of Specialization: The following are acceptable areas of specialization:
Art, Biology, English, Health Education, General Science, History, Mathematics, Music, Physical Science, Political Science, Sociology, Spanish, Theatre, Special Education, and others approved by the student’s advisor.
Courses required for State Certification in Elementary Education: 61-67 semester hours

The requirements of the State of Illinois for certification 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 certification, candidates also meet the requirements of General Education. The following courses are required to meet these outcomes:

11-12 semester hours in communication
  - ENG1000 Introduction to Academic Writing (4)
  - ENG2010 Introduction to Research Writing (4)
  - COM1500 Introduction to Human Communication (4)
  OR
  - THE1300 Acting I (3)

0-8 semester hours 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.

8 semester hours of Ways of Knowing: Ourselves and Others
  - PSY3350 Child and Adolescent Development (4)
  - PSC1100 Politics, Society and Culture (4)

4 semester hours SBS1100 Introduction to Social Sciences (4)

4 semester hours HIS1200 or HIS1210 American History (4)

4 semester hours of Ways of Knowing: Aesthetic and Philosophical Expression Group A Elective

4 semester hours HUM2100 The Arts and Human Experience (Aesthetic and Philosophical Expression Group B) (4)

8 semester hours of Ways of Knowing: Our Natural World
  - NSM1150 Science Foundations (4)
  - NSM1300 Earth Science (4)

4 semester hours BIO1220 Biology of Organisms (4)
  OR
  - BIO2220 Humans and the Environment (4)

8 semester hours of Ways of Living (IDS1600 and IDS2000) (8)

3 semester hours PSY3460 Exceptional Individual (3)

NOTE: For those individuals seeking a middle school endorsement, completion of EDU3440 Middle School Missions and Methods (4) is required.
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 also will 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 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
8 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 Certification Emphasis:** 22 semester hours
ENG2100  Linguistics (4)
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.

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**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 may be the major to select.

Students enrolled in this program take basic coursework in the functional areas of business: accounting, economics, management, marketing, information science, and finance. The elective courses chosen from finance provide the student with the concentration necessary to understand the field.

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. Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty. Students will also benefit from the required professional internship experience in the finance field.
To complete the major in Finance, students will also complete concurrently all of the requirements for the major in Business Administration. The Finance major will be the student’s primary major.

**Required Courses:** 15 semester hours
- BUS3430 Intermediate Corporate Finance (3)
- BUS3450 Personal Financial Management (3)
- BUS3480 Financial Markets and Institutions (3)
- BUS4250 Investments and Portfolio Management (3)
- BUS3940 Business Internship (3)

**Selected Courses:** Choose 3 semester hours
- ACC3310 Federal and State Taxation of Individuals (3 or 4)
- ACC3320 Federal Taxation of Business Entities (3)
- BUS3940 Business Internship (3)
- BUS4810 Selected Topics (3)*

*with approval of program chair

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

**To earn a B.S., the following 9-10 semester hours are required:**
- BUS3510 Operations Research (3)
- COM3000 Organizational Communication (3)
- ECN3300 Business Statistics (3)
- MTH2120 Calculus for Management & Sciences (3)

OR
- MTH2210 Calculus I (4)

**NOTE:** Supporting coursework in computer science, sociology, psychology, writing, and philosophy is strongly recommended by the faculty.

**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 program administration in both private and public agencies (e.g., sport rehabilitation clinics, health clubs, YMCA/YWCAs, corporate fitness programs, park districts, campus recreation, 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:** 9 semester hours
- PED3200-02 Kinesiology (3)
- PED3220WI-01 Physiology of Exercise (3)
- PED4100-01 Administration of Athletic Training, Fitness, and Physical Education (3)

**Science Core Courses:** 20-23 semester hours
- BIO1210 Biology of Cells (4)
- BIO2660 Anatomy and Physiology I (4)
- BIO2670 Anatomy and Physiology II (4)
- BIO3080 Nutrition and Health Promotion (4)
- CHM1200 Principles of Chemistry (4)
- MTH1100 College Algebra (3) or successful completion of the Mathematics Competency Examination

**Professional Core Courses for Fitness and Health Promotion:** 36-38 semester hours
- PED1410 Cardiovascular Training Inside and Out (2)
- PED1420 Step and Train (2)
- PED2080 First Aid/CPR (2) (or current CPR card on file)
- PED2120 Fitness Programs for Children & Youth (2)
- PED2250 Introduction to Fitness & Health Promotion (2)
- PED2500 Prevention and Care of Acute Athletic Injuries & Illnesses (3)
- PED2550 Advanced Strength Training & Conditioning: Certification Preparation (3)
- PED3250 Exercise Principles and Assessment (4)
- PED3300 Fitness Instructor Preparation (3)
- PED4250 Fitness and Health Promotion Internship (12)
- PED4370 Facilities and Special Events (3)

**Required Minor in Business Administration** (21)
- ACC2010 Principles of Financial Accounting (3)
- ACC2020 Principles of Managerial Accounting (3)
- BUS2010 Legal Environment of Business (3)
- ECN2010 Principles of Microeconomics (3)
- ECN2020 Principles of Macroeconomics (3)
- BUS2300 Principles of Marketing (3)
- BUS3200 Principles of Management (3)

*(NOTE: These courses may be used to fulfill General Education degree requirements.)*

- BIO1210 Biology of Cells (4)
- BIO3080 Nutrition and Health Promotion (4)
MAJOR IN HEALTH SCIENCE

Bachelor of Science

(Pre-medicine, pre-dentistry, pre-veterinary medicine, and allied health programs)

A challenging career in the health sciences rewards those with a passion for science and service. Strong performance in academic coursework and on national admission tests is essential, as are personal qualities such as integrity, concern for the well-being of others, and a commitment to lifelong service. Career options include allopathic, osteopathic, chiropractic, naturopathic, and veterinary medicine, dentistry, optometry, podiatry, pharmacy, physical and occupational therapy, and dietetics.

The health science degree provides a strong background in chemistry, physics, mathematics and biology, and includes courses in nutrition, health, bio-gerontology, exercise and psychology. A clinical experience or internship in one of the health care professions is highly recommended.

Division I: Science Core Program: 27 or 28 semester hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO1210</td>
<td>Biology of Cells</td>
<td>4</td>
</tr>
<tr>
<td>BIO3080</td>
<td>Nutrition and Health Promotion</td>
<td>4</td>
</tr>
<tr>
<td>CHM1310</td>
<td>General Chemistry I</td>
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<td>CHM1320</td>
<td>General Chemistry II</td>
<td>4</td>
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<tr>
<td>MTH2210</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>OR</td>
<td>Calculus for Management and Sciences</td>
<td>3</td>
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<tr>
<td>OR</td>
<td>Statistics for Research</td>
<td>3</td>
</tr>
<tr>
<td>PHY2210</td>
<td>General Physics I</td>
<td>4</td>
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<tr>
<td>PHY2220</td>
<td>General Physics II</td>
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</table>

Division II: Required Courses: 25 semester hours

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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</thead>
<tbody>
<tr>
<td>BIO2660</td>
<td>Anatomy and Physiology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO2670</td>
<td>Anatomy and Physiology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO2750</td>
<td>Health Professions Seminar</td>
<td>2</td>
</tr>
<tr>
<td>BIO3400</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>CHM2410</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM2420</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>NSM4990</td>
<td>Senior Capstone in Natural Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Division III: Selected Courses: Choose 12 semester hours from the following:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO2280</td>
<td>Microbiology</td>
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<tr>
<td>BIO3040</td>
<td>Immunology</td>
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<tr>
<td>BIO3050</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO3250</td>
<td>Vertebrate Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO3260</td>
<td>Comparative Botany</td>
<td>4</td>
</tr>
<tr>
<td>BIO3360</td>
<td>Biogerontology</td>
<td>4</td>
</tr>
<tr>
<td>*BIO3370</td>
<td>Conservation Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO3380</td>
<td>Ethics in Biotechnology</td>
<td>3</td>
</tr>
<tr>
<td>BIO3450</td>
<td>Advanced Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>*BIO3510</td>
<td>Ecology</td>
<td>4</td>
</tr>
<tr>
<td>*BIO3520</td>
<td>Animal Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>
BIO3530 Evolution (4)
BIO/CHM3550 Biochemistry (3)
BIO3600 Molecular Biology (3)
BIO3790 ACCA Affiliated Course (2-4)
BIO3810/4810 Selected Topic (2-4)
BIO3940/4940 Internship in Biology (2-4)
BIO3970 Research in Biology (1-4)
BIO4980 Independent Study (1-4)

* Students who are pre-veterinary are strongly encouraged to consider these courses as part of their selected courses.

**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. For those who love history, the question is constantly asked: “What can I do with a history major?” The answer is “Quite a lot!”

A history concentration at Aurora University prepares students for a number of different careers. Most obviously, it provides them with a course of study that will bring them certification to teach social studies at the secondary level. This certification is achieved as a result of following the history/secondary certification track plus taking the necessary professional education courses along with some social science courses outside the field of history.

For the student who is interested in history as a major, but who does not plan to teach, there are a number of alternatives. Students of history develop skills and perspectives (research skills, the ability to place problems within a broader context, the ability to deal effectively with questions of cause and effect, etc.) that can be widely applied in fields outside of teaching. Students with a history concentration may find satisfying career opportunities in such fields as historical administration, historical editing, museum and archival work, government, communications, publishing, law and the travel industry. Many students who are not preparing to teach take one or more internships in a history-related field. Aurora University history students have interned at such places as the Aurora Historical Society, the Chicago Historical Society and the National Archives in Washington D.C.

Students majoring in history (both those in the teaching and non-teaching programs) also are encouraged to combine the history major with another major or with one or more minors. Several of Aurora University’s minors mesh especially well with a history major: American Culture and Ethnic Studies, International Studies, Gender Studies, Film Studies 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 for Non-Social Studies Certification Students — 36 semester hours

**Required Courses:** 20 semester hours  
- HIS1200  American History I (to 1877) (4)  
- HIS1210  American History II (since 1877) (4)  
- HIS2200  Introduction to Historical Methods (4)  
- HIS3400WI  Problems in History (4)  
- HIS4990  Senior Seminar in History (4)

**Selected Courses:**  
Choose 16 semester hours with at least 4 semester hours in Western Civilization/European history and 4 semester hours in non-Western history.  
- HIS2310  Early Modern British History (4)  
- HIS2320  Modern British History (4)  
- HIS2400  History of the Ancient Mediterranean World (4)  
- HIS2500  Western Civilization I (to 1500) (4)  
- HIS2600  Western Civilization II (since 1500) (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)  
- HIS3300  The American West (4)  
- HIS/SBS3350  The Native Americans (4)  
- HIS3250  Illinois History and Government (2)  
- HIS3300  The American West (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  The Far East (4)  
- HIS/REL3800  Reformation Europe (4)  
- HIS3900  Advanced Topics in U.S., European, Non-Western, or Latin American History (3-4)  
- HIS4100  Readings Seminars in U.S., European, Non-Western, Latin American, or Intellectual History (3-4)  
- HIS4940  History Internship (1-4)  
* non-Western history course

### MAJOR IN HISTORY for Secondary Social Studies Certification Students — 42 semester hours

**Required Courses:** 30 semester hours  
- HIS1200  American History I (to 1877) (4)  
- HIS1210  American History II (since 1877) (4)  
- HIS2500  Western Civilization I (to 1500) (4)  
- HIS2600  Western Civilization II (since 1500) (4)  
- HIS3250  Illinois History and Government (2)
HIS3400WI Problems in History (4)
HIS4990 Senior Seminar in History (4)
SBS3820 Secondary Methods in Social Studies (4)

Selected Courses: Choose 12 semester hours with at least 4 semester hours in non-Western history.

HIS2200 Introduction to Historical Methods (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)
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 The Far East (4)
HIS/REL3800 Reformation Europe (4)
HIS3900 Advanced Topics in U.S., European, Non-Western or Latin American History (3-4)
HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History (3-4)
HIS4940 History Internship (1-4)

* non-Western history course

Required Courses outside the History Department:

ECN2010 Principles of Microeconomics (4)
ECN2020 Principles of Macroeconomics (4)
PSC1100 Politics, Culture and Society (4)
PSC2110 United States Government (4)
SBS1100 Introduction to the Social Sciences (4)
SBS2100 Human Geography (5)

Courses required for secondary social studies certification that can be used for general education requirements:

11-12 semester hours in communication

ENG1000 Introduction to Academic Writing (4)
ENG2010 Introduction to Research Writing (4)
COM1500 Introduction to Human Communication (4)
OR
THE1300 Acting I (3)
0-3 semester hours in mathematics
  MTH1100 Algebra (3)
  OR
  MTH1110 Contemporary Mathematics (3)

8 semester hours of Ways of Knowing: Ourselves and others:
  PSY3350 Child and Adolescent Development (4)
  PSC2110 United States Government (4)

8 semester hours of Ways of Knowing: Aesthetic and Philosophical Expression:
  Group A Elective (4)
  Group B Elective (4)

8 semester hours of Ways of Knowing: Our Natural World:
  BIO2220 Humans and the Environment (4)
  Elective (4)

4 semester hours of Ways of Living:
  IDS1600 Culture, Diversity and Expression (4)

3 semester hours: PSY3460 Exceptional Individual (3)

NOTE: For those individuals seeking a middle school endorsement, completion of EDU3440 Middle School Missions and Methods (4) is required.

NOTE: Refer to Secondary Education section for EDU requirements.

MAJOR IN MANAGEMENT INFORMATION TECHNOLOGY

Bachelor of Arts — Bachelor of Science

The management information technology major covers the essential components of information systems (software, hardware, network, data and people). The courses offer a unique academic choice apart from the computer science major. Management Information Technology graduates gain employment in a wide variety of positions, including technical managers, business application programmers, help desk analysts, end user training and support personnel, process consultants, user liaisons, and business system analysts. Practical application of technology theory is highlighted in the required professional internship experience in the MIT field. Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty.

To complete the major in Management Information Technology, students will also complete concurrently all of the requirements for the major in Business Administration. The Management Information Technology major will be the student’s primary major.

Required Courses: 16 semester hours

BUS3520 Advanced Software Applications (3)
BUS3540 Current Issues in MIT-People / Data (3)
BUS4590 Advanced Topics in Information Technology (3)
CSC1500 Computer Science I (4)
BUS3940 Business Internship (3)
Selected Courses: Choose at least 3 semester hours
COM3250 Digital Design for Print and Web (3)
CSC1600 Computer Science II (4)
BUS3940 Business Internship (3)
BUS4810 Selected Topics* (3)
*with approval of program chair

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

For the B.S., the following 9-10 semester hours are required:
BUS3510 Operations Research (3)
ECN3300 Business Statistics (3)
MTH2120 Calculus for Management & Sciences (3)
OR
MTH2210 Calculus I (4)

MAJOR IN MARKETING
Bachelor of Arts — Bachelor of Science

May also be completed through the Adult Degree Completion Program.

A minimum of five (5) years of relevant full-time work experience is required for admission to the adult degree completion program.

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 product development, brand management, logistics, advertising, personal 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 professional selling and sales management minor is also available to develop interpersonal skills needed for success in all areas of business. Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty.

To complete the major in Marketing, students will also complete concurrently all of the requirements for the major in Business Administration. The Marketing major will be the student’s primary major.

Required Courses: 15 semester hours
BUS3310 Integrated Marketing Communication (3)
BUS3320 The Professional Sales Process (3)
BUS3350 Consumer Behavior (3)
BUS3940 Business Internship (3)
BUS4350 Marketing Research (3)

Selected Courses: 3 semester hours
COM3240 Public Relations (3)
BUS3940 Business Internship (3)
BUS4810 Selected Topics* (3)
*with approval of program chair
The internship experience must be completed during the junior or senior year.

**For the B.S., the following 9-10 semester hours are required:**
- BUS3510 Operations Research (3)
- ECN3300 Business Statistics (3)
- MTH2120 Calculus for Management & Sciences (3)
- OR
- MTH2210 Calculus I (4)

### MAJOR IN MATHEMATICS

**Bachelor of Science**

The mathematics program offers two tracks for interested students at the undergraduate level. The first track is designed for students interested in entering careers in business and industry or pursuing graduate training in mathematics or other disciplines. The second track is for students seeking teacher certification in mathematics at the pre-college level. Career areas for which the math major is appropriate preparation in addition to teaching include: actuarial science, computer science, operations research, and a variety of research and engineering applications. An undergraduate major in mathematics is also becoming increasingly popular as a stepping-stone to graduate study in a wide range of disciplines from business administration to oceanography. Students considering the mathematics concentration should plan to begin the calculus sequence as early as possible in their college careers. A minimum of 37 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)
- MTH3250 Linear Algebra (3)
- MTH3270 Discrete Mathematics (3)
- MTH3320WI Modern Geometry (3)
- MTH 4260 Number Theory (3)
- OR
- MTH4300 Introduction to Real Analysis (3)
- MTH4450 Abstract Algebra (3)
- MTH4990 Senior Seminar in Mathematics (1)

**Selected Courses:** Choose at least 9 semester hours from the selected list.
- CSC1010 Introduction to Computer Science I (4)
- MTH3100 Theory of Interest (3)
- MTH3240 Probability and Statistics (3)
- MTH3260 Probability and Statistics II (3)
- MTH3300 Differential Equations (3)
- MTH3350 History of Mathematics (3)
- MTH3490 Numerical Analysis (3)
- MTH3500 Applied Statistical Methods (3)
- MTH4260 Number Theory (3)
MTH4300 Introduction to Real Analysis (3)
MTH2810, 3810, 4810 Selected Topic in Mathematics (3)
MTH3830, 4830 Directed Study (1-3)
MTH4970 Research in Mathematics (1-3)
MTH4980 Independent Study (1-3)

MAJOR IN MATHEMATICS

Bachelor of Science — Secondary Certification Option

A minimum of 42 semester hours from the following lists is required for the mathematics major, secondary certification option.

Required Core: 39 semester hours
CSC1010 Introduction to Computer Science I (4)
MTH2210 Calculus I (4)
MTH2220 Calculus II (4)
MTH2230 Calculus III (4)
MTH3240 Probability and Statistics I (3)
MTH3250 Linear Algebra (3)
MTH3270 Discrete Mathematics (3)
MTH3320 Modern Geometry (3)
MTH3820 Methods for Teaching Secondary Mathematics (4)
MTH4260 Number Theory (3)
MTH4450 Abstract Algebra (3)
MTH4990 Senior Seminar in Mathematics (1)

Select one course (3 semester hours) from the following list:
MTH3300 Differential Equations (3)
MTH3350 History of Mathematics (3)
MTH3490 Numerical Analysis (3)
MTH2810, 3810, 4810 Selected Topic in Mathematics (3)
MTH3830, 4830 Directed Study (1-3)
MTH4970 Research in Mathematics (1-3)
MTH4980 Independent Study (1-3)

NOTE: Refer to Secondary Education section for EDU requirements.

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 these many facets that music presents as a discipline.
To that end, 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 and embark upon one of two options within the major. The B.A. in Music option offers flexibility for students who wish for greater elective choice or the possibility of combining music with another major. The Concentration in Performance option offers greater depth and challenge for students in the area of performance. 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 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.

**B.A. in Music:** 46 semester hours

**Applied Music:** 7 semester hours

- MUS1010, MUS2010, MUS3010, MUS4010 or MUS 2210, 3210, 4210 (1 each)
- MUS1070 Recital Attendance (0) (P/F for all semesters enrolled)
- MUS1400 World Music (3)
- MUS2060 Aural Skills I (1)
- MUS2070 Aural Skills II (1)
- MUS2080 Aural Skills III (1)
- MUS2090 Aural Skills IV (1)
- MUS2400 Music Theory I (3)
- MUS 2510 Music History I (3)
- MUS 2520 Music History II (3)
- MUS2610 Music Theory II (3)
- MUS2620 Music Theory III (3)
- MUS2630 Music Theory IV (3)
- MUS3400 Conducting (2)
- MUS3510WI Music History III (3)
- MUS4990 Recital/Sr. Capstone (1)

8 semester hours of Ensemble (1 each)

**Required for Pianists**

- MUS2300 Piano Accompanying I (1)
- MUS2310 Piano Accompanying II (1)

**Required for Vocalists**

- MUS1210, MUS2210, MUS3210, or MUS4210

Applied Piano (.5 for two semesters) *Placement by instructor permission*
B.A. in Music: Concentration in Performance: 55-56 semester hours

Applied Music: 7 semester hours:
- MUS1010, MUS2010, MUS3010, MUS4010 or MUS 2210, MUS3210, MUS4210 (1 each)
- MUS1400 World Music (3)
- MUS1070 Recital Attendance (0) (P/F for all semesters enrolled)
- MUS2060 Aural Skills I (1)
- MUS2070 Aural Skills II (1)
- MUS2080 Aural Skills III (1)
- MUS2090 Aural Skills IV (1)
- MUS2400 Music Theory I (3)
- MUS2510 Music History I (3)
- MUS2520 Music History II (3)
- MUS2610 Music Theory II (3)
- MUS2620 Music Theory III (3)
- MUS2630 Music Theory IV (3)
- MUS3510WI Music History III (3)
- MUS3400 Conducting (2)
- MUS4990 Recital/Sr. Capstone (1)

8 semesters of Ensemble (1 semester hour each)

Required for Pianists
- MUS2300 Accompanying I (1)
- MUS2310 Accompanying II (1)
- MUS3330 Keyboard Literature I (1)
- MUS3340 Keyboard Literature II (1)
- MUS4300 Piano Pedagogy (3)

Required for Vocalists
- MUS1210, MUS2210, MUS3210, or MUS4210 Applied Piano (.5 for two semesters)
  Placement by instructor permission
- MUS2100 Diction for Singers I (2)
- MUS2110 Diction for Singers II (2)
- MUS3130 Vocal Literature I (1)
- MUS3140 Vocal Literature II (1)
- MUS4100 Vocal Pedagogy (3)

MAJOR IN NURSING
Bachelor of Science in Nursing

The B.S.N. to RN Entry (Pre-licensure) Track is only offered on the Aurora campus in Illinois.

The RN to B.S.N. degree completion track is offered at the Aurora campus, the George Williams College campus in Wisconsin, and the Woodstock Center.

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 B.S.N. completion track is available to registered nurses with the 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 based on previous coursework.

**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
B.S.N. Core Prerequisites: 30-33 semester hours

*BIO1210 Biology of Cells (4)
BIO2280 Microbiology (4)
BIO2660 Anatomy and Physiology I (4)
BIO2670 Anatomy and Physiology II (4)
BIO3050 Pathophysiology (3)
*CHM1200 Principles of Chemistry (4)
MTH1100 College Algebra (3)
MTH2320 General Statistics (3)
PSY3250 Lifespan Development (4)

NOTE: *BIO1210 and CHM1200 may be applied to meet General Education requirements in the area of Observation of the Natural World for graduation.

Nursing Requirements: 60 semester hours

NUR3000WI Introduction to Professional Nursing (3)
NUR3100 Principles of Nursing I (6)
NUR3110 Principles of Nursing II (6)
NUR3160 Pharmacological Concepts (4)
NUR3260 Health Assessment, Education and Promotion (4)
NUR3400 Behavioral Health Issues (5)
NUR4050 Nursing Research (3)
NUR4200 Nursing: A Global Community Outlook (5)
NUR4300 Medical Surgical Nursing I: Collaborative Practice in Health and Illness (7)
NUR4500 Nursing Care of the Family (7)
NUR4600 Leadership and Management (4)
NUR4800 Medical Surgical Nursing II: Collaborative Practice in Health and Illness (6)

Requirements for Registered Nurse Students: 43 semester hours (33 semester hours within the major)

RN to B.S.N. completion students must take the listed course requirements as part of their degree completion program, RN to B.S.N. Thirty (30) semester hours of prior nursing education are received as block credit in the transfer evaluation process.

BIO3050 Pathophysiology (3)
NUR3015 Introduction to Nursing Informatics (4)
NUR3030WI Dimensions of Professional Practice (4)
NUR3280 Health Assessment, Education and Promotion (5)
NUR4060 Nursing Research/RN (4)
NUR4620 Leadership and Management/RN (7)
NUR4780 Ethical, Cultural, and Policy Considerations in Healthcare (4)
NUR4850 Nursing: A Global Community Outlook/RN (5)
MTH2320 General Statistics (3)
PSY3250 Lifespan Development (4)
MAJOR IN ORGANIZATIONAL MANAGEMENT

Bachelor of Arts — Bachelor of Science

Managers in a dynamic and competitive global economy must simultaneously understand the total enterprise and comprehend the forces shaping the organization’s direction, policies and goals. One key task of managers is to exercise personal leadership in acquiring, developing, allocating and managing the firm’s resources to achieve sustainable competitive advantage. Another key task of managers is to assess, develop and nurture the firm’s human and capital resources in the provision of needed services and products. This requires that the manager be able to assess the firm’s innovative capabilities, identify how they may be leveraged or improved, and create a learning environment which knowledge sharing and intellectual development encourages and supports.

Students in the organizational management major are prepared for management positions in both industry and not-for-profit settings. In larger organizations, graduates typically expect to obtain entry-level management positions. The organizational management curriculum provides the background necessary to later advance to middle- and upper-level management positions. In smaller firms, graduates may expect to enter middle- or upper-level management positions. Students who are uncertain as to their career goals will find that the organizational management major provides excellent preparation in business for a wide range of job opportunities. Additionally, students are well prepared for graduate-level business courses or public administration programs, law school, and other graduate school programs. Students will also benefit from the required professional internship experience in an organizational management setting. Supporting coursework in communication, mathematics, philosophy, psychology, sociology and writing is recommended by the faculty.

To complete the major in Organizational Management, students will also complete concurrently all of the requirements for the major in Business Administration. The Organizational Management major will be the student’s primary major.

Required Courses: 12 semester hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BUS3250</td>
<td>Human Resource Management (3)</td>
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<tr>
<td>BUS3280</td>
<td>Organizational Behavior (3)</td>
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<tr>
<td>BUS3940</td>
<td>Business Internship (3)</td>
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<tr>
<td>BUS4250</td>
<td>Operations Management (3)</td>
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<tr>
<td>BUS4230</td>
<td>Operations Management (3)</td>
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Selected Courses: 6 semester hours

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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3010</td>
<td>Dynamics of Leading Organizations (3)</td>
<td></td>
</tr>
<tr>
<td>BUS4200</td>
<td>Not-for-Profit Strategic Management (3)</td>
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<tr>
<td>BUS4440</td>
<td>Entrepreneurship and Small Business (3)</td>
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<tr>
<td>BUS3940</td>
<td>Business Internship (3)</td>
<td></td>
</tr>
<tr>
<td>BUS4810</td>
<td>Selected Topics* (3)</td>
<td></td>
</tr>
</tbody>
</table>

*with approval of program chair

The internship experience must be completed during the junior or senior year.
For the B.S., the following 9-10 semester hours are required:

- BUS3510 Operations Research (3)
- ECN3300 Business Statistics (3)
- MTH2120 Calculus for Management & Sciences (3)

OR

- MTH2210 Calculus I (4)

**MAJOR IN PARKS AND RECREATION**

**Bachelor of Science**

Program offered only at George Williams College in Williams Bay, Wisconsin.

Parks and Recreation education involves preparation for directing and managing the programs and business operating systems of recreation settings such as park districts, national parks, community recreation departments, private clubs, resorts, organized camps, outdoor centers and youth organizations. Parks and Recreation graduates manage the $350 billion annual revenues generated by the leisure services industry, community agencies and youth recreation organizations.

Through an experiential education and internship, students are prepared for entry-level leadership positions in recreation settings. The program enables students to develop core values of integrity, citizenship, excellence and lifelong learning and acquire foundational recreation administration knowledge and skills.

**Parks and Recreation Core, Support Courses and Service Requirements:**

Parks and Recreation majors take core professional and supportive courses and complete General Education degree requirements. In addition, prior to the parks and recreation internship, students must provide written documentation of three different activity skill competencies. Students may fulfill the skill requirement by choosing three semester hours of recreation activity courses, skill workshops, or demonstrate skill competency with documentation of certification cards earned from external agencies such as the American Red Cross.

**Required Core Program:**

44 semester hours coursework plus 12 semester hours internship

- REC1750 Practicum in Outdoor Living Skills (4)
- REC1760 Leisure and Society (4)
- REC2220 Recreation Leadership (4)
- REC2500 Working with Diverse Populations in Parks and Recreation (4)
- REC3200 Campus Recreation (4)
- REC3350 Recreation Programming (4)
- REC3990WI Recreation Administration: Issues and Ethics (4)
- REC3400 Outdoor Recreation and Education (4)
- REC4100 Commercial Recreation Management (4)
- REC4370 Facilities Management (4)
- REC4790 Recreation Administration Internship (12)
- REC4980 Senior Seminar in Parks and Recreation (4)
Required Support Core:
The following courses are required and may count toward General Education requirements if the courses are approved to meet General Education: 7 semester hours

MTH2320 General Statistics (3)
PSY3250 Lifespan Development (4)

In addition, there are several elective course options available for students.

Student Performance Review and Evaluation Process

Professional parks and recreation education requires high standards of academic, personal and professional conduct to prepare students for a successful career in parks and recreation. The educational program at the undergraduate level requires the student to develop professional ethics, values, knowledge and skills.

The Parks and Recreation program faculty reserves the right to maintain academic standards for admission and retention in the undergraduate program above and beyond compliance with the academic standards of the University. In addition, the Parks and Recreation faculty has determined that there are professional competencies and conduct not measurable by academic achievement alone. Therefore, the Parks and Recreation program faculty reserves the right to make decisions regarding admission and retention of students based on high standards of personal and professional conduct.

For successful parks and recreation career placement, students will complete professional pre-internship practica and an internship in the field. Therefore, students are expected to demonstrate high standards of ethics, values, knowledge, skills, and both personal and professional conduct throughout their academic program in class and during field placements. The Parks and Recreation program faculty utilizes the student performance review and evaluation process to give students feedback on their professional development each term. The faculty will honor not only the rights of students, but also the rights of pre-internship- and internship-partnering agencies, clients, and others to whom the student relates in a professional role. A copy of the Student Performance Review and Evaluation Policy is available in the Parks and Recreation office.

MAJOR IN PHYSICAL EDUCATION

Bachelor of Arts — Special Teaching Certification 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 Certification K-12 program is closely aligned with the College 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**: 9 semester hours

- PED3200-01  Kinesiology (3)
- PED3220WI-02  Physiology of Exercise (3)
- PED4100-02  Administration of Athletic Training, Fitness, and Physical Education (3)

**Special Teaching Certification K-12 Major**

**Professional Core Courses for Teaching**: 34-36 semester hours

- PED1200-01  Fitness for Life (2)
- PED2000  Inclusive Physical Education (3)
- PED2080  First Aid/CPR (2) (or current CPR card on file)
- PED2100  Teaching Individual and Dual Sports (2)
- PED2110  Teaching Rhythmic Activities (2)
- PED2120  Fitness Programs for Children and Youth (2)
- PED2150  Teaching Team Sports (2)
- PED2160  Teaching Non-Traditional Games (2)
- PED2300  Coaching Principles and Techniques (2)
- PED2600  Motor Development (3)
- PED3000  Teaching Physical Education in the Elementary School (4)
- PED3050  Teaching Physical Education in the Secondary School (4)
- PED3150  Assessment in Physical Education (3)
- PED4760  Student Teaching Seminar for Physical Education K-12 (3)

**Education Core Courses**: 27-30 semester hours

- MTH1100  College Algebra (3) or successful completion of Mathematics Competency Examination
- COM1500  Introduction to Human Communication (3)
- EDU2100  How Schools Work (4)
- EDU2260  Theories of Learning (4)
- EDU3440  Middle Schools Mission and Methods (4)
- EDU4750  Student Teaching Internship (12)

**Required Minor in Health Education**: 18 semester hours

- HED1500  At-Risk Behaviors & Society (2)
- HED/IDS2000  Wellness and Social Responsibility (4)
- HED2300  Planning for Health Education (3)
- 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 (3)
NOTE: These courses may be used to fulfill General Education degree requirements.

BIO1060 Human Anatomy (4)
PSC2110 United States Government (4)
PSY3350 Child and Adolescent Psychology (4)
(required for Middle School endorsement)

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.

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 United States. Please see Careers link for details.

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, and both state and national internship programs. Students also have the opportunity to participate in independent study coursework designed to explore areas of particular interests.

Required Courses: 32 semester hours

PSC1100 Politics, Culture and Society (4)
PSC2110 United States Government (4)

Select one course from each of the following categories:

American Politics
PSC3140 Political Participation and the Electoral Process (4)
PSC3150 The Executive and Legislative Process (4)

Comparative and International Politics
PSC3310 International Organization and Politics (4)
PSC3550 Comparative Political Systems: Industrial Nations (4)
PSC3560 Comparative Political Systems: Developing Nations (4)

Political Philosophy
PSC/PHL4650 Classics in Political Philosophy (4)
PSC/PHL4660 Modern Political Philosophy (4)
Selected Courses: Choose three courses, not including those already chosen above.

PSC3140 Political Participation and the Electoral Process (4)
PSC3150 The Executive and Legislative Process (4)
PSC/CRJ3180 Constitutional Law and the Judicial System (4)
PSC3310 International Organization and Politics (4)
PSC/SOC3400 Social Problems in Urban Society (4)
PSC/SOC3480 Globalization and Social Change (4)
PSC3550 Comparative Political Systems: Industrial Nations (4)
PSC3560 Comparative Political Systems: Developing Nations (4)
PSC/SOC4500 Human Rights and Social Justice (4)
PSC/PHL4650 Classics in Political Philosophy (4)
PSC/PHL4660 Modern Political Philosophy (4)
PSC1810, 2810, 3810, 4810 Selected Topic
PSC4830 Directed Study
PSC4980 Independent Study

MAJOR IN PSYCHOLOGY

Bachelor of Arts

May also be completed through the Adult Degree Completion Program.

A minimum of five (5) years of relevant full-time work experience is required for admission to the adult degree completion program.

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 36 semester hours are required to complete the psychology major. The 36 semester hours are to be completed by taking 31-32 semester hours of required courses below and 4-5 semester hours from the selected courses below.
Required Courses:
PSY1100 General Psychology (4)
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:
PSY/SOC3450 Social and Applied Psychology (4)
PSY2340 Personality (3)
PSY3660 Abnormal Psychology (4)
PSY3350 Child and Adolescent Development (4)
OR
PSY3360 Adult Development and Aging (4)

One course from Group B:
PSY2300 Learning and Motivation (4)
PSY3400 Cognitive Psychology (4)
PSY4200 Sensation and Perception (4)

Selected Courses:
PSY2210 Careers in Psychology (1)
PSY/SOC3430 Gender, Sexuality and Society (4)
PSY3460 Exceptional Individual (3)
PSY3470 Industrial/Organizational Psychology (3)
PSY3810, 4810 Selected Topics (3 or 4)
PSY3940, 4940 Internship in Psychology (1-3)
PSY4520 Psychological Assessment (3)
PSY4550 Introduction to Clinical and Counseling Psychology (4)
OR
Another 4-hour course from Group A or B list, excluding PSY3250 Lifespan Development.

**MAJOR IN RELIGION**

**Bachelor of Arts**

Religion majors explore the riches of the world's religions and study faith seriously as a universal quality. They also examine how faith motivates people for good, and sometimes for evil, and have the opportunity to appreciate the history and scriptures of Christianity, the world's largest religion.

Other topics include the study of Judaism, Islam, Hinduism, Buddhism and other religions. Because people of different faiths have lived alongside each other for centuries, the major problems of religious faith in the contemporary world are addressed. Religion students also grapple with age-old issues such as the problem that suffering raises for any belief in divine goodness. The major involves researching the relationship of religion to the hard and soft sciences as well as developing a sound methodological grasp of the subject of religion.
Emphasis is placed on developing critical thinking and the creative imagination, understanding diversity, and making links between different subject areas. It is for this reason that religion is an ideal second major for students. It is also why religion students find themselves working for multinational firms or in the caring professions. Many students majoring in religion do very well in graduate school because of the interdisciplinary skills they have already learned.

**Required Courses:** 16 semester hours
REL2060 Exploring Religion (4)
REL2200 The Shaping of Christian Identity (4)
REL3400 Love the Stranger: the History and Significance of Interfaith Dialogue (4)
REL4990 Seminar in Religious Studies (4)

**Selected Courses:** Choose 15 semester hours, of which at least 7 hours must be at 3000 level
REL1050 An Introduction to World Religions (4)
REL1100 The Christian Bible (4)
REL1400 Spirituality for Today’s World
REL/ART3450 Icons and Idols: Religion and Art
REL2310 The Faiths of Abraham (4)
REL2320 The Faiths of India (4)
REL/HIS2750 Topics in Religious History (4)
REL/HIS2760 Religion in America (4)
REL/PHL3100 Philosophy of Religion (3)
REL3350 Jesus (4)
REL3360 Jewish and Christian Responses to the Holocaust (4)
REL/HIS3800 Reformation Europe (4)

**MAJOR IN SOCIAL WORK**

**Bachelor of Social Work**

The major in Social Work is offered at both the Aurora campus and the George Williams College campus in Williams Bay, Wisconsin.

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 B.S.W. degree are eligible to take the examination for the state social work license (L.S.W.) and to apply for advanced standing in the Aurora University M.S.W. 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 B.S.W. 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 B.S.W. 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.

**General Education**

With an academic advisor, students select courses in the Ways of Knowing areas: Knowing Ourselves and Others, Observation of the Natural World, Aesthetic and Philosophical Expression, and Mathematical and Technological applications to complete their General Education requirements.

**Supportive Liberal Arts Requirements**

In addition to meeting the General Education requirements of the University, specific liberal arts courses are also 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)

**Addictions Specialization**

B.S.W. students in the Addictions specialization take four courses in the Addictions sequence as well as complete their B.S.W. 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—the CADC. The courses can be taken as part of the elective requirements for the B.S.W. The School of Social Work is accredited by the Illinois Alcohol and Other Drug Abuse Professional Certification Association, Inc (ILIAODAPCA).

**Child Welfare Specialization**

The Child Welfare specialization may be taken by B.S.W. students in a threecourse sequence. The specialization of child welfare addressed the educational needs of the students while increasing their work toward improving the lives of children and their families. Students in the specialization would also complete their B.S.W. field placement in an agency that focuses on child welfare. This specialization is designed to provide comprehensive child welfare education.
Admission to the B.S.W. 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 B.S.W. program. Formal admission to the School of Social Work occurs during the Fall or Spring semester of the sophomore year. Applicants to the B.S.W. 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 B.S.W. 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 B.S.W 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 B.S.W. Handbook.

Full-Time/Part-Time Study

Students can complete the B.S.W. 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 B.S.W. program in either the Fall or Spring semester.

B.S.W. 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: 44-48 semester hours
Foundation Knowledge, Values, and Skills — 36-40 semester hours
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) (3)
SWK3390WI Social Work Practice with Diverse and Vulnerable Populations (4)
SWK3400 Human Behavior in the Social Environment: Adult Lifespan (HBSE II) (3)
SWK4010 Social Work with Communities and Organizations (3)
SWK4110 Individuals and Families (3)
SWK4120 Integrative Seminar in Social Work (3)
SWK4200 Social Work Research I (3)
SWK4300 Social Work Research II (3)
Field Instruction (concurrent with SWK4110 and 4120) — 6 semester hours
SWK3500 Pre-practicum Seminar (2)
SWK4210 Field Instruction I (3)
SWK4220 Field Instruction II (3)
Selected Courses: a minimum of one course from courses listed below. The B.S.W. program provides students with the following elective courses from which they are required to select a minimum of one course. 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 (3)
SWK3760 Effects of Trauma on Children (3)
SWK3770 Social Work Practice with Older Adults (3)
SWK3810/4810 Selected Topics
SWK4400 Social Work Perspectives and Practice on Psychopathology (3)
SWK4710 Expressive Therapy for Children (3)
SWK4720 Social Work with Vulnerable Children and Families (3)
SWK4725 Child Welfare Services (3)
SWK4740 Family Violence: Issues and Intervention (3)

Addictions Specialization: 13 semester hours
SWK2050 Drugs and Human Behavior: Substance Abuse Evaluation and Treatment (4)
SWK3200 Psychopharmacology (3)
SWK3750 Addictions Counseling I (3)
SWK4700 Addictions Counseling II (3)

Child Welfare Specialization:
SWK3760 Effects of Trauma on Children (3)
SWK4720 Social Work with Vulnerable Children and Families (3)
SWK4725 Child Welfare Services (3)
Field Instruction

Field instruction is an integral part of the B.S.W. curriculum. B.S.W. students are placed in an agency where they receive instruction from a qualified, approved field instructor holding an M.S.W. 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.

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 B.S.W. degree at Aurora University, or through other B.S.W. 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 M.S.W. program at Aurora University. If granted, advanced standing allows the student to apply B.S.W. courses toward a maximum of 30 semester hours of the M.S.W. degree. The M.S.W. 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 B.S.W. Program

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

Criteria for Academic Performance

The B.S.W. 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 B.S.W. Handbook.
Criteria for Personal/Professional Performance

Students in the B.S.W. 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 B.S.W. Handbook.

Leave of Absence

If a student wishes to take a leave of absence of more than one term excluding Summer, a request for leave of absence must be made by filing the appropriate form in the Office of the Registrar. B.S.W. students are expected to meet with the B.S.W. 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. Please check the Sociology alumni link for details.

**Required Courses:** 16 semester hours
SOC1100 Principles of Sociology (4)
SOC/PSY3500 Research and Statistical Methods (4)
SOC4310 Seminar in Classical Sociological Theories (4)
SOC4320 Seminar in Contemporary Sociological Theories (4)

**Selected Courses:** Choose at least 15 semester hours from the list below:
SOC2150 Cultural Anthropology (3)
SOC/CRJ2300 Criminology (4)
SOC2940, 3940 Career Investigation Field Experience (3)
SOC3350 Race, Ethnicity, and Power (4)
SOC/PSC3400 Social Problems in Urban Society (4)
SOC/PSY3430 Gender, Sexuality, and Society (4)
SOC/PSY3450 Social and Applied Psychology (4)
SOC/PSC3480 Globalization and Social Change (4)
SOC3550 Women, Men, Family, and Diversity (4)
SOC3810 Special Topics (2-4)
SOC/PSC4500 Human Rights and Social Justice (4)
SOC4940 Community Research Internship (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, but not limited to, 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 24 hours of required coursework in addition to 12 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.

All students who major in Spanish will select from an immersion or travel-study experience as part of the required coursework. Those students with sufficient experience or background in Spanish may begin coursework at the 2000-level pending successful completion of a Spanish placement exam. The Elementary Spanish course (SPN1120) does not count as part of the credits earned towards a major, but can fulfill a General Education requirement.

**Required Courses:** 24-25 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPN2200</td>
<td>Intermediate Spanish I (4)</td>
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<tr>
<td>SPN2300</td>
<td>Intermediate Spanish II (4)</td>
<td></td>
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<tr>
<td>SPN2400</td>
<td>Advanced Spanish Skills (4)</td>
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<tr>
<td>SPN3200</td>
<td>Spanish Phonetics and Conversation (3)</td>
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<tr>
<td>SPN3300</td>
<td>Spanish Translation (3)</td>
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<tr>
<td>SPN4990</td>
<td>Spanish Capstone Seminar (3)</td>
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Students are required to choose one of the following courses after completion of the intermediate Spanish courses:

- SPN3650 Language and Community Immersion (3)
- SPN3880 Spanish Travel/ Study Experience (4)

**Spanish Language and Literature Emphasis**

Selected Courses: Choose at least 12 semester hours from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPN3450</td>
<td>Spanish Language Films (3)</td>
<td></td>
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<tr>
<td>SPN3500</td>
<td>Advanced Spanish Literature (3)</td>
<td></td>
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<tr>
<td>SPN3600</td>
<td>Latin American Civilization and Culture (3)</td>
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<tr>
<td>SPN3700</td>
<td>Survey of Latin American Literature (3)</td>
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<tr>
<td>SPN3750</td>
<td>Spanish Language Practicum (1-3)</td>
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<tr>
<td>SPN3800</td>
<td>Comparative Grammatical Structures (3)</td>
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</table>

**Latino Studies Emphasis**

In addition to the required courses for the Spanish major, Latino Studies majors must take the following 6 semester hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTS1200</td>
<td>Introduction to Latino Cultural Studies (3)</td>
<td></td>
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<tr>
<td>LTS1300</td>
<td>Latinos in the United States (3)</td>
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</tbody>
</table>

Selected Courses: Choose at least 6 semester hours from the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTS2000</td>
<td>Latina Writers (4)</td>
<td></td>
</tr>
<tr>
<td>SPN3600</td>
<td>Latin American Civilization and Culture (3)</td>
<td></td>
</tr>
<tr>
<td>SPN3700</td>
<td>Survey of Latin American Literature (3)</td>
<td></td>
</tr>
<tr>
<td>SPN3880</td>
<td>Spanish Travel/ Study Experience (4)</td>
<td></td>
</tr>
<tr>
<td>HIS3450</td>
<td>Latin American History (4)</td>
<td></td>
</tr>
<tr>
<td>PSC3560</td>
<td>Comparative Political Systems: Developing Nations (4)</td>
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</tr>
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</table>
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 Type 10 Learning Behavior Specialist I certificate. Certification requires teachers to build a knowledge base to identify and intervene with students who exhibit a wide range of disabilities, including learning disabilities, intellectual disabilities (mental retardation 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, candidates will need to complete the following state tests to receive LBS I certification: Basic Skills/Test of Academic Proficiency (TAP); Assessment of Professional Teaching K-12; Learning Behavior Specialist I (content area); and Special Education 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 certificate.

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, 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, How Schools Work, accompanied by a clinical immersion experience in an inclusive setting (1 semester 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 College 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 requires that the student first be accepted into the College 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 a 2.75, the applicant may be accepted on a probationary basis. Note that acceptance into the special education program requires a 3.0 grade point average; the same guidelines for probationary status applies. 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. Appli-
cants 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 College 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:**
- **EDU2100** How Schools Work (4)
- **SPED3120** Characteristics and Identification of Disabilities and the Law (4)
- **SPED3200** Cognitive Development and Disabilities (2)
- **SPED3350WI** Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior (4)
- **SPED/EDU3510** Diversity Studies for Teaching ELLs and Students with Disabilities (3) (Encompasses course content of EDU3100)
- **SPED/EDU3610** Linguistics and Language Development: Teaching ELLs and Students with Disabilities (3) (Encompasses course content of EDU3150)
- **SPED3750** Intervention Strategies for Problematic Behavior (3)
- **SPED3815** Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (3)
- **SPED/EDU3860** Psychological/Educational Assessment of Bilingual/ELLs and Students with Disabilities/Assessment of Bilingual Students (4)
- **SPED4500** Mathematics and Sciences Interventions for Students with Disabilities (3)
- **SPED4550** Reading Disabilities Theory and Interventions (4)
- **SPED4570** Advanced Reading Disabilities (2)
- **SPED4610** Written Language Development and Disorders (4)
- **SPED4620** Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (4)
- **SPED4750** Student Teaching in Special Education (11)
- **SPED4760** Special Education Student Teaching Seminar (2)

**Additional Required Courses** (for pedagogical background of regular education)
- **EDU2260** Theories of Learning (4)
- **EDU3480** Teaching Reading and Language Arts for Primary Grade (4)
- **EDU Elective at the 3000-4000 level (3-4)**

*If a student is interested primarily in special education at the high school level, alternative courses may be approved by the candidate’s mentor or department chair.

**Additional General Education Coursework (beyond University requirements), based on Certification Requirements**

A two-course sequence in mathematics:
- **MTH1210** and **MTH1220** Mathematics for Elementary Teachers I and II
  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.
- **SBS1100** Introduction to the Social Sciences (4)**

**SBS1100** may be replaced by two social sciences courses as approved by the department chair and advisor.

Additional coursework may be necessary due to changes in certification requirements.
MAJOR IN SUSTAINABILITY
Bachelor of Science

Program offered only at George Williams College in Williams Bay, Wisconsin.

As the world continues to explore and address the impacts of environmental and human sustainability, it is important to provide a program that will give students the tools to deal with these critical issues in society. These critical issues include: air pollution, climate change, water and land resource change, energy production change, consumerism and societal needs for adaptation. Such issues can cross environmental, economic and societal borders and it is important to look at these issues holistically. For these reasons, the major in Sustainability and Environmental Management will take both an interdisciplinary and a multidisciplinary approach to environmental issues so students may identify problems, propose solutions, and inform others of such possible solutions.

The program is a four-year Bachelor of Science degree with 15 core courses. Classes will focus on academic content and allow students opportunities for experiential learning both in the community and the unique landscape of George Williams College. As students reach completion of the program, opportunities for internships will allow further experiential development to prepare the student for the workforce or for the rigors of graduate school.

After program completion, students may pursue an environmental career in government, industry, public policy, advertising, environmental consulting, community development or urban and rural land-use planning. Students will also be well prepared to pursue graduate studies including Environmental Law or Environmental Studies with degree concentrations such as advocacy, biology, education, management, policy or sustainability.

Required core courses:

SEM2100 Environmental Ethics (4)
SEM2200 Environmental Chemistry (4)
SEM2300 Natural Resources Economics (4)
SEM2400 Literature and the Environment (4)
SEM3100 Introduction to Geographic Information Systems (4)
SEM3200 Ecology and Conservation Biology (4)
SEM3300 Environmental Statistics (4)
SEM3400 Environmental Soils and Food Production (4)
SEM4100 Grant Writing and Fundraising (4)
SEM4200 Water Resources and Environment (4)
SEM4300 Senior Capstone in Environmental Issues (4)
SEM4400 Environmental Literacy and Critical Inquiry (4)
SEM4500 Environmental Management (4)
SEM4600 Civilizations and Their Environment (4)
SEM4700 Energy and Changing Technology (4)
The object of the theatre major is to help students develop, in an educational and professional manner, their knowledge of theatre, from ancient to modern conceptions of the art, to the practical skills of producing and performing. The goal is to provide a strong knowledge and skill base, so that it would be possible for majors to pursue graduate or professional study in theatre arts or to fill entry-level positions in the theatre industry.

Depending on the mix of courses students choose, they may earn a strong generalist degree or build a focused program in performance, design and production, or scholarship. If theatre study is used as a second major in addition to another field, skills gained will also enhance careers such as arts organization management, education, and social work, while developing the student’s ability to create personal expression.

The theatre department is committed to the proposition that broad interdisciplinary knowledge is imperative for all practitioners of theatre, and students are encouraged to double major in areas such as history, education, literature/English, foreign language, or business, as well as to participate in the other programs in the Division of Fine Arts. Many theatre courses at AU are taught with an interdisciplinary approach.

Theatre majors are expected to participate in all areas of main stage productions. Underclass students, particularly, will fulfill hours in all areas, while upper class students may find themselves focusing in particular areas as they near their capstone experiences.

In addition to work hours on productions, majors will fulfill 36 semester hours of coursework.

**Required Core Courses:** 19 semester hours

- THE1200 Introduction to Theatre (3)
- THE1300 Acting I (3)
- THE1500 Stagecraft I (3)
- THE/ENG2220 Drama Literature (4)
- THE4990 Senior Capstone Project (3)
- THE 3600 History of Theatre: Antiquity to Renaissance (3) OR THE3610 History of Theatre: Restoration to Present (3)

**Selected Courses:** 18 semester hours

Students wishing to focus in a particular area may wish to select courses based on the recommended lists.

- THE2300 Acting II (3)
- THE2500 Stagecraft II (3)
- THE3100 Playwriting (3)
- THE3250 Shakespeare in Performance (3)
- THE3260 Studies in Performance Style (3)
- THE3310 Directing (3)
- THE3510 Design for the Stage (3)
THE3520 Stage Costuming (3)
THE3600 History of Theatre: Antiquity to Renaissance (3)
THE3610 History of Theatre: Restoration to Present (3)
THE3620 Theatre History Topics (3)
THE4100WI Theatre Theory & Criticism (3)

Special topics courses may also be offered periodically and applied to semester hour requirements for Selected Courses.

Majors are expected to materially participate in at least one production every year, and at the least peripherally participate in a second production of each year. Majors and minors receiving theatre scholarships are expected to materially participate in all mainstage productions and put in time on other departmental presentations.

SUPPLEMENTAL MAJORS

Students seeking professional preparation in such areas as law or 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 certification; consult a College of Education advisor.

Certificates are freestanding credentials that may be earned alone, or in combination with a degree program at the student’s option.

SUPPLEMENTAL MAJOR: PRE-LAW

Law schools recognize that an excellent General Education at the undergraduate level is one of the best ways to prepare for law school work. Students should take courses that are challenging and that allow the student to become knowledgeable about many diverse topics. Those college courses that permit the student to develop oral and written communication skills, reading skills, and analytical skills will be most beneficial to students involved in the rigors of pursuing a legal education. Law schools require no particular coursework or undergraduate major, although traditionally history, political science, and business administration degrees have been most frequently presented by students entering law school.

The pre-law program encourages students to expand their general knowledge as much as possible and to develop and practice the skills necessary for performance at the law school level.

Admission to law school is highly competitive, so that students anticipating a career in law need to give particular attention to the quality of their academic work during their undergraduate careers, and especially on the acquisition of habits and behaviors relating to precision, fluency, and economy in speaking and writing.

Prospective pre-law students may obtain additional information on law school preparation and related matters by consulting the current editions of pre-law handbooks available in the Career Services office. The Law School Admission Council website for candidates for the Law School Admission Test will also prove helpful.
**Required Courses:** Choose at least 6 semester hours from each area with at least 18 semester hours at the 3000-level or above. Some of the classes may be offered only once every other year, so students may need to plan accordingly.

**Area A: History and History of Western Thought**
- PHL/PSC4650 Classics in Political Philosophy (4)
- PHL/PSC4660 Modern Political Philosophy (4)

**Area B: Government and Business**
- BUS2010 Legal Environment of Business (3)
- BUS4010 Advanced Business Law (3)
- CRJ1010 The Criminal Justice System (4)
- CRJ/PSC3180 Constitutional Law and the Judicial System (4)

**Area C: Communication and Logic**
- ENG3020 Advanced Academic Writing (4)
- PHL1200 Logic (3)

**Area D: Social Science**
- PSY2340 Personality (3)
- PSY3660 Abnormal Psychology (4)
- CRJ/SOC2300 Criminology (4)
- PSY/SOC3450 Social and Applied Psychology (4)

In addition, it is recommended that students complete one of the following courses in mathematics, or two sequential semesters of a foreign language.

- MTH1120 Finite Mathematics (3)
- MTH2320 General Statistics (3)
- MTH2120 Calculus for Management and Sciences (3)

**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 teaching certification, the joys of helping students grow and learn during their teen years are lifelong rewards.

Aurora University has designed its certification 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 Illinois State Board of Education certification at the secondary level (grades 6-12) must satisfy state requirements both in the primary major, supplemental major and in General Education. It is therefore essential that the entering freshman work closely with an academic advisor in order to ensure that
all course requirements will be met within four years of college course-work. It is advisable for students to work toward fulfillment of state requirements early in their academic careers. It is also essential that candidates apply to the College of Education as soon as the decision to teach is made. Candidates seeking certification in one of the Aurora University approved secondary areas must apply to the College 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 certification programs as approved by the Illinois State Board of Education: Biology, English, Mathematics, Physical Education, and Social Studies.

**Admission to the College of Education**

Admission to the University does not guarantee admission to a major in the College of Education. Only students who have been accepted into the College 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 College of Education. In addition, to be fully admitted to the secondary teacher education program, a candidate must have completed an application form to the College of Education; passed the Illinois Certification Testing System Basic Skills Test; passed a criminal background check and a sex offender check.

**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 College of Education student. Candidates must have passed the Illinois State Board of Education Content Area test, 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 the Illinois State Board of Education Assessment of Professional Teaching in order to be recommended to teacher certification.

The College of Education is continuously redesigning its programs based on current research, state law and our 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 your program could be subject to these changes.

**Required for State Certification in Secondary Education**

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

**Required for State Certification:** total number of semester hours varies according to each program
12-16 semester hours in communication

*ENG1000 Introduction to Academic Writing (4)
OR
*IDS1600 Culture, Diversity and Expression (4)
ENG2010 Introduction to Research Writing (4)
COM1500 Introduction to Human Communication (4)

Required for Biology, Mathematics, English, Physical Education
IDS2000 Wellness and Social Responsibility (4)

3 semester hours
MTH1100 College Algebra, MTH1110 Contemporary Mathematics, or successful completion of Mathematics Competency requirement.

32 semester hours:
EDU2200 Standards/Foundations of Education (4)
EDU2260 Theories of Learning (4)
EDU3720 Reading Across the Curriculum (4)
EDU2900 Pre-teaching (1)

Candidates will choose according to major:
History: SBS3820 Secondary Methods in Social Studies (4)
English ENG3820 Secondary Methods In English (4)
Biology BIO3820 Secondary Methods in Biology (4)
Mathematics MTH3820 Secondary Methods in Mathematics (4)
EDU4750 Student Teaching (12)
EDU4760 Student Teaching Seminar (3)

NOTE: For those individuals seeking a middle school endorsement, completion of PSY3350 (4) and EDU3440 Middle School Mission and Methods (4) is required. For those individuals seeking a middle school endorsement in mathematics, both EDU3440 Middle School Mission and Methods (4) and EDU4360 Methods of Teaching Math: Middle School (3) are required.

Approved Certification Programs
Aurora University offers ISBE- and NCATE-approved certification 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 an Elementary Education Type 3 certificate or Secondary Education Type 9 certificate that will allow the candidate to teach in a middle school. The candidate will be required to successfully complete EDU3440.

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 any required prerequisites.

**Approved Endorsement Areas**

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; EDU3440 required)
- Art (middle school; EDU3440 required)
- Biology (middle school; EDU3440 required)
- English (middle school; EDU3440 required)
- General Science (middle school; EDU3440 required)
- History (middle school; EDU3440 required)
- Mathematics (middle school; EDU3440 and EDU4360 required)
- Physical Science (middle school; EDU3440 required)
- Social Science (middle school; EDU3440 required)
- Spanish (middle school; EDU3440 required)
- Theatre (middle school; EDU3440 required)

**Approved Certification Programs for Graduate Students**

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

**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 certification in one of the above areas must apply to the College 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 College 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 Basic Skills Test, and having 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, which overlap some of the University’s 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 3 semester hours of credit/no credit coursework will apply toward a minor.
6. Courses used on a minor may also be used to meet General Education distribution requirements or the B.S. core requirements.

MINOR IN ACCOUNTING 20 semester hours

**Required Courses:** 14 semester hours

- ACC2010 Principles of Financial Accounting (3) *
- ACC2020 Principles of Managerial Accounting (3) *
- ACC3110 Intermediate Accounting I (4) *
- ACC3120 Intermediate Accounting II (4)

*also counts for Business Administration major

**Selected Courses:** Choose at least 6 semester hours

- ACC3210 Cost Accounting (3)
- ACC3310 Federal & State Taxation of Individuals (3 or 4)
- ACC3320 Federal Taxation of Business Entities (3)
- ACC4140 Advanced Accounting (3)
- ACC4410 Auditing (4)
- ACC4510 Accounting Information Systems (3)
- ACC4520 Governmental and Not-for-Profit Accounting (3)

A maximum of 10 semester hours applied to the Business Administration major may also be applied to a minor in Accounting.

MINOR IN AMERICAN CULTURE AND ETHNIC STUDIES 18-20 semester hours

The minor in American Culture and Ethnic Studies offers an interdisciplinary perspective on race, ethnicity and culture in America. Included in this minor are those courses which treat the subject matter from a multi-disciplinary perspective. The focus of the minor includes, but is not limited to, American ethnic groups with the following categories: European American, Native American, African American, Latino, and Asian American. The objective is to study the histories, experiences, and ancestral background of a variety of ethnic groups.

**Aims**

A. To help students develop critical thinking using a culturally inclusive perspective for understanding their own cultural view of the world and of others;
B. To recognize and appreciate diversity within the larger community;
C. To acquire the knowledge necessary for cross-cultural understandings and interaction; and
D. To provide the opportunity to explore the distinctiveness of one’s own ethnic heritage such as: world view, economics, religious systems, aesthetics, social and political behaviors, cultural priorities and responses to historical influences.

The minor would be appropriate for students majoring in the health professions, education, public policy, social work, business, communication, criminal justice, sociology, psychology and history.

**Required Courses:** 8 semester hours

- HIS1210 American History II (since 1877) (4)
- SOC3350 Race, Ethnicity and Power (4)

**Selected Courses:** Choose 10-12 semester hours from among the following:

Select at least 4 semester hours from among the following courses:

- HIS3050 American Urban History (4)
- HIS3100 The African American Experience (4)
- HIS3300 The American West (4)
- HIS3450 Latin American History (4)

Select at least 6-8 semester hours from among the following courses:

- COM3500 Intercultural Communication (3)
- ENG3520 Racial and Ethnic Themes in Literature (4)
- ENG/EDU3180 Multicultural Literature for Children (2)
- ENG/EDU3190 Multicultural Literature for Young Adults (2)
- LTS1300 Latinos and Latinas in the U.S. (3)
- LTS2100 Latina Writers (4)
- PSC2110 United States Government (4)
- SOC2150 Cultural Anthropology (3)
- SOC/PSC3400 Social Problems in Urban Society (4)
- SOC/PSC3480 Globalization and Social Change (4)
- SOC/PSC4500 Human Rights and Social Justice (4)
- SPN2400 Advanced Spanish Skills (4)

**MINOR IN ART** 18 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. Teacher Education and Communication are two majors that readily benefit from an art minor.

Students may complete a minor in art by choosing 18 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

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)

**Art History Electives:** 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

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/approval 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/approval in addition to their elementary or secondary education certificate achieved with the B.A./B.S.

The coursework meets the State of Illinois Board of Education (ISBE) requirements for the endorsement/approval 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/approval.

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.
- **In addition:** To complete the two methods courses in the coursework (EDU3120 and EDU3170), students must meet the following prerequisites: a)
acceptance into the College of Education, b) passing the Basic Skills Test, c) passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check, and d) passing the TB test.

Required Courses:

- EDU3110 Foundations for Language Minority Education (3)*
- EDU3120 Methods and Materials for Teaching ESL (3)*
- EDU3130 Cross Cultural Studies for Teaching ELLs (3)*
- EDU3140 Assessment of Bilingual Students (3)*
- EDU3150 Linguistics for Teaching English Language Learners (3)*
- EDU3170 Methods and Materials for Teaching ELLs in Bilingual Programs (3)*

*Course also requires 20 hours of clinical experience

All 18 semester hours and hours of clinical experience are required for the endorsement/approval in Bilingual/ESL Education. The endorsement/approval 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/approval 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/approval.

**MINOR IN BIOLOGY**

**20 semester hours**

**Required Courses:**

- BIO1210 Biology of Cells (4)
- BIO1220 Biology of Organisms (4)

**Selected Courses:**

Students must choose at least 12 semester hours offered in the biology program at the 2000-level or above excluding directed studies, independent studies, and internships. No more than four (4) semester hours in total may be applied from selected topic courses or BI03970.

**MINOR IN BUSINESS ADMINISTRATION**

**21 semester hours**

This minor is exclusively offered to non-business majors. It is strongly recommended for those students seeking a general understanding of business principles and practices.

**Required Courses:**

- ACC2010 Principles of Financial Accounting (3)
- ACC2020 Principles of Managerial Accounting (3)
- BUS2010 Legal Environment in Business (3)
- BUS2300 Principles of Marketing (3)
- BUS3200WI Principles of Management (3)
- ECN2010 Principles of Microeconomics (3)
- ECN2020 Principles of Macroeconomics (3)
MINOR IN CHEMISTRY 18 semester hours

Required Courses:
CHM1310 General Chemistry I (4)
CHM1320 General Chemistry II (4)
CHM2410 Organic Chemistry I (4)
CHM2420 Organic Chemistry II (4)

Selected Courses: Students must choose at least 2 semester hours offered in the chemistry program at the 2000-level or above.

MINOR IN COACHING 18 semester hours

Required Courses: 14 semester hours
PED1210 Strength Training (1)
PED2300 Coaching Principles and Techniques (2)
PED2330 Officiating Team Sports (2)
PED2340 Sports Statistics (1)
PED2500 Prevention and Care of Acute Athletic Injuries & Illnesses (3)
PED2941 Coaching Field Experience (2)
PED3480 Sport Psychology (3)

Electives: 4 semester hours
PED2080 First Aid/CPR (or current CPR card on file) (2)
PED2354 Methods and Strategies of Coaching Baseball (1)
PED2355 Methods and Strategies of Coaching Basketball (1)
PED2364 Methods and Strategies of Coaching Football (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)

Students in this minor are encouraged to take the American Sport Education Program, Leadership Level test. Successful test completion and the courses listed above meet coaching credentials in states that require it.

MINOR IN COMMUNICATION 20 semester hours

Communication also makes a very flexible and adaptable minor that works well in combination with majors such as Business, Education, History, and English. To receive a minor in Communication, a student must complete 20 semester hours of Communication major-approved courses.

Required courses: 8 semester hours
COM1500 Introduction to Human Communication (4)
OR
COM1800 Argumentation and Debate (4)
Undergraduate Minors

COM2100  Media and Society (4)
OR
COM2850  Introduction to Visual Communication (4)

**Elective courses:** Choose 12 semester hours of any Communication major-approved courses.

**MINOR IN COMPUTER SCIENCE**  
21 semester hours

**Required Courses:** 18 semester hours
- CSC1010  Introduction to Computer Science (4)
- CSC1700  Introduction to Computer Programming (4)
- CSC2200  Web Application Development (3)
- CSC2300  Computer Architecture (3)
- CSC2650  Data Structures and Algorithms (4)

**Selected Courses:** Students must choose at least 3 semester hours offered in the computer science program at the 2000-level or above.

**MINOR IN CREATIVE WRITING**  
18 semester hours

Students may complete a minor in Creative Writing by choosing a minimum of 18 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**  
19 semester hours

**Required Course:**
- CRJ1010  Introduction to Criminal Justice (4)

**Selected Courses:** Choose 15 semester hours from criminal justice courses except CRJ4940.

**MINOR IN ENGLISH**  
18 semester hours

Students may complete a minor in English by choosing a minimum of 18 semester hours from the courses in English (at least 4 semester hours must be in literature, at least 4 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**  
18 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 production 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 18 semester hours in the minor.
**MINOR IN FINANCE**

_required Courses:_ 9 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACC2020</td>
<td>Principles of Managerial Accounting</td>
<td>3</td>
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<tr>
<td>ECN2010</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>BUS3400</td>
<td>Principles of Finance</td>
<td>3</td>
</tr>
</tbody>
</table>

*also counts for Business Administration major

**Selected Courses:** Choose at least 9 semester hours from the list below

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS3430</td>
<td>Intermediate Corporate Finance</td>
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</tr>
<tr>
<td>BUS3450</td>
<td>Personal Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>BUS3480</td>
<td>Financial Markets and Institutions</td>
<td>3</td>
</tr>
<tr>
<td>BUS4250</td>
<td>Investments and Portfolio Management</td>
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</tbody>
</table>

A maximum of 9 semester hours applied to the Business Administration major may also be applied to a minor in Finance.

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**MINOR IN FITNESS AND HEALTH PROMOTION**

_required Courses:_ 14 semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PED1410</td>
<td>Cardiovascular Training Inside and Out</td>
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<tr>
<td>PED1200-02</td>
<td>Fitness for Life</td>
<td>2</td>
</tr>
<tr>
<td>PED2080</td>
<td>First Aid/CPR (or current CPR card on file)</td>
<td>2</td>
</tr>
<tr>
<td>PED2500</td>
<td>Prevention &amp; Care of Acute Athletic Injuries &amp; Illnesses</td>
<td>3</td>
</tr>
<tr>
<td>PED2250</td>
<td>Introduction to Fitness &amp; Health Promotion</td>
<td>2</td>
</tr>
<tr>
<td>PED3300</td>
<td>Fitness Instructor Preparation</td>
<td>3</td>
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</table>

**Electives:** 4 semester hours

<table>
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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>PED1210</td>
<td>Strength Training</td>
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<tr>
<td>PED1310</td>
<td>Step Aerobics</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
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<td>PED1420</td>
<td>Step and Train</td>
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<td>PED3220WI-01</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>PED4370</td>
<td>Facilities and Special Events</td>
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</table>
MINOR IN GENDER STUDIES 18 semester hours

This interdisciplinary minor provides an opportunity for students to explore issues surrounding gender and sexuality from a variety of academic perspectives.

Required Course:
PSY/SOC3430 Gender, Sexuality, and Society (4)

Selected Courses: Choose a minimum of 14 semester hours from the list below:
COM3500 Intercultural Communication (3)
HIS3150 Women in American History (4)
PES1220 Self-Defense (1)
PSC 3550 Comparative Political Systems: Industrial Nations (4)
SOC3550 Women, Men, Family and Diversity (4)
SWK4740 Family Violence: Issues and Intervention (3)
OR
PSY3810 Violence Against Women (3)
PSC3560 Comparative Political Systems: Developing Nations (4)
OR
SOC2150 Cultural Anthropology (3)

Selected topic courses in the areas of women in education, women in literature, women in science, and the masculine experience, will also be offered.

MINOR IN HEALTH EDUCATION 18 semester hours

HED1500 At-Risk Behaviors and Society (2)
HED/IDS2000 Wellness and Social Responsibility (4)
HED2300 Planning for Health Education (3)
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 (3)

This minor qualifies an individual for a Middle School Health Endorsement in the state of Illinois. An endorsement allows a certified educator to teach health education in the middle school full-time, but in the high school a certified educator may teach health education only part-time.

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 INTERNATIONAL STUDIES 20 semester hours

The International Studies minor provides students with an opportunity to explore and learn from a multi-disciplinary perspective how to live and work in a complex and diverse world.

The goals of this minor are twofold: 1) to help students gain the knowledge and information necessary to live and work effectively and harmoniously in our
complex world; and 2) to help students develop critical thinking and analytical
skills by using an international perspective to recognize and understand the diver-
sity of people and cultures in the world.

The minor will be attractive to students interested in international business
and government, as well as fields such as education, nursing, and social work,
where graduates will interact with people of diverse cultures.

**Required Courses:** 8 semester hours

- PSC1100 Politics, Culture, and Society (4)
- PSC3550 Comparative Political Systems: Industrial Nations (4)
  OR
- PSC3560 Comparative Political Systems: Developing Nations (4)

**Selected Courses:** Choose a minimum of 14 semester hours from the list below:

- BUS3500 International Business (3)
- COM3500 Intercultural Communication (3)
- CRJ3010 International Crime and Justice (3)
- HIS3450 Latin American History (4)
- HIS3700 History of the Middle East (4)
- HIS3750 The Far East (4)
- PSC3310 International Organization and Politics (4)
- REL1050 An Introduction to World Religions (4)
- REL2310 The Faiths of Abraham (4)
- REL2320 The Faiths of India (4)
- SOC2150 Cultural Anthropology (3)
- SOC/PSC3400 Social Problems in an Urban Society (4)
- SOC/PSC3480 Globalization and Social Change (4)
- SOC/PSC4500 Human Rights and Social Justice (4)
- SPN2400 Advanced Spanish Skills (3)

**NOTE:** Students may petition to include a maximum of 4 semester hours of credit
earned in an internship in a foreign country toward completion of the minor. A
maximum of 4 semester hours earned in study-abroad programs, including inter-
national May Term coursework, can count toward completion of the minor with
the prior approval of the instructor.

**MINOR IN MANAGEMENT INFORMATION TECHNOLOGY**

**Required Courses:** 9 semester hours

- ACC2010 Principles of Financial Accounting (3) *
- BUS3200WI Principles of Management (3) *
- BUS3220 Management Information Systems (3)*

*also counts for Business Administration major

**Selected Courses:** Choose at least 9 semester hours from the courses below:

- BUS3520 Advanced Software Applications (3)
- BUS3540 Current Issues in MIT-People/Data (3)
- BUS4590 Advanced Topics in Information Technology (3)
- CSC1700 Introduction to Computer Programming (4)

A maximum of 9 semester hours applied to the Business Administration major
may also be applied to a minor in Management Information Technology.
MINOR IN MARKETING 18 semester hours

Required Courses: 9 semester hours
ACC2010 Principles of Financial Accounting (3) *
BUS2300 Principles of Marketing (3) *
BUS3200WI Principles of Management (3) *

*also counts for the Business Administration major

Selected Courses: Choose at least 9 semester hours from the courses below:
BUS3310 Integrated Marketing Communication (3)
BUS3320 The Professional Sales Process (3)
BUS3350 Consumer Behavior (3)
BUS4350 Marketing Research (3)

A maximum of 9 semester hours applied to the Business Administration major may also be applied to a minor in Marketing.

MINOR IN MATHEMATICS 18 semester hours

Required Courses:
MTH2210 Calculus I (4)
MTH2220 Calculus II (4)
MTH2230 Calculus III (4)

Selected Courses: Students must choose at least 6 semester hours offered in the Mathematics program at the 3000-level or above, excluding MTH2810/3810/4810, MTH3820, MTH 3830/4830, MTH4970, MTH4980 and MTH4990.

MINOR IN MUSEUM STUDIES 18 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 Collection.

Students majoring in history, art, English, education, and the sciences may desire a minor in museum studies.

Required Courses: 6 semester hours
MST1110 Introduction to Museum Studies (3)
MST3940 Internship in Museum Studies (3)

Choose 6 semester hours from the list below:
MST2200 Museum Exhibitions (3)
MST2250 Museum Methods (3)
MST2300 Museum Education (3)

Selected Courses: Choose at least 6 semester hours from the list below.
ART2500 Art History I (4)
ART2530 Introduction to Native American Art (4)
MINOR IN MUSIC  

20.5-23 semester hours

Required Courses:

MUS1500  Music Appreciation (4)
MUS2600  Music Theory I (3)
MUS2610  Music Theory II (3)
MUS2060  Aural Skills I (1)
MUS2070  Aural Skills II (1)

One course from

MUS1210  Beginning Piano (.5)
OR
MUS2210  Piano I (.5-1)

Four additional semesters of applied study from one area:

MUS1010  Beginning Voice (1)
MUS2010  Voice I or higher (.5-1)
MUS2210  Piano I or higher (.5-1)
MUS2230  Applied Woodwinds (.5-1)
MUS2240  Applied Brass (.5-1)
MUS2250  Applied Strings (.5-1)
MUS2260  Applied Classical Guitar (.5-1)
MUS2270  Applied Organ (.5-1)

Four semesters of ensemble performance (faculty approved): (2-4)

One of the following:

MUS1400  World Music (3)
MUS2510  Music History I (3)
MUS2520  Music History II (3)
MUS3510  Music History III (3)

MINOR IN ORGANIZATIONAL MANAGEMENT  

18 semester hours

Required Courses:  9 semester hours

ACC2010  Principles of Financial Accounting (3) *
ECN2010  Principles of Microeconomics (3)*
BUS3200WI  Principles of Management (3) *

*also counts for the Business Administration major
Selected Courses: Choose at least 9 semester hours from the courses below:

- BUS3010  Dynamics of Leading Organizations (3)
- OR
- BUS4200  Not-for-Profit Strategic Management (3)
- BUS3250  Human Resource Management (3)
- BUS3280  Organizational Behavior (3)
- BUS4230  Operations Management (3)

A maximum of 9 semester hours applied to the Business Administration major may also be applied to a minor in Organizational Management.

MINOR IN PHILOSOPHY  18 semester hours

Students may complete a minor in philosophy by choosing 18 semester hours from the philosophy program.

MINOR IN PHYSIOLOGY  18 semester hours

Choose 18 semester hours from the list below:

NOTE: Ten semester hours must be at the 3000-4000 level.

- BIO1210  Biology of Cells (4)
- BIO1220  Biology of Organisms (4)
- BIO2660  Anatomy and Physiology I (4)
- BIO2670  Anatomy and Physiology II (4)
- BIO3050  Pathophysiology (3)
- BIO3080  Nutrition and Health Promotion (4)
- BIO3270  Plant Physiology (4)
- BIO3360  Biogerontology (4)
- BIO3530  Evolution (4)
- BIO2810, 3810, 4810  Selected Topic in Anatomy or Physiology (2-4)
- BIO3790  ACCA Affiliated Course (2-4)
- *BIO3970  Research in Biology (1-4)
- *BIO3940/4940  Internship in Biology (2-4)
- *BIO4980  Independent Study (1-4)
- PED3220  Physiology of Exercise (3)

* Only 3 semester hours may be applied.

MINOR IN POLITICAL SCIENCE  18 semester hours

Required Courses:

- PSC1100  Politics, Culture and Society (4)
- PSC2110  United States Government (4)

Selected Courses: Choose 10 semester hours from the list below.

- PSC3140  Political Participation and the Electoral Process (4)
- PSC3150  The Executive and Legislative Process (4)
- PSC/CRJ3180  Constitutional Law and the Judicial System (4)
- PSC3310  International Organization and Politics (4)
- PSC/SOC3400  Social Problems in Urban Society (4)
- PSC/SOC3480  Globalization and Social Change (4)
<table>
<thead>
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<th>Credit Hours</th>
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<tr>
<td>PSC3550</td>
<td>Comparative Political Systems: Industrial Nations</td>
<td>4</td>
</tr>
<tr>
<td>PSC3560</td>
<td>Comparative Political Systems: Developing Nations</td>
<td>4</td>
</tr>
<tr>
<td>POL/SOC4500</td>
<td>Human Rights and Social Justice</td>
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<tr>
<td>PSC/PHL4650</td>
<td>Classics in Political Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PSC/PHL4660</td>
<td>Modern Political Philosophy</td>
<td>4</td>
</tr>
<tr>
<td>PSC1810/2810/3810/4810</td>
<td>Selected Topic</td>
<td>2-4</td>
</tr>
<tr>
<td>PSC4980</td>
<td>Independent Study</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**MINOR IN PRE-LAW**

**Required Course:**

CRJ3180 Constitutional Law and the Judicial System (4)

**Selected Courses:** Choose at least 3 semester hours from each area with at least 6 semester hours at the 3000-level or above.

**Area A: History of Western Thought**

- PHL/PSC4650 Classics in Political Philosophy (4)
- PHL/PSC4660 Modern Political Philosophy (4)

**Area B: Government and Business**

- BUS2010 Legal Environment of Business (3)
- BUS4010 Advanced Business Law (3)
- CRJ1010 Introduction to Criminal Justice System (4)

**Area C: Communications and Logic**

- ENG3020 Advanced Academic Writing (4)
- PHL1200 Logic (3)

**Area D: Social Science**

- PSY2340 Personality (3)
- PSY3660 Abnormal Psychology (4)
- CRJ/SOC2300 Criminology (4)
- PSY/SOC3450 Social and Applied Psychology (4)

**MINOR IN PROFESSIONAL SELLING AND SALES MANAGEMENT** 18 semester hours

**Required Courses:** 9 semester hours

- ACC2010 Principles of Financial Accounting (3)*
- BUS2300 Principles of Marketing (3)*
- BUS3200WI Principles of Management (3)*

*also counts for the Business Administration major

**Selected Courses:** Choose at least 9 semester hours from the courses below:

- BUS3320 The Professional Sales Process (3)
- BUS3340 Prospecting Methods (3)
- BUS3360 Sales Management (3)
- BUS3380 Sales Motivation and Performance (3)
- COM3200 Persuasion (3)

A maximum of 9 semester hours applied to the Business Administration major may also be applied to a minor in Professional Selling and Sales Management.
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 18 semester hours

The minor in religion encourages students to explore issues of personal faith, whether their own or those of others, or both, in a rigorous, sympathetic yet critical way. It gives students the opportunity to develop an appreciation of the history and scriptures of Christianity, the world’s largest religion. Religion is also studied as a social phenomenon. It is therefore an ideal minor for those majoring in the behavioral sciences and political studies, as well as history and other cognate subjects. A student who engages in religion as a minor will therefore learn to assess both personal issues of truth, ethics and values; but also how religion shapes and is shaped by broader societal forces.

Required Course:
REL2060 Exploring Religion (4)

Select an additional 14 semester hours from the Religion program, including at least 8 hours at the 3000-level or above.

MINOR IN SERVANT LEADERSHIP

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 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, with 2 semester hours being internship/experientially based. The curriculum draws extensively from classic literature and historical biographies to build a philosophical premise for navigation of leadership rights and responsibilities, exemplifying servant leadership and stewardship.

A student pursuing a minor in Servant Leadership will complete the “Examination of Philosophy and Practice” course (2 semester hours). Students will then meet with the chair of the program to select a series of electives over the duration of their academic career. The flexibility of choices allows the student to explore their preferred area of interest. Students will satisfy 2 semester hours (100 clock hours) of service-oriented internship/experiential credit (internship or service travel), for which the elected minor courses will provide a targeted academic frame of reference. At the midpoint of the minor curriculum, students will participate in the “Foundations for Action” course (2 semester hours) to reflect on their coursework and leadership/service experiences, and provide an opportunity to facilitate the forging of connections between coursework taken and servant leadership as a philosophy. The program concludes with a “Capstone Course” (4 semester hours).
Required Courses:

SVL2100 Servant Leadership: An Examination of Philosophy and Practice 2 semester hours
  Meets General Education “Knowing Ourselves and Others”
  Group A Requirement

SVL2200 Servant Leadership: Foundations for Action 2 semester hours
  Taken when a minimum of 8 semester hours toward the minor have been completed.

Required Service Internship 2 semester hours
  Students will complete 100 hours of participation in a service-oriented activity/experience. This requirement may be met through a local internship or international service travel.
  Placement will be overseen and facilitated by the faculty program chair.

** Nursing Students may satisfy this requirement via NUR3100Z and NUR3110Z, or NUR3270Z and NUR4210Z. Students will meet with the faculty program chair at the inception of the course.

** Social Work students may satisfy this requirement via SWK4210. Students will meet with the faculty program chair at the inception of the course.

SVL3100 Servant Leadership Capstone 4 semester hours
  Taken as a final course in the program.

Optional Courses - Minimum of 10 hours from at least two different disciplines.
Inclusion on this list does NOT imply any change of catalog requirements for the course. All prerequisites must be met and all restrictions as to who may or may not take the course remain applicable.

(Subject to change given availability of offering) (PRQ indicates prerequisite required) (*GenEd)

ACC4520 Governmental and Not-for-Profit Accounting (3) PRQ
BIO2200 Humans and the Environment (*NW) (4)
BIO2750 Health Professions Seminar (2)
BIO3080 Nutrition and Health Promotion (4) PRQ
BIO3370 Conservation Biology (4) PRQ
BIO3380 Ethics in Biotechnology (3) PRQ
BUS3280 Organizational Behavior (3) PRQ
BUS3360 Sales Management (3) PRQ
BUS3480 Financial Markets and Institutions (3) PRQ
BUS4200 Not-for-Profit Strategic Management (3) PRQ
COM3300 Relational Communications (3) PRQ
COM3500 Intercultural Communication (3) PRQ
COM3520 Global Communication (3) PRQ
CRJ/SOC 2300 Criminology (*KOB) (4)
CRJ2310 Juvenile Justice (3) PRQ
CRJ3010 International Crime and Justice (3)
CRJ3600 Crisis Intervention (3)
EDU2100 How Schools Work (4)
EDU2260 Theories of Learning (4)
ENG3520 Racial and Ethnic Themes in Literature (4) PRQ
ENG3550 Language, Literacy & Cognition (4) PRQ
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>HED1500</td>
<td>At Risk Behaviors and Society (2)</td>
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<tr>
<td>HIS3050</td>
<td>American Urban History (4)</td>
</tr>
<tr>
<td>HIS3100</td>
<td>The African American Experience (*KOB) (4)</td>
</tr>
<tr>
<td>HIS3150</td>
<td>Women in American History (4)</td>
</tr>
<tr>
<td>HIS3400</td>
<td>Problems in History (4) PRQ</td>
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<tr>
<td>LTS1300</td>
<td>Latinos and Latinas in the United States (3)</td>
</tr>
<tr>
<td>NUR3000</td>
<td>Introduction to Professional Nursing (3)</td>
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<tr>
<td>NUR3030</td>
<td>Dimensions of Professional Practice/RN (3) PRQ</td>
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<tr>
<td>NUR4200</td>
<td>Nursing: A Global Community Outlook (5) PRQ</td>
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<tr>
<td>NUR4780</td>
<td>Ethical, Cultural and Policy Consideration in Healthcare (4) PRQ</td>
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<tr>
<td>PHL3150</td>
<td>Professional Ethics (*APA) (4)</td>
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<tr>
<td>PHL3400</td>
<td>The Good Life (*APA) (2/4)</td>
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<tr>
<td>PED2210</td>
<td>Children, Youth in Society (3)</td>
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<tr>
<td>PED2300</td>
<td>Coaching Principles and Techniques (2)</td>
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<td>PED3480</td>
<td>Sport Psychology (3) PRQ</td>
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<td>PED4100</td>
<td>Administration of Athletic Training, Fitness and Physical Education (3) PRQ</td>
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<td>PED3010</td>
<td>Youth Policy: Enhancing Healthy Development in Everyday Lives (3)</td>
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<td>PSC3140</td>
<td>Political Participation and the Electoral Process (4) PRQ</td>
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<td>PSC/CRJ3180</td>
<td>Constitutional Law and the Judicial System (4) PRQ</td>
</tr>
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<td>PSC3310</td>
<td>International Organization and Politics (4) PRQ</td>
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<td>PSC3560</td>
<td>Comparative Political Systems: Developing Nations (4) PRQ</td>
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<td>PSY2300</td>
<td>Learning and Motivation (4) PRQ</td>
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<td>PSY3460</td>
<td>Exceptional Individual (3) PRQ</td>
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<tr>
<td>REL3100</td>
<td>Philosophy of Religion (*APA) (3)</td>
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<td>REL3350</td>
<td>Jesus (4)</td>
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<tr>
<td>REL3400</td>
<td>Love the Stranger: The History and Significance of Interfaith Dialogue (4)</td>
</tr>
<tr>
<td>SBS2100</td>
<td>Human Geography (*KOB) (3)</td>
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<tr>
<td>SPED3120</td>
<td>Characteristics and Identification of Disabilities and the Law (4) PRQ</td>
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<td>SPED3200</td>
<td>Cognitive Development and Disabilities (2) PRQ</td>
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<tr>
<td>SPED3510</td>
<td>Diversity Studies for Teaching ELLs and Students with Disabilities (2) PRQ</td>
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<tr>
<td>SWK1100</td>
<td>Careers in Social Work (*KOA) (4)</td>
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<td>SWK2100</td>
<td>Social Work in American Society (*KOA) (4)</td>
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<tr>
<td>SWK2150</td>
<td>Violence in America (*KOA) (4)</td>
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<td>SWK2500</td>
<td>Survey of Social Work (3)</td>
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<tr>
<td>SOC2150</td>
<td>Cultural Anthropology (*KOA) (3)</td>
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<tr>
<td>SOC/PSC3400</td>
<td>Social Problems in Urban Society (4)</td>
</tr>
<tr>
<td>SOC/PSC3480</td>
<td>Globalization and Social Change (KOA)* (4)</td>
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</table>

**MINOR IN SOCIOLOGY**

18 semester hours

**Required Course:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SOC1100</td>
<td>Principles of Sociology (4)</td>
</tr>
</tbody>
</table>

Select an additional 14 semester hours from the Sociology program.
MINOR IN SPANISH 19 semester hours

Students may complete a minor in Spanish by taking the following coursework:

SPN1120 Elementary Spanish (4)
SPN2220 Intermediate Spanish I (4)
SPN2300 Intermediate Spanish II (4)
SPN2400 Advanced Spanish Skills (4)
Any other 3000-level Spanish course (3).

MINOR IN SPECIAL EDUCATION 18 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 (M.A.S.E.).

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 (M.A.S.E.), which would carry an LBS I certification, complementary to their Elementary or Secondary classroom certification achieved with the B.A./B.S. Candidates should note that a maximum of fourteen hours of advanced standing can be awarded. To become certified in LBS I at the undergraduate level, a candidate must major in special education. A final alternative for candidates is to take only three courses in special education, which will result in an undergraduate “concentration” but not a minor.

Academic Standards:
Candidates should be aware that graduate school standards maintain that a grade of “C” or lower as being 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 M.A.S.E. 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: 18 semester hours

Required Courses, totaling 8 semester hours:
PSY3350 Child and Adolescent Development (4)
SPED3120 Characteristics and Identification of Disabilities and the Law (4)

Electives open to candidates who are not majoring in special education. Select from the following courses, totaling a minimum of 10 hours:
SPED3200 Cognitive Development and Disabilities (2)
SPED3350WI Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior (4)
SPED/EDU3510  Diversity Studies for Teaching ELLs and Students with Disabilities (3)
SPED/EDU3610  Linguistics and Language Development: Teaching ELLs and Students with Disabilities (3)
(Encompasses course content of EDU3150)
SPED3750  Intervention Strategies for Problematic Behavior (3)
SPED3815  Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities (3)
SPED/EDU3860  Psychological/Educational Assessment of Students with Disabilities/Assessment of Bilingual Students (4)
SPED4550  Reading Disabilities Theory and Interventions (4)
SPED4620  Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (4)

Note: Some courses require acceptance into the College of Education. Other special education courses may be substituted with approval from the department chair.

Recommended courses for those individuals who plan to use the minor to augment employability immediately after the B.A. degree are those courses included in the special education endorsement.

MINOR IN SPORTS MANAGEMENT  18 semester hours
BUS2300  Principles of Marketing (3)
COM3200  Persuasion (3)
COM3510  Corporate and Professional Communication (3)
PED2340  Sports Statistics (1)
PED2942  Sports Management Field Experience (2)
PED3040  Sports Management (3)
PED4370  Facilities and Special Events (3)

MINOR IN THEATRE  18 semester hours
Core Requirements:  9 semester hours
THE1200  Introduction to Theatre (3)
THE1300  Acting I (3)
THE1500  Stagecraft I (3)
Selected courses:  9 semester hours
Three electives within the department, at least one of which is a History of Theatre or Drama Literature. Electives are chosen from the selected courses listed under the major, including special topic courses.

Minors must substantially work on at least three 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)
3970, 4970  Honors Research
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, Honors Research opportunities, and Internships in any academic department, contact the Program Chair, Academic Advisement, or the Office of the Registrar.

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.

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;
• 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;
• 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; for full descriptions of these courses, see the graduate section of this catalog. 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. Where the faculty have established specific alternative means of meeting prerequisites (e.g., portfolio evaluation, placement test, or permission of instructor), these are noted under 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 3 semester hours
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. (Fall and Spring)
No prerequisites.

ACC2020 Principles of Managerial Accounting 3 semester hours
The accounting procedures that help business managers in decision making: job order and process costing, cost behavior and how volume affects cost, different approaches to profit reporting, standard costing and variance analysis, and differential analysis and product costing. Activity-based costing and the “just-in-time” philosophy will also be addressed. (Fall, Spring)
Prerequisite: ACC2010.

ACC3110 Intermediate Accounting I 4 semester hours
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 course work, 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. (Fall)
Prerequisite: ACC2020.

ACC3120 Intermediate Accounting II 4 semester hours
The 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. (Spring)
Prerequisite: ACC3110.

ACC3210 Cost Accounting 3 semester hours
Application of 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. (Fall, Spring)
Prerequisite: ACC2020.
**ACC3310 Federal and State Taxation of Individual**  
3 or 4 semester hours  
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 Form 1040EZ, Form 1040A, Form 1040, and IL-1040. This course also includes voluntary income tax preparation for low income and elderly taxpayers. (Fall and Spring)  
**Prerequisite:** ACC2010.

**ACC3320 Federal Taxation of Business Entities**  
3 semester hours  
The 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. (Fall)  
**Prerequisite:** ACC3310.

**ACC3940/4940 Accounting Internships**  
2-4 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**  
3 semester hours  
The study of accounting principles as it relates to business combinations, segment and interim reporting, legal reorganizations, liquidations, and partnerships. (Fall, Spring)  
**Prerequisite:** ACC3120.

**ACC4410 Auditing**  
4 semester hours  
The study of 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. (Fall, Spring)  
**Prerequisites:** MTH1120, MTH2320, ACC3120.

**ACC4510 Accounting Information Systems**  
3 semester hours  
The study of accounting information systems. The technology and documentation associated with accounting information systems is examined as well as the collection, recording, and storing of business data by accounting information systems. Additional topics include: controls and security in accounting information systems, and the systems study associated with developing effective accounting information systems. Students will utilize assigned accounting software to run a mock company through the accounting cycle. (Spring) Available only for senior accounting students with overall G.P.A. greater than 3.0. *May be taken for credit toward M.B.A. degree with approval from advisor.* (Fall, Spring)  
**Prerequisite:** ACC2020.
ACC4520 Governmental and Not-for-Profit Accounting  
The study of the five governmental funds including General, Special Revenue, Capital Projects, Debt Service and Permanent Funds. The course also includes the study of Fiduciary Funds, Fixed Assets, Long Term Debt, and College & University Accounting. (Fall) Available only for senior accounting students with overall G.P.A. greater than 3.0. *May be taken for credit toward M.B.A. degree with approval from advisor.* (Fall)  
Prerequisite: ACC3110.

**ACTUARIAL SCIENCE**  
*(See Mathematics)*

**ART**

ART1000 Art Appreciation  
3 semester hours  
Designed to encourage an understanding and appreciation of the visual arts through a study of their theory, history, and mechanics. Includes a survey of the major developments in the visual arts, and their respective aesthetic criteria, from Classical Greece to the present.  
**No prerequisites.**  
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ART1210 Two-Dimensional Design  
3 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.  
**No prerequisites.**

ART1310 Three-Dimensional Design  
3 semester hours  
Introductory course that examines, manipulates, and critically evaluates the visual and conceptual properties of three-dimensional art. Designed to heighten aesthetic appreciation and serve as an introduction for those who wish further study of three-dimensional design or sculpture.  
**No prerequisites.**

ART1400 Introduction to Digital Imaging  
3 semester hours  
An introduction to basic processes for creating, manipulating, and utilizing digital images. 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 (paper, CDs/DVDs, portfolio, etc.).  
**No prerequisites.**
ART2100 Introduction to Drawing  
3 semester hours
An introduction to the techniques of drawing with emphasis on representation and pictorial composition.
No prerequisites.

ART2500 Art History: Prehistoric to Medieval  
4 semester hours
Art History I 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.
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ART2510 Introduction to Painting  
3 semester hours
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 Jeanne-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 our own Schingoethe Museum will be the subject of research. Field trips to local museums will be incorporated into the course.
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ART2600 Art History: Renaissance to Modern  
4 semester hours
Art History II 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. (Spring)
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ART2610 Introduction to Sculpture  
3 semester hours
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.
ART/COM 2670 Photography I: Silver-Based Black and White  
3 semester hours
Introduction to the aesthetics and practice of photography; history of photography and its place in contemporary culture. Students learn the mechanics of traditional, silver-based 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. Students must supply an adjustable 35mm single-lens reflex camera (a limited number are available to borrow for the duration of the course — see the instructor for details); students purchase film and portfolio materials. Lab fee for darkroom use and materials.

No prerequisites.
Meets General Education “Aesthetic and Philosophic Expression” Group B requirement.

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.

No prerequisites.

ART3110 Intermediate Drawing  
3 semester hours
Further study of representation and pictorial composition in conjunction with experimentation with the various drawing media.
Prerequisite: ART2100 or portfolio review.

ART3200 Intermediate Sculpture  
3 semester hours
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 nineteenth century, and the Harlem Renaissance of the twentieth century.
Prerequisite: One prior college-level history or art history course.

ART3400 Photography II: Digital Black and White  
3 semester hours
Building on technical skills and aesthetic sensibilities developed in the introductory photography course, students create a substantial portfolio of work on a unifying theme, technique or approach, using the digital camera in black-and-white mode, followed by image adjustment on the computer and final printing using high-quality inkjet technology. Students must provide an appropriate digital camera and are responsible for purchase of printing paper and other materials for the final portfolio.
Prerequisite: ART/COM2670 or equivalent knowledge and skills as determined by the instructor. Lab fee.
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 otherworld 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 the religions that inform it. 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  
3 semester hours
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
Exploration of the history of photography, both as an art form and as a cultural phenomenon that has reshaped our society. Traces 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.
No prerequisites.

ART4100 Advanced Drawing  
3 semester hours
Further intensive experimentation with selected drawing media.
Prerequisite: ART3110 or portfolio review.

ART4200 Advanced Sculpture  
3 semester hours
Further intensive experimentation with selected sculpture media.
Prerequisite: ART3200 or portfolio review.

ART4400 Photography III: Advanced Photography and Imaging  
3 semester hours
Advanced digital photography and imaging, together with an opportunity for students to explore the technical and aesthetic interconnections of silver and digital photography. Includes color digital photography, image processing, and printing; hybrid digital images; image combination and manipulation; and combining darkroom and digital techniques. Students create individual portfolios of 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. Students must provide their own digital and film cameras and are responsible for purchase of film, printing paper, and materials for final portfolios.
Prerequisites: ART2670, ART3400, or equivalent coursework. Lab fee.

ART4510 Advanced Painting  
3 semester hours
Further intensive experimentation with selected painting media.
Prerequisite: ART3510 or portfolio review.
ART4990 Senior Seminar/Exhibit for Studio Art Emphasis  
4 semester hours
Senior Seminar/Exhibit 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 Web site, 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

TR1760 Athletic Training Practicum I  
1 semester hour
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 1 hour lab/seminar class. 75 hours of clinical observations required. (Spring)
Prerequisites: Declared pre-athletic training major. Completion of/or concurrent registration in ATR2050. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Lab fee.

ATR2050 Foundations of Athletic Training  
2 semester hours
Designed to give students an introduction to the field of athletic training. The sports medicine team, career options, health care administration, legal considerations, protective equipment fitting therapeutic modalities, and taping and bracing will be explored. (Fall and Spring)
Prerequisite: Declared pre-athletic training major.

ATR2080 CPR for the Professional Rescuer  
1 semester hour
This course is designed to provide students with the knowledge and skills necessary to respond to emergency situations with a level of training expected of a professional rescuer, such as an athletic trainer, first responder, lifeguard, nurse, firefighter or other health care professionals. This course follows the guidelines established for American Red Cross “CPR/AED for the Professional Rescuer.” Skills learned include adult, child and infant rescue breathing, conscious and unconscious choking, CPR, two-rescuer CPR, and adult and child AED. Bloodborne pathogen training and caring for head, neck and back injuries are also addressed. Students will have extensive hands-on practice throughout the course. Upon successful completion, students will be certified by the American Red Cross in “CPR/AED for the Professional Rescuer.” (Fall)
Prerequisites: American Red Cross, CPR Certification. Athletic Training majors only. Lab fee.
ATR2500 Prevention & Care of Acute Athletic Injuries & Illnesses  
3 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 advanced first aid techniques will be emphasized. (Fall) 
Prerequisites: Completion of ATR2050. Acceptance into the athletic training major.

ATR2750 Athletic Training Practicum II  
2 semester hours  
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 clinical instructor at a pre-determined clinical affiliate site. This practicum includes a 1-hour lab/seminar class. 150 hours of clinical experiences required. (Fall) 
Prerequisite: ATR2750. Lab fee.

ATR2760 Athletic Training Practicum III  
2 semester hours  
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 clinical instructor at a predetermined clinical affiliate site. This practicum includes a 1-hour lab/seminar class. 150 hours of clinical experiences required. (Spring) 
Prerequisite: ATR2750. Lab fee.

ATR3500 Medical Aspects of Athletic Training  
4 semester hours  
This course emphasizes identification and management of athletic injuries and illnesses commonly observed in athletics. Anatomical relationships, mechanism of injury, illness/injury management, pharmacology, and current research will be introduced. Physician referral, the role of the athletic trainer, and medical terminology are discussed. (Fall) 
Prerequisites: ATR2500, BIO2670.

ATR3510 Assessment of Lower Extremity/Viscera  
4 semester hours  
This course emphasizes the theory and practical applications of 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 treatment protocols will be discussed. (Spring) 
Prerequisites: ATR2500, BIO2660. Concurrent with ATR3510Z-01.

ATR3510Z Assessment of Lower Extremity/Viscera — Lab  
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. (Spring) 
Prerequisite: Concurrent with ATR3510. Lab fee.
ATR3530 Assessment of Upper Extremity/Axial Skeleton  
4 semester hours
This course emphasizes the theory and practical applications of orthopedic assessment. Standard assessment techniques will be learned 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. (Fall)
Prerequisites: ATR2500, ATR3510, B102670.

ATR3530Z Assessment of Upper Extremity/Axial Skeleton — Lab
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. (Fall)
Prerequisite: Concurrent with ATR3530. Lab fee.

ATR3550 Therapeutic Exercise  
4 semester hours
A study of clinical sports therapy techniques used in the physical reconditioning of athletic related injuries. The student will gain an understanding of standard assessment procedures, scientific principles and procedures of therapeuic exercise, indications and contra-indications of the use of therapeutic exercises, standard documentation and decision making skills. (Spring)
Prerequisite: ATR3510.

ATR3550Z Therapeutic Exercise — Lab
Clinical proficiencies associated with the physical reconditioning of injuries to the musculo-skeletal system will be practiced and mastered. Standard assessment procedures, practical applications and decision-making skills will be emphasized. (Spring)
Prerequisite: Concurrent with ATR3550.

ATR3600 Therapeutic Modalities  
4 semester hours
A study of current theories and applications in the use of therapeutic modalities in the athletic training clinical setting. The student will gain an understanding of the underlying physics, physiological effects, indications, and contraindications of the use of physical agents. Emphasis will be placed on the proper procedures for application of thermal, electrotherapeutic and hydrotherapeutic modalities. (Fall)
Prerequisite: ATR2500.

ATR3600Z Therapeutic Modalities — Lab
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 protocol will be emphasized. (Fall)
Prerequisite: Concurrent with ATR3600. Lab fee.

ATR3750 Athletic Training Practicum IV  
3 semester hours
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 clinical instructor at a predetermined clinical affiliate site. This practicum includes a 1-hour lab/seminar class. 225 hours of clinical experiences required. (Fall)
Prerequisite: ATR2760. Lab fee.
ATR3760 Athletic Training Practicum V  
3 semester hours  
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 clinical instructor at a predetermined clinical affiliate site. This practicum includes a 1-hour lab/seminar class. 225 hours of clinical experiences required. (Spring)  
Prerequisite: ATR3750.  Lab fee.

ATR4150 Professional Practices In Athletic Training  
2 semester hours  
A study of the standards, policies and practices in the organization, supervision and administration of athletic training programs. Emphasis will be placed upon planning, developing, organizing and directing an athletic training program in a variety of settings. Health care administration, professional development, ethics, and legal concepts will be investigated. (Fall)  
Prerequisite: Senior standing.

ATR4750 Athletic Training Practicum VI  
3 semester hours  
Under the direct supervision of a BOC-certified athletic trainer/clinical instructor, 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 clinical instructor at a predetermined clinical affiliate site. This practicum includes a 1-hour lab/seminar class. 225 hours of clinical experiences required. (Fall)  
Prerequisite: ATR3760.  Lab fee.

ATR4990 Athletic Training Senior Seminar/Practicum VII  
4 semester hours  
Capstone course emphasizing a student-oriented research project culminating in a presentation at the Aurora University Undergraduate Research Conference. Additional emphasis is placed on preparation for the Board of Certification (BOC) exam. In addition, students will be assigned to a clinical instructor at a pre-determined clinical affiliate site. Students will observe and participate in the application of athletic training skills and proficiencies previously learned and practiced in courses and practicums. This course includes a 1-hour didactic class. 225 hours of clinical experiences required. (Spring)  
Prerequisite: ATR4750.  Lab fee.

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**BIOLOGY**

BIO1060 Human Biology  
4 semester hours  
The course examines the human organism and the impact of modern biology and medicinal discoveries on humans. Topics covered include anatomy/physiology, immunity, reproduction, development, genetics, and the relationship between humans and their environment. No laboratory requirement.  
No prerequisites.  
Meets General Education “Observation of the Natural World” requirement.
BIO1210 Biology of Cells  
This course studies the cell as the basic unit of biology. Topics include classification of living organisms, acellular and cellular organisms; 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. Laboratory exercises are coordinated with lecture topics.  
No prerequisites.  
Meets General Education “Observation of the Natural World” requirement.

BIO1220 Biology of Organisms  
This course is an introductory-level biology class that provides students with an overview of the fundamentals of evolution, diversity of life, and ecology. The course will also emphasize how the scientific method is used to gain an understanding of these concepts. (Spring)  
Prerequisite: BIO1210.

BIO2200 Humans and the Environment  
This course provides students with an overview of the relationship between humans and their environment. Specifically, the course will introduce students to the environmental problems that we face including human population growth, air pollution, water pollution, loss of biological diversity and energy usage, and discusses potential solutions to these problems. We also investigate local environmental issues.  
No prerequisites.  
Meets General Education “Observation of the Natural World” requirement.

BIO2280 Microbiology  
This course covers microbial principles and techniques for application in other fields or as a first course in the advanced study of microbiology. Topics include the structure and life cycles of bacteria and viruses, characteristics of the major groups of bacteria, bacterial metabolism identification, selected microbial diseases and the multiple roles of bacteria. Laboratory exercises include staining techniques, bacterial and phage culture, control of microbes and identification of unknowns using metabolic and morphologic characteristics plus selected topics.  
Prerequisite: BIO1210 with a grade of “C” or higher.

BIO2660 Anatomy and Physiology I  
Detailed study of the relationship between structure and function of an organism with an emphasis on the human system. Physical-chemical principles related to the major organ systems, including integumentary, muscular, skeletal, nervous, and the senses. A partial course in anatomy and physiology. Lab exercises are coordinated with lecture material. (Fall)  
Prerequisite: BIO1210.

BIO2670 Anatomy and Physiology II  
Adds to the topics of Anatomy and Physiology I the aspects of endocrine, digestive, respiratory, cardiovascular and urogenital systems, immunity and reproduction. Anatomy and Physiology I and II make a complete course in anatomy and physiology. Lab exercises emphasize and expand lecture principles. (Spring)  
Prerequisite: BIO2660 with a grade of “C” or higher.
BIO2750 Health Professions Seminar  
2 semester hours
Designed for students with a definite interest in one of the health professions. This course introduces the student to the basic health care environment and examines the roles and responsibilities of various occupations and the issues affecting the quality and form of health care in America. Economic, political, sociological, psychological, and ethical problems facing health care professionals will also be discussed. (Fall)
No prerequisites.

BIO3040 Immunology  
4 semester hours
The principles and applications of immunology. Includes study of the anatomy, physiology, and genetics of the immune system, the cellular and antibody response to bacteria, viruses, fungi, protozoa, and worms, and the immune response to tumors. Also includes the study of immune disorders, including hypersensitivity, allergy, autoimmunity, and immune deficiency. Immunologic techniques will be discussed, studied in the laboratory, and applications to research, testing, and diagnosis will be covered.
Prerequisite: BIO1210.

BIO3050 Pathophysiology  
3 semester hours
Integrates the pathological processes of disease with those of the “normal” functioning body. Cellular and organismal disease mechanisms are studied with reference to specific diseases, with opportunity to apply this learning to actual case studies.
Prerequisite: BIO2670 with a grade of “C” or higher.

BIO3080 Nutrition and Health Promotion  
4 semester hours
How nutrition impacts the health of the individual will be investigated. A biochemical, cellular, and physiological approach to carbohydrates, lipids, proteins, vitamins, and minerals and how the body responds to excess and deficiency of these foodstuffs will be addressed. Current topics include links between diet and various diseases; nutritional trends; weight management; food-borne illness; diet and exercise; how the diet affects arterial aging and the immune system; and nutrition myths and misinformation.
Prerequisites: BIO2670, CHM1200 or CHM1310, CHM1320.
Meets General Education “Observation of the Natural World” requirement.

BIO3150 Invertebrate Biology  
4 semester hours
This course provides an overview of the invertebrate animals beginning with sponges and ending with cephalochordates. Emphasis will be placed on identification of invertebrates, and descriptions of key characteristics and evolutionary innovations of the invertebrate phyla and classes using a comparative approach. Laboratory will involve field trips and making detailed comparisons among selected invertebrate types through behavioral observation, microscopy and dissection. (Every other year)
Prerequisite: BIO1220.
BIO3250 Vertebrate Biology  
This course provides an overview of the vertebrate animals beginning with fishes and ending with mammals. Emphasis will be placed on identification of vertebrates, and descriptions of key characteristics and evolutionary innovations of the vertebrate classes using a comparative approach. Laboratory will involve field trips and making detailed comparisons among selected vertebrate types through behavioral observation, microscopy and dissection. (Every other year)  
**Prerequisite:** BIO1220.

BIO3260 Comparative Botany  
This course covers the basic structure and selected functions of flowering plants, adaptations to specific environmental factors, a comparison of the major plant groups from algae to angiosperms, and characteristics of selected families of higher plants. The interactions between humans and plants will be emphasized. The laboratory exercises include topics in plant morphology, reproduction, life cycles, identification, and research design. (Fall)  
**Prerequisites:** BIO1210, BIO1220.  
Meets General Education “Observation of the Natural World” requirement.

BIO3270 Plant Physiology  
This course covers the functional and related structural aspects of the higher green plants. Topics include transport of water and nutrients; mineral requirements, including deficiency symptoms and availability from soil; photosynthesis; respiration; plant regulators; plant movements; and responses to light and temperature. Laboratory activities and a final project or projects are integrated into the lecture sections. (Every other year)  
**Prerequisites:** BIO1210, BIO1220.

BIO3360 Biogerontology  
This course covers the modern biological aspects of aging. Students need to distinguish pathophysiological conditions from “normal aging” of the human body. The theory of aging and how nutrition, exercise, stress, and social interaction affect aging will be discussed.  
**Prerequisite:** BIO2670.

BIO3370 Conservation Biology  
This course provides an introduction to conservation biology and conservation practice. Topics will focus on the earth’s biological diversity, threats to its biological diversity, how threats influence populations and species, and solutions to dealing with those threats. Real-world applications and conservation techniques will be investigated in lab. (Every other year)  
**Prerequisite:** BIO1220 or BIO2200.

BIO3380 Ethics in Biotechnology  
Introduction to the field of biotechnology, emphasizing the complex interactions between biotechnology and society. Includes discussion of historical and contemporary issues.  
**Prerequisite:** BIO2280 or BIO3400.
BIO3400 Genetics 4 semester hours
This course includes both molecular and organismal genetics. The structure and functions of nucleic acids; gene action and regulation; and the principles of genetic engineering and cloning are covered as well as the inheritance of autosomal and sex-linked traits, gene interactions, eukaryotic and bacterial genetics; and polygenic inheritance. The interactions of the field of genetics and society including ethical issues will also be addressed.
Prerequisites: MTH1100, BIO1210.

BIO3450 Advanced Cell Biology 4 semester hours
The integration of structure and function of living things on the cellular level. Topics include cell physiology, molecular biology, immunology, and developmental biology.
Prerequisites: BIO2670, BIO3400, CHM1320.

BIO3510 Ecology 4 semester hours
This course provides an introduction to ecology including examinations of an organism’s relationship to its environment, population ecology, community ecology, landscape ecology, and ecosystem ecology. In this course we will also explore the biodiversity in our region, perform small-scale experiments, and learn the process of inquiry by designing and conducting an ecological research project. (Fall)
Prerequisite: BIO1220 or BIO2200.

BIO3520 Animal Behavior 3 semester hours
This course provides an introduction to animal behavior including overviews of proximate and ultimate causes of behavior, and detailed discussions of topics in behavioral ecology such as predation, foraging, habitat selection, mating, and social interactions. (Spring)
Prerequisite: BIO1220.

BIO3530 Evolution 4 semester hours
This course provides an introduction to evolutionary biology including examinations of evidence for evolution, mechanisms of evolutionary change, adaptation, speciation, extinction, and history of life. In this course, we will also perform computer simulations and read primary literature articles on evolution. (Spring)
Prerequisite: BIO1220.

BIO/CHM3550 Biochemistry 3 semester hours
Introduction to structure, properties, function, and metabolism of proteins, carbohydrates, lipids, and nucleic acids, emphasizing enzymology, bioenergetics, and metabolic regulation. Includes laboratory studies.
Prerequisite: CHM2410 with a grade of "C" or higher.

BIO3600 Molecular Biology 3 semester hours
Introduction to theory, concepts, and techniques of molecular biology. This course integrates discussion and analyses of concepts, theories, and techniques of the molecular biosciences and explores how they are applied in various fields, including basic and applied biological research, biotechnological efforts, medical procedures, and pharmaceutical development. This course includes a laboratory.
Prerequisites: BIO1210, CHM2410.
Co-requisite: BIO3600Z.
BIO/CHM3650 Instrumental Methods of Analysis  4 semester hours
Fundamentals of instrumental and classical methods of analysis. 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, MTH1100 and CHM1320.
Co-requisite: CHM/BIO3650Z Instrumental Methods of Analysis Laboratory (0 semester hours)

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 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. (Fall)
Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test; 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; and EDU2200, EDU2260, EDU3720. Placement applications for the practicum are due to the College of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the College 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 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.

BUSINESS

BUS1010 Business Environment and Ethical Dimensions  2 semester hours
This course is designed to familiarize students with a range of information that speaks to the many institutional and human arrangements, and ethical dimensions associated with the profession and practices of business. Course content will include, but not to be limited to, the different forms of business organization; the underlying economic laws that govern business and consumer behavior; the legal and regulatory environment; the many responsibilities that managers must
discharge in order to ensure business success; and, an examination of both basic accounting principles and financial markets, among other subjects. In addition, this course examines the ethics of management and provides the students with a template with which to analyze and address the complex nature of moral problems in business management. By doing so, this focus can serve to inform and to sensitize the students to the ethical challenges that will test them not only when doing business, but in living their personal lives as well.

No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

BUS2010 Legal Environment of Business
3 semester hours
This course introduces students to the nature of the legal system in which society functions, including criminal law, litigation, basic business agreements, business entities and government regulation. (Fall and Spring)
No prerequisites.

BUS2300 Principles of Marketing
3 semester hours
In this course, students will be introduced to all aspects of marketing foundations and principles with a focus on an application of meeting target customers needs and wants, a marketing strategic approach based on product, pricing, promotional, and place objectives, brand building, value delivery methodology, evaluating market opportunities based on changes in environmental business forces, and analyzing marketing problems and provide solutions based on critical examination of marketing information. (Fall and Spring)
No prerequisites.

BUS3010 Dynamics of Leading Organizations
3 semester hours
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. (Spring)
Prerequisite: BUS3200.

BUS3200WI Principles of Management
3 semester hours
The purpose of this course is to introduce students to the fundamental concepts and techniques involved in managing today’s dynamic organization. A solid grounding in management is essential to successfully guiding organizations. Students will become familiar with such basic managerial practices as planning, organizing, leading and controlling in a variety of organizational settings. (Fall and Spring)
Prerequisite: IDS2000 with a grade of “C” or higher.
Meets Writing Intensive requirement.

BUS3220 Management Information Systems
3 semester hours
This course explores the variety and richness of support systems for management — the wide range of users, problems, and technologies employed and illustrates how the concepts and principles have been applied in specific systems. Designed to be an introduction to this continually developing field, the course includes the
full range of systems and users, but extra emphasis on managers and their use of systems such as EIS, rather than an emphasis on management analysts who develop expert systems. A module of this course will also train students on how to create their own Web site. (Fall and Spring)

No prerequisites.

**BUS3250 Human Resource Management**  
*3 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:** BUS3200.

**BUS3280 Organizational Behavior**  
*3 semester hours*

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:** BUS3200.

**BUS3310 Integrated Marketing Communication**  
*3 semester hours*

The purpose of this course is to provide a thorough understanding of promotional objectives, integrated marketing communications (knowing how different media work synergistically), and the development of promotional campaigns (using specific promotional activities) that convert qualified leads into prospects, prospects into new customers, and new customers into long-term relationship partners. Students learn the logic of how prospects become interested in what organizations offer. Students develop a promotional campaign designed to elicit a direct inquiry or response from a qualified lead (a member of a narrow target market) to a prospect. Additionally, students determine how to form communication with customers that create a relationship with existing customers in order to develop on-going repeat purchases. As a result of completing this course, the student will be able to conduct a promotional plan and direct marketing/advertising campaign. Students develop a multi-step promotional plan and create the promotional pieces for a campaign designed to generate an initial inquiry and initial trial purchase.

**Prerequisite:** BUS2300.

**BUS3320 The Professional Sales Process**  
*3 semester hours*

As a result of taking this course on professional selling and sales management, students will be able to work through the entire sales process. This includes prospecting, sales pre-planning, writing sales proposals, preventing and handling objections, sales closing, and post sales servicing. The student will be able to use these selling tools to enhance his/her sales performance. In addition, students will be able to make better sales management decisions including hiring and motivation activities. The specific outcomes students will obtain from taking the course include: mapping out the entire client/customer buying process, conducting written sales plans and a professional interactive oral sales presentation, developing a sales strategy with action points for every step in the professional sales process,
knowing how to use multiple prospecting methods, responding effectively to objections, and asking for commitments that move the sales process forward and complete in a buying decision. Students will also examine sales force management issues. They will investigate the specific responsibilities of sales managers including sales force recruitment and selection, training and motivation of the sales team, and compensation strategies.

**Prerequisite:** BUS2300.

**BUS3340 Prospecting Methods**
3 semester hours
Prospecting is one of the most crucial components of the entire sales force. In short, prospecting is the process of identifying leads, qualifying leads, and obtaining permission from the buying party to determine if a buying need exists. In this course, students will examine a series of different prospecting methods and qualification practices.

**Prerequisite:** BUS2300.

**BUS3350 Consumer Behavior**
3 semester hours
An investigation of behavior and communication research, appraising models, methodology, and concepts applicable to marketing. Designing marketing communication systems whose structure and output reflect a behavioral buying orientation toward the market place. Uses contemporary examples to illustrate consumer behavior models.

**Prerequisite:** BUS2300.

**BUS3360 Sales Management**
3 semester hours
To effectively manage a sales force, three processes need to be taken into account. These include the formulation of a strategic sales program, the implementation of the formulated sales program, and specific evaluation, control and measurement of sales performance. Sales managers are responsible for taking into account a variety of issues that affect the overall performance of their sales teams. The issues can include the business environment their company and sales people work within, the perceptions of work roles of the sales force, developing aptitude, skill, and motivational levels of the sales force.

**Prerequisite:** BUS2300.

**BUS3380 Sales Motivation and Performance**
3 semester hours
This course examines the underlying relationship between being personally motivated to succeed and its impact on sales performance. We will specifically consider the factors that lead someone to be motivated within, to make the independent decision to achieve sales excellence. This has often been called developing the inner drive. Can sales performance be heightened by developing a stronger desire to succeed? In an increasing competitive marketplace, more value is being placed on “hunting” activities while simultaneously maintaining strong relationships with current customers. This course will consider the motivational factors required to balance the demands of new client acquisition and current client development. Additionally the course will address how to resist and overcome some of the obstacles common in selling such as sales rejection and call reluctance.

**Prerequisite:** BUS2300.
BUS3400 Principles of Finance 3 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. (Fall and Spring)
Prerequisites: ACC2010, ACC2020, ECN2010, ECN2020, MTH1120, MTH2320.

BUS3430 Intermediate Corporate Finance 3 semester hours
This course provides an in-depth treatment of long-term financing decisions, including estimation of the cost of capital, financial leverage, dividend policy, and working capital analysis. Topics will include issues in working capital management and capital budgeting techniques; short-term and long-term financing from internal and external sources; acquisitions and divestitures and the techniques in structuring equity and debt financing in mergers and consolidations.
Prerequisite: BUS3400.

BUS3450 Personal Financial Management 3 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: BUS3400 (may be taken concurrently).

BUS3480 Financial Markets and Institutions 3 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: ECN2020.

BUS3500 International Business 3 semester hours
This course examines the “rules of the game” in international business and their impact on the strategies and operations of multinational firms. Divergent political, economic, social institutions across countries, and key international institutions of trade and investment, (e.g., WTO and NAFTA), will be studied. The objective of this scrutiny is to understand how the global and national business environments affect critical business decisions such as global functional strategies, global opportunity analysis, market(s) selection, market entry and timing, choice of production site for global sourcing, and organizational implications. Students learn to develop global marketing and management strategies, paying attention to their implementation through organizational innovations such as fostering a global mindset within the organization and using global strategic alliances.
Prerequisites: BUS2300, BUS3200, ECN2020.
BUS3510 Operations Research 3 semester hours
Management science is the approach to decision making based on the scientific method. This course addresses the quantitative aspects of decision making in management. Among other tools, this course includes study of linear programming and its applications, critical path methodology and game theory. This course looks at how these tools function as well as the strategic elements considered in deciding which ones are most appropriate to use under various circumstances. **Prerequisite:** MTH2320.

BUS3520 Advanced Software Applications 3 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 like accounting packages, HRIS packages and quality control. **Prerequisite:** BUS3220.

BUS3540 Current Issues in Management Information Technology 3 semester hours
This course examines current management information technology, legal, financial, security and ethical issues. Students evaluate different aspects of end user training, data structure and further their knowledge of business processes using management information technology. Other topical issues will be introduced as appropriate. Students will learn the ways they can stay abreast of the latest management information technology issues. The course focuses on the people and data resources of information systems. **No prerequisites.**

BUS3880 International Business Trip 3 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 USA and the country (or countries) visited. This course can be taken instead of BUS3500 International Business as a requirement for the Business and Commerce major. **Prerequisite:** Determined by faculty sponsor.

BUS3940/BUS4940 Business Internships 2-4 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.
BUS4010 Advanced Business Law  
A basic understanding of the law regarding contracts, partnerships, corporations, agency, and property. In addition, students will demonstrate an understanding of the legal environment in which businesses operate; the judicial and law enforcement systems; laws regarding patents, copyrights, and trademarks; anti-trust issues, monopolies, and price-fixing; and factors in the remote business environment such as social, technological, political, economic, and ecological, which impact the operation of business. (Spring)  
Prerequisite: BUS2010.

BUS4200 Not-for-Profit Strategic Management  
This course is designed to integrate the various functional areas of management, including human resource management, organizational behavior, operations management and leadership in order to comprehensively develop mid- and long-term strategic direction. Students will develop a framework of analysis to enable them to identify central strategic issues and problems. They will also have the ability to analyze and evaluate the performance of the people responsible for strategic decisions.  
Prerequisite: BUS3200.

BUS4230 Operations Management  
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 designing operating systems, managing the supply chain, and ensuring quality. (Fall)  
Prerequisites: MTH1120, MTH2320, BUS3200.

BUS4250 Investments and Portfolio Management  
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: BUS3400.

BUS4350 Marketing Research  
Methods of design and analysis of marketing research studies, including surveys and laboratory and marketplace experiments, information evaluation, sampling techniques, instrument construction and statistical analysis; problems of validity and reliability. Students design and execute a complete marketing research data collection project.  
Prerequisite: BUS2300.
BUS4440 Entrepreneurship and Venture Initiation

Designed to instruct students on how to formulate, plan, and implement a new venture. 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 during growth, early operations, and expansion. Specific topics include mergers and acquisitions, alliances, negotiation, and time management. (Fall)

Prerequisites: MTH1120, MTH2320, BUS3200.

BUS4590 Advanced Topics in Management Information Technology

This course focuses on analysis of business systems using current techniques to analyze business activities and solve problems. Interviewing skills, group dynamics, and development of process flows, data flows and data models are emphasized. Students learn to identify, define and document business processes and problems, and to development solutions.

Prerequisite: BUS3220.

BUS4600 Entrepreneurship and Innovation

Intended for students who want to manage growing companies in an increasingly professional manner while stimulating creativity and technological innovation within the organization. This course consists of two parts. First, the course examines the innovative process within organizations and the range of internal and external forces which impact innovation and growth. Second, the course deals with the strategic issues an intrapreneur must address to exploit opportunities when industries are either created or transformed by emerging new technologies. The principle objective of this course is to develop students’ creative skills for evaluating and managing innovation in an existing business environment. (Spring)

Prerequisites: MTH1120, MTH2320, BUS3200.

BUS4990 Senior Seminar in Business Strategy

A capstone course for those majoring in business administration, accounting, marketing, or business management and innovation. 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 analyze 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. (Fall and Spring)

Prerequisites: BUS2300, BUS3200, BUS3400; grade of “C” or higher in Writing Intensive course.
CHEMISTRY

CHM1200 Principles of Chemistry  4 semester hours
One-term course for non-majors covering 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. Includes laboratory activities.
**Prerequisite:** Completion of or concurrent registration in MTH1100.
Meets General Education “Observation of the Natural World” requirement.

CHM1310 General Chemistry I  4 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. Includes laboratory activities.
**Prerequisite:** Completion of or concurrent registration in MTH1100.

CHM1320 General Chemistry II  4 semester hours
Continuation of General Chemistry I. Topics include chemical equilibria, acid-base equilibria, solubility, reaction rates, electrochemistry, and spontaneity of reactions. Includes laboratory activities.
**Prerequisite:** CHM1310 with a grade of “C” or higher.

CHM2410 Organic Chemistry I  4 semester hours
Fundamental principles of organic chemistry including nomenclature, molecular structure, physical properties, and chemical properties. Chemical bonding and mechanistic studies emphasis. Includes laboratory activities.
**Prerequisite:** CHM1320.

CHM2420 Organic Chemistry II  4 semester hours
Continuation of Organic Chemistry I. Topics include properties and reactions of aromatics and carbonyl compounds. Introduction to spectroscopy. Includes laboratory activities.
**Prerequisite:** CHM2410 with a grade of “C” or higher.

CHM2450 Analytical Chemistry  4 semester hours
Review of chemical equilibria, gravimetric analysis, acids, bases, and volumetric analysis, statistics in chemical analysis, molecular and atomic spectroscopy, and electroanalytical methods of analysis. Includes laboratory work.
**Prerequisite:** CHM1320.

CHM/BIO3650 Instrumental Methods of Analysis  4 semester hours
Cross-listed with BIO3650. For description, see BIO3650.
**Prerequisites:** BIO1210, MTH1100 and CHM1320.
**Co-requisite:** CHM/BIO 3650Z Instrumental Methods of Analysis Laboratory (0 semester hours)
CHM/BIO3550 Biochemistry 3 semester hours
Introduction to structure, properties, function, and metabolism of proteins, carbohydrates, lipids, and nucleic acids, emphasizing enzymology, bioenergetics, and metabolic regulation. Includes laboratory studies.
Prerequisite: CHM2410 with a grade of “C” or higher.

CHM3570 The Inorganic Chemistry of Materials 4 semester hours
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.
Prerequisite: CHM1320.

CHM3640 Instrumental Chemical Analysis 4 semester hours
Application of instrumental techniques to chemical analysis, including spectroscopy, chromatography, spectrophotometry and potentiometry.
Prerequisites: CHM1320, CHM2420.

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

COM1500 Introduction to Human Communication 4 semester hours
Examines the foundations and basic processes of communication in small-group, interpersonal, and public-speaking contexts. Students will apply these basic principles though the preparation and delivery of individual and group presentations. Emphasizes audience analysis, group interaction, research, organization, and effective delivery style.
No prerequisites.
Meets General Education “Observation of Ourselves and Others” Group A requirement.

COM1800 Argumentation and Debate 4 semester hours
Students will be introduced to and familiarized with the concepts of academic educational debating as currently carried out in intercollegiate debate competition. Students will work on skills in: organization, research, delivery, refutation, and argumentation. Students will be trained to participate in classroom practice debates and will then engage in two field trips to novice debate tournaments held at other schools.
No prerequisites.
COM2100 Media and Society  
This course is an introduction to issues and research on mass media, the Internet, and computer-mediated communication and surveys newspapers, magazines, books, Internet, radio, recordings, television, and film. The separate histories of each medium are traced into their convergence in modern society. Students will critically examine media theories and practices from diverse ethical, economic, and political perspectives to further appreciate the relationship between media and society.  
No prerequisites.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.

COM2200 Writing for Communication  
Writing course designed to develop students’ abilities to write in a number of communication modes for a wide range of purposes. Students are introduced to writing in a variety of communication contexts including journalism, public relations, corporate environments, and media.  
No prerequisites.

COM2300 Introduction to American Film  
A 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.  
No prerequisites.  
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

COM/ART2670 Photography I: Silver-Based Black and White  
Cross-listed with ART2670. For description, see ART2670.  
No prerequisites.

COM2850 Introduction to Visual Communication  
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 and video production through a number of media development projects.  
No prerequisites.

COM3000 Organizational Communication  
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: COM1500, COM1800 or ENG1020.
COM3100 Communication Research Methods
This course introduces students to 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: COM1500, COM1800 or ENG2010.

COM3140 Journalism: News Reporting and Writing
This course introduces the foundations of journalism and covers the craft’s two main components: reporting and writing the news. Students will learn interviewing and news-gathering techniques and practice writing news, features, and opinion for print, broadcast, and online media. How journalism functions in a democratic society as well as ethical and legal issues in journalism also will be covered. Student writing will be critiqued by professional journalists.
Prerequisite: COM1500, COM1800 or ENG2010.

COM3200 Persuasion
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 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: COM1500, COM1800 or ENG2010.

COM3240 Public Relations
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.
Prerequisite: COM1500, COM1800 or ENG1020.

COM3250 Digital Design for Print and Web
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: COM1500, COM1800 or ENG1020.
COM3300 Relational Communications  
3 semester hours
Students will explore the nature of relational communication in interpersonal and group contexts. Special emphasis will be placed on the impact of relational 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.  
Prerequisite: COM1500, COM1800 or ENG1020.

COM3310WI Media Criticism  
3 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).  
Prerequisites: COM1500, COM1800 or ENG1020; IDS2000 with a grade of “C” or higher.
Meets Writing Intensive requirement.

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 permission of instructor.

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 permission of instructor.

COM3500 Intercultural Communication  
3 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: COM1500, COM1800 or ENG1020.
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.
COM3510 Corporate and Professional Communication 3 semester hours
In this course students will gain practice in many of the specialized forms of communication that occur in corporate and professional settings, such as resumes, business letters, job interviews, memos, persuasive reports, and business plans. Students will learn the essentials of business etiquette, as well as communication strategies in writing, face-to-face interaction, group meetings, and public presentation.
Prerequisite: COM1500, COM1800 or ENG1020.

COM3520 Global Communication 3 semester hours
The course examines the major issues in global communication through the analyses of international news and information flows, media imports/exports, privatization, and globalization within communications industries, and the various models of global communication systems. Students will evaluate the social and economic impacts of information and communication technologies, the shifting relationships between developed and developing countries, and the socio-economic trends associated with globalization of communication industries, and explore concepts such as nationalism, regionalism, globalization, and cultural identity.
Prerequisite: COM1500, COM1800 or ENG1020.

COM3650 Methods in Rhetoric 4 semester hours
Methods in Rhetoric will build on student prior coursework to further their development as a public speaker in a variety of settings. This is done through a combination of speaking, writing, and reading assignments. Specifically, students will outline, develop, and deliver extemporaneous speeches incorporating relevant sources. Students will learn how to develop and deliver messages that are appropriate and effective for the audience, purpose, and context using logical arguments within an ethical framework.
Prerequisite: COM1500, COM1800 or permission of instructor.

COM3700 Media Production I 3 semester hours
Students will create materials in multiple modes of digital media, including still images, Web-based publications, audio, and video. The class includes thorough practice with several widely used software applications. Special emphasis is placed on the production of material for promotional or instructional purposes. 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.
Prerequisite: COM1500, COM1800 or ENG1020.

COM3710 Media Production II 3 semester hours
Students will gain extensive practice in digital cinematography and editing through the production of several individual and collaborative video projects. Students are involved in all stages of the video 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 or documentary-style piece.
Prerequisite: COM3700.

COM3810 Special Topics in Communication 2-4 semester hours
Periodic course reflecting faculty research interests.
Prerequisites: Will vary with special topic. Instructor approval required.
COM3850 Interactive Media  
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:** COM1500, COM1800 or ENG2010.

COM4750 Communication Practicum  
This course offers the student supervised communication-related practical experiences focusing on a specific communication specialization. Each practicum is designed to be tailored to the student’s specific goals after graduation.  
**Prerequisites:** Major or minor in Communication and at least junior-level standing. Students must seek advance approval from a Communication faculty mentor prior to registering for the Communication Practicum.

COM4940 Communication Internship  
The purpose of the Communication 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.  
**Prerequisites:** Major or minor in Communication and at least junior-level standing. Students must seek advance approval from a Communication faculty mentor prior to registering for the Communication Internship.

COM4990 Senior Seminar in Communication  
This capstone course is required of all Communication majors in their senior year. Students will complete individual term projects that will demonstrate their ability to integrate theoretical and practical aspects of their chosen area of communication. Seminar will center on project development and student-led discussions of the issues and research indicative of their selected communication areas.  
**Prerequisites:** COM1500, COM1800 or ENG2010, COM2200; major or minor in Communication and senior-level standing.

**COMPUTER SCIENCE**

CSC1010 Introduction to Computer Science  
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. (Fall)  
**No prerequisites.**
CSC1700 Introduction to Computer Programming  
4 semester hours
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  
3 semester hours
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.*  
No prerequisites.

CSC2300 Computer Architecture  
3 semester hours
A course covering 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.  
No prerequisites.

CSC2400 C++ for Java Developers  
3 semester hours
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  
3 semester hours
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 & Algorithms  
4 semester hours
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  
3 semester hours
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.
CSC3400 Computer Security  
3 semester hours
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  
3 semester hours
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. (Fall) 
Prerequisite: CSC2650.

CSC3700 Advanced Web Application Development  
3 semester hours
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  
3 semester hours
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.

CSC3830, CSC4830 Directed Study  
1-4 semester hours
Independent work on a project supervised by a faculty member in the program. 
Prerequisite: Consent of Instructor.

CSC4100 Systems Analysis and Design  
3 semester hours
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. (Offered Periodically) 
Prerequisites: CSC2300, CSC2650, CSC3400.
CSC4350 Software Engineering  3 semester hours
An introduction to software engineering concepts and the role of project management, in conjunction with advanced object-oriented programming techniques. 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 & Implementation  3 semester hours
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 4 total hours.

CSC4990 Computer Science Capstone  3 semester hours
Team-based design and development of a large-scale application from conception to deployment. 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. 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 and senior standing.

CRIMINAL JUSTICE

CRJ1010 Introduction to Criminal Justice System  4 semester hours
This course explores the administration of criminal justice in the United States 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 will also be expected to conduct “field experiences” of their choice in order to better explore the broad field and multidisciplinary nature of criminal justice.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

CRJ2150 Correctional Services  4 semester hours
This course examines the role of corrections (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 3 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. (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.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

CRJ2310 Juvenile Justice 3 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.
Prerequisite: CRJ1010.

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 United States. 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 3 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.
No prerequisites.
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  
3 semester hours
This course centers on the organization and operation of probation and parole systems in the United States, 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.

CRJ3200 Homeland Security  
4 semester hours
Homeland Security will focus on the comprehensive introduction to the complex issues surrounding terrorism and homeland security, perhaps the most pressing major issue facing criminal justice professionals in the 21st century. Students will learn to think critically about the causes of terrorism, both domestic and international. Students are encouraged to contemplate and understand the various religious, ideological, nationalistic and ethnic terrorist movements taking place around the world, their origins, their outlook, their aims. Topics covered include: suicide bombings, the specter of nuclear, biological and chemical terrorism, cyber-terrorism, food security, the new economy of terrorism, and the organization, function and bureaucracy of homeland security which is continuously evolving to counter the increasing threat of terrorism. The student is challenged to come to grips with the reality of terrorism and to be prepared to confront it as a criminal justice professional.

Prerequisite: CRJ1010.

CRJ3300 Criminal Investigation  
3 semester hours
This course focuses on theories and practices of fundamental procedures. Emphasis is placed upon crime scene searching and recording; collection and preservation of physical evidence; scientific evaluation; methods of operations; sources of information; interviews and interrogation; and case preparation.

Prerequisite: CRJ1010.

CRJ3400 Criminal Evidence and Procedure  
3 semester hours
This course analyzes the concept of evidence and rules governing its admissibility. Additional topics include theoretical and pragmatic considerations of substantive and procedural laws affecting arrest, search and seizure.

Prerequisites: CRJ1010, CRJ2420.
CRJ3500 Organized Crime 3 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.
No prerequisites.

CRJ3600 Crisis Intervention 3 semester hours
This course includes study of the theoretical and practical bases for accurately assessing and responding to crisis situations that are unique to criminal justice professions.
No prerequisites.

CRJ3610WI 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.
Prerequisites: CRJ1010; IDS2000 with a grade of “C” or higher.
Meets Writing Intensive requirement.

CRJ3650 Schools and Delinquency 3 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.

CRJ3840/4840 Issues in Criminal Justice 3-4 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 Police Administration 3 semester hours
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.
CRJ4800 Strategic Planning and Ethics  
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; grade of “C” or higher in Writing Intensive course.

CRJ4940 Criminal Justice Internship  
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 144 hours and a maximum of 576 hours to complete this elective. A maximum of 3 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

ECN2010 Principles of Microeconomics  
This course introduces students to the study of market and non-market mechanisms in the allocation of productive resources and in the distribution of income. Includes the study of competitive markets, monopolies, oligopolies, international trade, as well as applications to selected current economic problems. (Fall and Spring)  
Prerequisite: Satisfy Mathematics Proficiency Requirement.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.

ECN2020 Principles of Macroeconomics  
This course introduces students to the study of economic factors determining national output, income, employment, and general price level. Such factors include roles of government, the Federal Reserve System, banking system and international monetary relations. (Fall and Spring)  
Prerequisite: Satisfy Mathematics Proficiency Requirement.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.
ECN3300 Business Statistics

The ultimate goal in learning statistical analysis in business is to improve business processes. This course delivers clear and understandable explanations of business statistics concepts through the use of continuing case studies, examples, and problems. Among the topics covered include: descriptive statistics, confidence intervals, experimental design, analysis of variance, regression, nonparametric methods, and time series forecasting. Statistical software is utilized extensively through the course.

Prerequisites: MTH1120, MTH2320.

EDUCATION

EDU2100 How Schools Work

This course is an introduction to schools and classrooms in the United States. A major focus will be on learning to observe objectively. Structured observations of classrooms and children will be conducted and analyzed. We will also observe and analyze classroom group interactions as we study group process theory. These observations will be placed into the context of schooling in the United States through a series of readings and discussions on the organizational, legal and financial structure of schools, professional standards and ethics, and the history 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. (Fall and Spring)

Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 12 semester hours.

EDU2200 Standards and Foundations of Education

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 will also 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 and Spring)

Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours.

EDU2260 Theories of Learning

The focus of the course will be on theories of learning with an emphasis on constructivism. As we study human growth and development as it relates to learning we will explore the learning process, learning styles, the evaluation of learning, dif-
Differentiated learning that takes into accounts special needs of all kinds, and motivation. In addition we will examine the application of learning theory to multicultural education. (Fall and Spring)

**Prerequisites:** a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours.

**EDU2750 Clinical Immersion in Elementary Education II**  
1 semester hour  
Teacher candidates participate in the life of an assigned elementary school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars spread throughout the academic year. (Fall and Spring)  
**Prerequisite:** Passing grade on the Basic Skills Test.

**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. (Fall and Spring)  
**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining a GPA of 3.00 in major courses as required in secondary education; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) 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 College of Education.

**EDU3110 Foundations for Language Minority Education**  
3 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 United States will be discussed as well as effective instructional practices for English Language Learners in our schools. (Includes 20 hours of clinical experience)  
**Prerequisites:** a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

**EDU3120 Methods and Materials for Teaching ESL**  
3 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:** Acceptance into the College of Education, including passing the Basic Skills Tests and maintaining a minimum GPA of 2.75. In addition a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.
EDU3130 Cross Cultural Studies for Teaching ELLs 3 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)
**Prerequisites:** Acceptance into the College of Education, including passing the Basic Skills Tests and maintaining a minimum GPA of 2.75. In addition a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3140 Assessment of Bilingual Students 3 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)
**Prerequisites:** Acceptance into the College of Education, including passing the Basic Skills Tests and maintaining a minimum GPA of 2.75. In addition a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3150 Linguistics for Teaching English Language Learners 3 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)
**Prerequisites:** Acceptance into the College of Education, including passing the Basic Skills Tests and maintaining a minimum GPA of 2.75. In addition a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3170 Methods and Materials for Teaching ELLs in Bilingual Programs 3 semester hours
This course focus in 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:** Acceptance into the College of Education, including passing the Basic Skills Tests and maintaining a minimum GPA of 2.75. In addition a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.
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 United States and world literature within the framework of various literary genres. (Fall and Spring)  
No prerequisites.

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. (Fall and Spring)  
No prerequisites.

EDU3330 Methods of Teaching Science in the Elementary School  
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. (Fall and Spring)  
Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3350WI Educational Research and Social Studies  
4 semester hours  
This course is designed to provide the candidates with the knowledge needed to implement a variety of instructional models. Candidates will learn a variety of assessment techniques and develop assessments appropriate to the lesson plan model used. This will include understanding the theoretical underpinnings and important theorists of social and cognitive constructivism who contributed to the development of these models. The candidate will have the opportunity to apply content area knowledge and knowledge of the student’s developmental needs in the process of developing lesson plans in a variety of the models. In addition, the candidate will have the opportunity to observe either through video presentation or in live classrooms the implementation of a number of these models. (Fall and Spring)  
Prerequisites: IDS2000 with a grade of “C” or higher. Maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.  
Meets Writing Intensive requirement.
EDU3360 Methods of Teaching Mathematics in the Elementary School  
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 math strategies that are developmentally appropriate and motivating for the elementary school child. Students will have the opportunity to participate in activities using math in order to facilitate the learning of the application and implementation of concepts and procedures to real-world situations. In addition, this course involves preservice teachers in a variety of problem-solving activities designed to develop meanings and properties of mathematical concepts. (Fall and Spring)

Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3380 Teaching Reading and Language Arts for Intermediate and Middle Grades  
4 semester hours
Students will develop an understanding of teaching reading and writing in the content areas in the elementary 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. This includes a laboratory. (Fall and Spring)

Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100, EDU2260 and EDU3480.

EDU3420 Methods of Teaching the Fine Arts in the Elementary School  
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. (Fall and Spring)

Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

EDU3440 Middle Schools 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. (Fall and Spring)

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2200 or EDU2100 and EDU2260.

**EDU3480 Teaching Reading and Language Arts for Primary Grade** 4 semester hours
This is a basic course in methods of teaching reading. Many approaches to teaching reading are examined, including basal, literature-based, individualized, reading workshop, guided reading, and language experience. Through lecture and lab the student gains experience in planning reading lessons designed to meet the needs of children from various cultural and experiential backgrounds. Students 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. Students will learn how to develop a community of learners in a classroom where the teacher interacts with the children while applying learning theories and gain an understanding of how children learn best. This includes a laboratory. (Fall and Spring)

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

**EDU3500 Methods of Teaching Physical Education in the Elementary School** 2 semester hours
This course is designed specifically for elementary education majors. Students will be exposed to the “new” curriculum in elementary physical education that purports a developmental approach to the successful acquisition of fundamental movement. The course offers a blend of theory and practice, as students engage in activities that are designed to teach movement within a holistic framework. Experiential activities include interdisciplinary teaching, the competition-cooperation link, body/mind challenges, multicultural, rhythmic, dance, and innovative games. (Fall and Spring)

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining a minimum GPA of 2.75; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2100 and EDU2260.

**EDU/SPED3610 Linguistics and Language Development: Teaching ELLs and Students with Disabilities** 3 semester hours
Cross-listed with SPED3610. For description, see SPED3610.

**Prerequisites:** a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test; EDU2260; and SPED3120 (OR PSY3460 + SPED3810).
EDU3720 Reading and Writing across the Curriculum  
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 and Spring)

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining an overall GPA of 2.75 and a GPA of 3.0 in the major content area; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours; EDU2200 and EDU2260.

EDU3750 Clinical Immersion in Elementary Education III  
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 spread throughout the academic year. Responsibilities include, but are not limited to, LMC support, teacher assistance, small group instruction and one-on-one tutoring. (Fall and Spring)

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test; maintaining an overall GPA of 2.75 and a GPA of 3.0 in the major content area; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test; EDU2750 or consent of instructor.

EDU3751 Clinical Immersion in Elementary Education IV  
Teacher candidates participate in the life of an assigned elementary school as a member of a learning community. Candidates complete volunteer hours (a minimum of 30 hours per term) and attend scheduled seminars spread throughout the academic year. Responsibilities include, but are not limited to, LMC support, teacher assistance, small group instruction and one-on-one tutoring. (Fall and Spring)

**Prerequisite:** EDU3750 or consent of instructor.

EDU/SPED3860 Psychological/Educational/Linguistics Assessment of Bilingual/ELLs and Students with Disabilities/Assessment of Bilingual Students  
Cross-listed with SPED3860. For description, see SPED3860.

**Prerequisites:** Acceptance into the College of Education; passage of the Basic Skills Test; Special Education Major or consent of the instructor; GPA of 3.0; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2260, SPED3120 (OR PSY3460 + SPED3810), and EDU/SPED3610 or concurrent registration.

EDU4360 Methods of Teaching Mathematics: Middle School  
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 College of Education including passing the Basic Skills Test, maintaining and overall GPA of 2.75 and a) passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test.

**EDU4750 Student Teaching Internship**

12 semester hours

Student teaching is the capstone experience of Aurora University’s College 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. (Fall and Spring)

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 College of Education, a 2.75 or better GPA, officially reported passing score on the Illinois Content Area Test, all Education coursework completed. Placement applications are due the November or January preceding the academic year of student teaching.

**EDU4760 Student Teaching Seminar**

3 semester hours

This seminar meets in conjunction with student teaching and is required for all elementary and secondary education majors. (Fall and Spring)

**Prerequisites:** Admission to the College of Education, a 2.75 or better GPA, officially reported passing score on the Illinois Content Area Test, all Education coursework completed.

**Co-Requisite:** EDU4750.

**ENGLISH**

**ENG1000 Introduction to Academic Writing**

4 semester hours

This course focuses on and develops writing skills of sentence and paragraph structure and the organization of short analytic and expository essays. Students may read each other’s work and the work of professional writers to improve their critical and interpretive skills and to discover subjects and strategies for their own essays. Writing assignments will develop students’ abilities to analyze texts, to consider matters of audience in academic writing, and to articulate positions upon complex issues.

**No prerequisites.**

Placement into the course will be determined through the student’s consultation with English faculty members or academic advisors about the individual’s writing experiences and skills; the course is open also to all students seeking help with these English composition skills.
ENG1060 Introduction to Literature
4 semester hours
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.
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ENG2010 Introduction to Research Writing
4 semester hours
Continuation of ENG1000. ENG2010 is the second course in the University’s Introduction to Writing sequence. 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: IDS1600.

ENG2060 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: IDS1600.

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: ENG2010.

ENG2200 The Novel
4 semester hours
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: ENG2010.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.
ENG/THE2220 Drama Literature  
A study of the art of dramatic writing that examines representative world theatre texts, along with their cultural and historic contexts. Organized around genre forms (e.g., verse, five-act, three-act, one-person, non-realism), students analyze the form and its context, do playwriting exercises in the form, and study the masters of the form and their themes/motivations. Part performance analysis skill, part creative writing, part scholarly examination, this course is a unique context for studying and experiencing the vibrancy of theatrical forms, their cultural genesis or relevance, and for broadening skills in creative writing and understanding ancient and modern dramatic texts.

Prerequisites: ENG2010, THE1200.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ENG2240 Poetry  
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: ENG2010.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

ENG2260 Critical Approaches to Literature  
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: ENG2010.

ENG2400 Grammar and Composition for Teachers  
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: ENG 2010.

ENG3020 Advanced Academic Writing  
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.

Prerequisite: ENG2010.
ENG3060 Intermediate Fiction Writing  
A workshop focused 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  
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. Prerequisite: ENG2010.

ENG/EDU3180 Multicultural Literature for Children  
Cross-listed with EDU3180. For description see EDU3180. No prerequisites.

ENG/EDU3190 Multicultural Literature for Young Adults  
Cross-listed with EDU3190. For description see EDU3190. No prerequisites.

ENG3200 Comparative Literature  
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: ENG2010.

ENG3240 Intermediate Poetry Writing  
A workshop that gives students the opportunity to sharpen their skills as poets and exposes them to a wide range of contemporary poetry. Prerequisite: ENG2060.

ENG3320WI American Literature: Puritanism-1865  
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, Wheatly, Douglass, Truth, Melville, Hawthorne, Emerson, Thoreau, Fuller, and Whitman. Prerequisites: ENG2010, IDS1600, IDS2000 with a grade of “C” or higher. Meets General Education “Aesthetic and Philosophical Expression” Group B requirement and Writing Intensive requirement.
ENG3350WI 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: ENG2010; IDS2000 with a grade of “C” or higher.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement and Writing Intensive requirement.

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, minimalism.

Prerequisite: ENG2010.

ENG3400WI 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. (Annually)

Prerequisites: ENG2010, IDS1600, IDS2000 with a grade of “C” or higher.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement and Writing Intensive requirement.

ENG3420WI British Literature: Renaissance to the Romantics  
4 semester hours
The 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: ENG2010, IDS1600, IDS2000 with a grade of “C” or higher.
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement and Writing Intensive requirement.
ENG3440WI British Literature: The Romantics to the Modernists  
4 semester hours
The 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: ENG2010, IDS1600, IDS2000 with a grade of “C” or higher. Meets General Education “Aesthetic and Philosophical Expression” Group B requirement and Writing Intensive requirement.

ENG3460 British Literature: The Modernists to the Present  
4 semester hours
The 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 multicultural 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.

Prerequisite: ENG2010.

ENG3500 Contemporary World Literature  
4 semester hours
Studies literature since WWII, with special emphasis on the postcolonial 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.

Prerequisite: ENG2010.

ENG3520 Racial and Ethnic Themes in Literature  
4 semester hours
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.

Prerequisite: ENG2010.

ENG3550 Language, Literacy and Cognition  
4 semester hours
Studies the ways in which the mind acquires, produces, and understands language; the origins, development, uses, and consequences — especially the cognitive consequences — of literacy; the impact of various technologies on literacy and its uses; and the interaction between literacy and schooling.

Prerequisite: ENG2010.
ENG3820 Secondary Methods in English  
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 College of Education including passing the Basic Skills Test; 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 and EDU2200, EDU2260, EDU3720. Placement applications for the practicum are due to the College of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the College of Education.

ENG4060 Advanced Creative Writing  
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  
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 (See Business)

FINE ARTS (See Art, Music or Theatre)
**FRENCH**

FRN1810 ST: 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.  
**No prerequisites.**  
Meets General Education “Knowing Ourselves and Others” Group B requirement.

FRN2810 ST: Intermediate French I  
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:** FRN18100 or consent of instructor.

FRN3810-01 ST: Intermediate French II  
4 semester hours  
A continuation of FRN1200 with emphasis on developing facility in oral and written expression. This course will introduce more advanced French grammar topics which 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:** FRN2810 or consent of instructor.

FRN3810-02 ST: 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:** FRN3810-01 or consent of instructor.

**HEALTH EDUCATION**

HED1500 At Risk Behaviors & Society  
2 semester hours  
Interactive class activities address the six risk behaviors identified by the Centers for Disease Control (CDC) for adolescents that focus on nutrition, alcohol, drugs, tobacco and safety. Discussion of life skills (communication, stress management, decision-making and goal-setting) will be incorporated throughout the semester as essential components for reducing risky behaviors. Health behavior theories will be reviewed to examine behavior patterns and justification. Students will also practice the National Health Standard #8 of Health Advocacy.  
**No prerequisites.**

HED/IDS2000 Wellness and Social Responsibility  
4 semester hours  
Cross-listed with IDS2000. For description, see IDS2000.  
**Prerequisite:** ENG2010.
HED2300 Planning for Health Education 3 semester hours
This course focuses on the basics of teaching Health Education in a school setting. Students will be introduced to the ten components of health education. Students will focus on body systems and how behavior affects disease onset and aging, while educating youth on preventative techniques of major diseases and disabilities. Lesson planning, classroom management, course planning, and a coordinated school health program will be addressed.
Prerequisite: HED1500. Observation of a 6-12 health class requires passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a 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.
Prerequisite: HED2300.

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. (Spring)
Prerequisite: HED2300. Teaching a health class in a local middle school requires passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

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 ten health education content areas. Students will practice using skill-based health education techniques as well as developing relevant assignments.
Prerequisites: HED2300, HED3100. Off-campus activities require passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.
HED4100 Curriculum Development in Health Education 3 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 ten 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 HED courses except HED/IDS2000; classroom observations require passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**HISTORY**

HIS1200 American History I (to 1877) 4 semester hours
Examines the evolution of the United States from its colonial origins to the end of the Civil War and Reconstruction. 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. Compares the colonial American experience in the 17th and 18th centuries. Analyzes the causes and nature of the American Revolution and the problems associated with the founding of the nation. Examines the development of the American party system and economy, along with the clashing voices of growing nationalism and sectionalism. Analyzes the causes and nature of the Civil War and the problems associated with reuniting the country.
**No prerequisites.**
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS1210 American History II (since 1877) 4 semester hours
Surveys the major political, economic, social, and cultural developments in the United States since 1877. 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 United States as a superpower, and such economic developments as the maturation of the Industrial Revolution and the Great Depression. 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.
**No prerequisites.**
Meets General Education “Knowing Ourselves and Others” Group B requirement.

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.
**No prerequisites.**
HIS2310 Early Modern British History
This course will survey the political, social, economic, and cultural history of the British Isles (including Ireland) from c. 1500 to 1800. Course topics will include the English Reformation, the Age of the Tudors and Stuarts, exploration and imperialism, the English Civil War and the Glorious Revolution.
No prerequisites.

HIS2320 Modern British History
This course will survey the political, social, economic and cultural history of the British Isles (including Ireland) from 1800 to the present. Course topics will include the formation of the United Kingdom, the rise of the British Empire and decolonization, nineteenth-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.
No prerequisites.

HIS2400 History of the Ancient Mediterranean World
An examination of the ancient societies that emerged around the Mediterranean Sea, this 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.
No prerequisites.

HIS2500 Western Civilization I (to 1500)
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 forerunners of modern Europe and the Western world. This course covers up to the late Middle Ages and the beginning of the Renaissance.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS2600 Western Civilization II (since 1500)
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.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS2700 Twentieth Century European History
This course will survey the history of Central, Western and Eastern Europe from the late nineteenth 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.
No prerequisites.
HIS/REL2750 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.

No prerequisites. 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 20th century; the rise of religious pluralism and the “post-secular” state; and Islam in America.

No prerequisites.

HIS2900 Topics in U.S., European, Non-Western or Latin American History  
4 semester hours
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.

No prerequisites. This course designation is repeatable for credit.

HIS3050 American Urban History  
4 semester hours
Examines American city-building and the diverse populations that inhabited American cities. Compares the preindustrial city of the colonial period and early 19th century with the modern, industrial city in the 19th and 20th centuries. Considers such contributing factors to urbanization as industrialization, the transportation revolution, population growth/immigration, and new types of architecture/city planning. Investigates such 20th-century developments as the emergence of the metropolis, the modern suburb, urban sprawl and the modern urban planning movement.

No prerequisites.
HIS3100 The African-American Experience 4 semester hours
Surveys the history of the black experience in the United States, 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. 
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS3150 Women in American History 4 semester hours
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 United States. Examines the origins, development, and major ideas of the 19th- and 20th-century women’s movements. Reviews the status of modern women in the workplace and family as well as the major, current women’s issues.
No prerequisites.

HIS3200 United States History Since the 1960s 4 semester hours
Examines the major social, cultural, political, and economic developments in the United States since the 1960s. Emphasizes the social/cultural revolution that swept the United States 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.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS3300 The American West 4 semester hours
Examines the Old West of the 19th century, discussing both myth and reality, and the New West of the 20th century. Investigates the exploration and settlement of the Old West, including the mining, ranching and farming frontiers. Reviews the various Native American cultures in the Old West and their changing relationship with the United States government (including the Indian wars and reservation system). 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.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HIS/SBS3350 The Native Americans 4 semester hours
Cross-listed with SBS3350. For description, see SBS3350.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

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.

HIS3400WI Problems in History 4 semester hours
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). (Spring)

**Prerequisites:** Five 3 or 4 semester-hour courses in history; IDS2000 with a grade of “C” or higher.

Meets Writing Intensive requirement.

**HIS3450 Latin American History**  
4 semester hours

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.

*No prerequisites.*

**HIS3650 Hitler and the Nazi Revolution**  
4 semester hours

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). 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. Investigates the origins, implementation, and consequences of the Holocaust. Investigates the question of why Hitler’s revolution ultimately failed.

*No prerequisites.*

**HIS3700 History of the Middle East**  
4 semester hours

Examines the rise of Islam and traces the major developments in the Middle East up to the present day, giving attention to both regional and national concerns.

*No prerequisites.*

**HIS3750 The Far East**  
4 semester hours

Examines the major political developments and personalities in the histories of China, Japan and Korea.

*No prerequisites.*

**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**

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.

**Prerequisite:** One prior college-level history class. *This course designation is repeatable for credit.*

**HIS4100 Readings Seminars in U.S., European, Non-Western, Latin American or Intellectual History**

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.

**Prerequisite:** Open to junior and senior History majors or by permission of the instructor. *This course designation is repeatable for credit.*

**HIS4940 History Internship**

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.

**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. *This course designation is repeatable for credit.*

**HIS4990 Senior Seminar in History**

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. (Fall)

**Prerequisites:** Open only to senior History majors; successful completion of HIS3400WI.
HONORS CURRICULUM

HON1600 Culture, Diversity and Expression 4 semester hours
“Culture, Diversity and Expression” is the first interdisciplinary studies course in the core general education curriculum listed within the Ways of Living domain. This course will be taken during the freshman year. This course explores issues of race, culture, ethnicity, and gender, and provides a global perspective to the diversity of cultural expressions. Students will read and discuss primary and secondary sources that focus on the experience of different cultures through historical, sociological, psychological, literary perspectives, and from other academic disciplines. The purpose of this course is to facilitate understanding of the diversity of American and global cultures and to express this knowledge through formal speech and through written communication. Honors sections of this course will differ from other IDS1600 sections through additional writing assignments, out-of-class experiences, and/or service learning projects. **NOTE:** Honors students transferring with equivalent IDS1600 credit will not be required to enroll in HON1600. **Prerequisite:** Participation in the University Honors Program or consent of Director of Honors Program.

HON2000 Wellness and Social Responsibility 4 semester hours
“Wellness and Social Responsibility” is the second interdisciplinary studies course in the core general education curriculum listed within the Ways of Living domain. This course will be taken during the sophomore year. This course explores the interrelationship of the physical self (body), the emotional/rational self (spirit), and the self as a part of the larger society and culture (mind) and provides a context for ethical decision-making in regard to wellness. Through this course, students will examine and evaluate a variety of perspectives on ways that wellness affects society, the workforce, and interpersonal relationships. Through in-depth personal evaluation and reflection, students will analyze individual health and wellness patterns and will use this knowledge to evaluate current lifestyles and to make decisions so that human growth potential and success in multiple health and wellness roles can be maximized. Honors sections of this course will differ from other IDS2000 sections through additional writing assignments, out-of-class experiences, and/or service learning projects. **Prerequisites:** IDS1600 or HON1600 and participation in the University Honors Program or consent of Director of Honors Program.

HON2100 Honors Seminar: The Self and Society 4 semester hours
The specific title and subject matter of honors seminars will change each time they are offered, but all offerings of HON2100 will explore human behavior and social interactions as they are studied empirically by disciplines such as psychology, sociology, social work, education, and economics, among others. The topics for the seminars will allow faculty and honors students to explore topics of contemporary interest in the academic disciplines and in society with a depth not found elsewhere in the curriculum. In addition to conventional coursework, honors seminars may include less conventional experiences, such as visiting speakers, field trips, or interactions with the area and/or university communities. **Prerequisite:** Participation in the University Honors Program or consent of Director of Honors Program
Meets General Education “Knowing Ourselves and Others” Group A requirement.
HON2200 Honors Seminar: History and Civilization  
4 semester hours
The specific title and subject matter of honors seminars will change each time they are offered, but all offerings of HON2200 will explore human behavior and social interactions as they are studied historically by disciplines such as history, political science, criminal justice, Spanish, and business, among others. The topics for the seminars will allow faculty and honors students to explore topics of contemporary interest in the academic disciplines and in society with a depth not found elsewhere in the curriculum. In addition to conventional coursework, honors seminars may include less conventional experiences, such as visiting speakers, field trips, or interactions with the area and/or university communities.
Prerequisite: Participation in the University Honors Program or consent of Director of Honors Program.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

HON2300 Honors Seminar: The Natural World  
4 semester hours
The specific title and subject matter of honors seminars will change each time they are offered, but all offerings of HON2300 will explore matters related to human understanding of the natural world as they are studied within disciplines such as biology, chemistry, mathematics, nursing, and health Sciences, among others. The topics for the seminars will allow faculty and honors students to explore topics of contemporary interest in the academic disciplines and in society with a depth not found elsewhere in the curriculum. In addition to conventional coursework, honors seminars may include less conventional experiences, such as visiting speakers, field trips, or interactions with the area and/or university communities.
Prerequisite: Participation in the University Honors Program or consent of Director of Honors Program.
Meets General Education “Knowing Our Natural World” requirement.

HON2400 Honors Seminar: Thought and Belief  
4 semester hours
The specific title and subject matter of honors seminars will change each time they are offered, but all offerings of HON2400 will explore fundamental questions pertaining to the human experience as they are studied within disciplines such as religion and philosophy, among others. The topics for the seminars will allow faculty and honors students to explore topics of contemporary interest in the academic disciplines and in society with a depth not found elsewhere in the curriculum. In addition to conventional coursework, honors seminars may include less conventional experiences, such as visiting speakers, field trips, or interactions with the area and/or university communities.
Prerequisite: Participation in the University Honors Program or consent of Director of Honors Program.
Meets General Education “Knowing through Aesthetic and Philosophical Expression” Group A requirement.

HON2500 Honors Seminar: Art and Artists  
4 semester hours
The specific title and subject matter of honors seminars will change each time they are offered, but all offerings of HON2500 will explore how artists represent fundamental questions pertaining to the human experience as they are studied within disciplines such as art, music, theatre, literature, and communications,
among others. The topics for the seminars will allow faculty and honors students to explore topics of contemporary interest in the academic disciplines and in society with a depth not found elsewhere in the curriculum. In addition to conventional coursework, honors seminars may include less conventional experiences, such as visiting speakers, field trips, or interactions with the area and/or university communities.

**Prerequisite:** Participation in the University Honors Program or consent of Director of Honors Program.

Meets General Education “Knowing Ourselves and Others” Group B requirement.

**HON3970 Honors Project I**

1-2 semester hours

The honors student will work, in conjunction with the faculty advisor and honors director, to develop an appropriate course of study for the semester, which will result in the end in a written proposal for the project. This proposal will be evaluated by the faculty advisor, honors director, and student by the end of the semester, resulting in a grade of credit/no credit assigned by the faculty advisor. If appropriate for the nature of the research, the student must also submit the proposal to the IRB for review by the end of the semester.

**Prerequisites:** At least one honors seminar and junior standing, or consent of Director of Honors Program.

**HON4970 Honors Project II**

1-2 semester hours

The work during this phase of the senior project will take the form of reading, research, regular meetings with the faculty advisor, writing, consultation with experts, and/or experiences in the field (if appropriate). The honors student will work, in conjunction with faculty advisor and honors director, to develop an appropriate course of study for the semester. By the end of the semester, the length, scope, and shape of the final project should be clear, and substantial written drafting will have occurred, and the student will receive a grade of credit/no credit from the faculty advisor for this work in progress.

**Prerequisite:** HON3970.

**HON4990 Honors Project III**

1-2 semester hours

The work this semester will culminate in a completed product, in the form for many of a “senior research thesis,” though for others the final product may take a different form (a portfolio of artwork, a teaching video to show potential employers, a multi-media production combining the written work with reflections upon experiences). The honors student will work, in conjunction with faculty advisor and honors director, to develop an appropriate course of study for the semester. Each student will need to participate in two activities to complete the honors program: 1) participate in the spring undergraduate research conference; and 2) schedule a defense of the project, in which the student answers questions posed by the faculty advisor, the honors program director, and others in attendance. An additional purpose of the defense session will be to gather reflections about the honors program from students who have completed the four year experience. The student will receive a grade of credit/no credit from the faculty advisor.

**Prerequisite:** HON4970.
HUMANITIES

HUM2100 The Arts and Human Experience  
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.  
No prerequisites.  
Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

INTERDISCIPLINARY STUDIES

IDS1100 First-Year Experience (FYE)  
This course is designed to provide an introduction to the nature of university education and an orientation to resources on campus. The course will emphasize wellness, diversity, career development, and academic survival skills. The course is taught in small groups by teams of faculty, professional staff, and peer mentors.  
No prerequisites.

IDS1600 Culture, Diversity and Expression  
Culture, Diversity and Expression is the first interdisciplinary studies course in the core general education curriculum listed within the Ways of Living domain. This course will be taken during the first year of study. This course explores issues of race, culture, ethnicity, and gender, and provides a global perspective to the diversity of cultural expressions. Students will read and discuss primary and secondary sources that focus on the experience of different cultures through historical, sociological, psychological, or literary perspectives, and from other academic disciplines. The purpose of this course is to facilitate understanding of the diversity of American and global cultures and to express this knowledge through formal speech and through written communication. NOTE: Students transferring with equivalent IDS1600 credit will not be required to enroll in IDS1600.  
Prerequisite: ENG1000 or placement decision.

IDS/HED2000 Wellness and Social Responsibility  
Wellness and Social Responsibility is the second interdisciplinary studies course in the core general education curriculum listed within the Ways of Living domain. This course will be taken during the sophomore year. This course explores the interrelationship of the physical self (body), the emotional/rational self (spirit), and the self as a part of the larger society and culture (mind) and provides a context for ethical decision-making in regard to wellness. Through this course, students will examine and evaluate a variety of perspectives on ways that wellness affects society, the workforce, and interpersonal relationships. Through in-depth personal evaluation and reflection, students will analyze individual health and wellness patterns and will use this knowledge to evaluate current lifestyles and to make decisions so that human growth potential and success in multiple health and wellness roles can be maximized.  
Prerequisite: ENG2010.
LATINO STUDIES

LTS1200 Introduction to Latino Cultural Studies 3 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.
No prerequisites.

LTS1300 Latinos and Latinas In the United States 3 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 healthcare will be explored. Key individuals who have enabled these contributions will also be identified. This course will be taught in English.
No prerequisites.

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.

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 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.

MTH0990 Preparatory Mathematics 3 semester hours
Introduction to natural numbers, fractions, negative numbers, and the irrationals including addition, subtraction, multiplication, and division. Introduction to exponents and radicals, variables and linear equations. Placement in MTH0990 is based on demonstrated student outcomes of AU mathematics competency examination. Credit earned in MTH0990 is in addition to the 120 semester hours required for graduation.
No prerequisites.
MTH1100 College Algebra  3 semester hours
The fundamentals of algebra for students of all majors. Prepares the student
mathematically for such courses as MTH1120, MTH1310, MTH2320, CSC1500,
ECN2010, ECN2020, and CHM1310. Real numbers, polynomials, linear equa-
tions and inequalities, functions, rational expressions, exponents, quadratic equa-
tions, and systems of linear equations.
Prerequisite: Placement in MTH1100 is based on demonstrated student outcomes
of AU mathematics competency examination, or MTH0990 with a grade of “C” or
higher.

MTH1110 Contemporary Mathematics  3 semester hours
Several topics are studied in depth: logic/set theory, mathematics of personal
finance, counting techniques and probability, and statistics. The use of calculators
and computer is required. May be used to meet AU math requirement in lieu of
MTH1100.
Prerequisite: Placement in MTH1110 is based on demonstrated student outcomes
of AU mathematics competency examination, or MTH0990.

MTH1120 Finite Mathematics  3 semester hours
Students will be introduced to the tools of finite mathematics. They will review the
basic functions, their graphs, transformations, and applications. Financial math-
ematics, including interest, present value, future value, and amortization calcu-
lations 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 stu-
dent outcomes of AU mathematics competency examination.

MTH1210 Mathematics for Elementary Teachers I  4 semester hours
The first of a two-course sequence for those majoring in elementary education.
Topics include set operations, numeration systems, whole number operations,
estimation, integer operations, number theory concepts, rational numbers and
their forms, radicals and rational exponents, irrational numbers, proportional
reasoning, decimals and percents.
No prerequisites.

MTH1220 Mathematics for Elementary Teachers II  4 semester hours
A continuation of MTH1210. Topics include 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 sym-
bolic expressions and graphs of lines, probability, statistics and statistical graphs,
fundamentals of geometry, geometric constructions, motion geometry, the
Pythagorean Theorem, and measurement.
Prerequisite: MTH1210.
NOTE: Successful completion of MTH1210 and MTH1220 satisfies the mathe-
matics competency requirement for graduation for elementary education majors.
MTH1310 Precalculus

Prepares the student for calculus. Topics include the algebraic, exponential, logarithmic, and trigonometric functions and their graphs.

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

A short calculus course designed for the management and social/life science student. Includes 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

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

A continuation of MTH2210. Topics include application of integration, area, volume of revolution, arc length, techniques of integration, L’Hopital’s rule, improper integrals, sequences, infinite series, power series, conics, parametric equations, polar, cylindrical, and spherical coordinates.

Prerequisite: MTH2210.

MTH2230 Calculus III

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

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 MTH1110.

MTH2700 Statistics for Research

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 3 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 3 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 3 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 3 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: MTH2220.

MTH3250 Linear Algebra 3 semester hours
Topics 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.

Prerequisite: MTH2220.
MTH3260 Probability and Statistics II
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
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.

MTH3300 Differential Equations
Topics 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
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.
Prerequisite: MTH2230 or consent of department.

MTH3350 History of Mathematics
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 or MTH2120.

MTH3490 Numerical Analysis
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, CSC2650.

MTH3500 Applied Statistical Methods
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: MTH2320.
MTH3600 Models for Financial Economics  
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:** MTH3420.

MTH3700 Models for Life Contingencies  
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  
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 College of Education including passing the Basic Skills Test; 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 and EDU2200, EDU2260, EDU3720. Placement applications for the practicum are due to the College of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the College of Education.

MTH4260 Number Theory  
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 and MTH3270 or MTH3320 or consent of department.

MTH4300 Introduction to Real Analysis  
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  
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 and 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.

MTH4950 Senior Seminar in Actuarial Science 1 semester hour
The goal of this seminar is to aid the students in integrating and applying their experience in the actuarial science program at AU and to prepare for successful entry into the job market. The seminar includes interviewing skills, discussion of the current job market, production of a professional resume and portfolio, discussion of professional development opportunities, and discussion of contemporary topics in actuarial science.

Prerequisites: Senior standing actuarial science major; consent of department.

MTH4990 Senior Seminar in Mathematics 1 semester hour
The goal of this course is to aid the students in integrating their experience in the math program at AU and to prepare for entry into the job market or graduate school. In some sessions, students will meet with their individual advisors during the term to analyze the contents of the portfolio they have been preparing during their tenure at AU, to organize its contents, and to finalize its format as a tool in the job search or admission to graduate school. Students will write an essay summarizing their experience in the mathematics program and indicating their special interests in the field for inclusion in the portfolio. Students will also compile a bibliography of Internet sites relevant to their special interests in the field of mathematics and/or math education.

Prerequisites: Senior standing; consent of department.

MUSEUM STUDIES

MST1110 Introduction to Museum Studies 3 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 (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. Lectures, discussion, guest speakers and field trips.

No prerequisites.

MST2200 Museum Exhibitions 3 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 3 semester hours
Students will be introduced to the development and care of a museum’s collection including registration methods (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 3 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. Lectures, field trips, individual projects and practicum.
Prerequisite: MST1110.

MST3940 Internship in Museum Studies 3 semester hours
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: 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 hours for one 30-minute lesson or 1.0 semester hours 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.

MUS1210 Beginning Piano (.5 semester hours only)
MUS1410 Beginning Classical Guitar (.5 semester hours only)
MUS2010 Voice I
MUS2210 Piano I
MUS2230 Applied Woodwinds
MUS2240 Applied Brass
MUS2250 Applied Strings
MUS2260 Applied Classical Guitar
MUS2270 Applied Organ
MUS3010 Voice II
MUS3110 Voice III
MUS3210 Piano II
MUS3310 Piano III
MUS4010 Voice IV
MUS4210 Piano IV
MUS1010 Beginning Voice 1 semester hour
Group lessons in which students explore visual, auditory, and aesthetic dimensions of vocal music. Attention to 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. 
No prerequisites.

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.
No prerequisites.

MUS1210 Beginning Piano .5 semester hour
Individual lessons for the inexperienced or beginning pianist. Sight reading, aural skills, musical symbols, analysis of harmonic, melodic, and rhythmic structures, and finger facility in all keys. Beginning development of aesthetic awareness. Jury performance for music faculty. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS1210 may be counted toward graduation.
No prerequisites.

MUS1400 World Music 3 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.
No Prerequisites.

MUS1410 Beginning Classical Guitar .5 semester hour
Introduction of 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. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS1410 may be counted toward graduation.
No prerequisites.

MUS1500 Music Appreciation 4 semester hours
Exploration of 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 dis-
cernment of musical styles. 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.

No prerequisites.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

**MUS1510 Exploring Music: American Roots**

Exploration of musical expressions, social contexts, and basic musical principles for the student who wishes to develop musical awareness. Overview of popular and cultivated musical styles that have developed in American society as a result of America’s diverse ethnic traditions. Introduction to basic musical notation and characteristic elements of musical styles. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

No prerequisites.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

**MUS1520 Exploring Music: 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. Introduces operas, composers, and performers through listening to live and recorded music, discussions, and films. Attendance may be required at live concerts, some of which may be off campus and/or evenings with additional ticket charges.

No prerequisites.

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

**MUS1600 Fundamentals of Music**

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. Listening assignments and possible attendance at live concerts, some of which may be off-campus and/or evenings with additional ticket charges.

No prerequisites.

**MUS1900 Women’s Ensemble**

Open to female musicians of all levels, 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 required. A maximum of 8 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 levels, 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 required. A maximum of 8 semester hours of MUS1910 may be counted toward graduation.
**Prerequisite:** Permission of instructor based on successful vocal audition.

MUS1920 Aurora University Jazz Ensemble  1 semester hour
Small instrumental ensemble studying and performing music in jazz styles from among Latin, blues, swing, bossa nova, and others. Public performances some of which may be off-campus and/or evenings required. Open to performers on trumpet, trombone, saxophone, piano, bass, and drum set. A maximum of 8 semester hours of MUS1930 may be counted toward graduation.
**Prerequisite:** Permission of instructor based on successful audition.

MUS1930 Chamber Ensemble  .5 semester hour
Performance class for instrumentalists or singers who will prepare, study, and perform literature spanning several eras and styles for small groups of 8-15 players. Public performances some of which may be off campus and/or evenings required. A maximum of 8 semester hours of MUS1930 may be counted toward graduation.
**Prerequisite:** Permission of instructor based on successful audition.

MUS2010 Voice I  .5 – 1 semester hour
Individual mastery of the technical production of vocal sound. Exploration of various vocal styles with a focus on classical art songs, arias, and folk songs. Repertoire may include art songs in foreign languages. Students will be expected to progress toward the next level of vocal skill. Studio recital and final jury examination are required. A maximum of 2 semester hours of MUS2010 may be counted toward graduation.
**Prerequisites:** MUS1010 and permission of instructor based on successful vocal audition.
**Co-requisite:** MUS1900 or MUS1910.

MUS2060 Aural Skills I  1 semester hour
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.
**No Prerequisites:** Aural Skills I is a requirement of all music majors and taken concurrently with MUS2400.

MUS2070 Aural Skills II  1 semester hour
In the second level of Aural Skills, students will increase 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.
**Prerequisite:** MUS2060. Aural Skills II is a requirement of all music majors and taken concurrently with MUS2610.
MUS2080 Aural Skills III
1 semester hour
Aural Skills III is a continuation of Aural Skills II: 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.
Prerequisite: MUS2070. Aural Skill III is a requirement of all music majors and taken concurrently with MUS2620.

MUS2090 Aural Skills IV
1 semester hour
Aural Skills IV continuation of Aural Skills III: The following skills will be the focus of this course: advanced sight-singing and dictation work, chromatic and atonal material, advanced rhythmic and harmonic dictation and preparation for score reading.
Prerequisite: MUS2080. Aural Skill IV is a requirement of all music majors and taken concurrently with MUS2630.

MUS2100 Diction for Singers I
2 semester hours
This course explores language pronunciation for the vocalist focusing upon the 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. The demonstration of these 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.
No prerequisites.

MUS2110 Diction for Singers II
2 semester hours
This course explores language pronunciation for the vocalist focusing upon the German and French languages. Attention in this course will be given to the proper vocal production (sounds) of the language, with a minimum of grammar and construction. The demonstration of these 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.
No prerequisites.

MUS2210 Piano I
.5 – 1 semester hour
Study of forms and styles of piano composition and elements of musical interpretation. 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. Following an audition, a non-beginner who has not previously studied at Aurora University will be placed in the appropriate level. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS2210 may be counted toward graduation.
Prerequisite: Permission of instructor based on successful keyboard audition or two semesters of MUS1210.
MUS2230 Applied Woodwinds  
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 8 semester hours of MUS2230 may be counted toward graduation.  
Prerequisites: Permission of instructor and previous performing experience.

MUS2240 Applied Brass  
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 8 semester hours of MUS2240 may be counted toward graduation.  
Prerequisites: Permission of instructor and previous performing experience.

MUS2250 Applied Strings  
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 8 semester hours of MUS2250 may be counted toward graduation.  
Prerequisites: Permission of instructor and previous performing experience.

MUS2260 Applied Classical Guitar  
Continuing 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 is 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 8 semester hours of MUS2260 may be counted toward graduation.  
Prerequisites: Two semesters of MUS1410 and permission of instructor based on successful audition.

MUS2270 Applied Organ  
Introduction of 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. A maximum of 8 semester hours of MUS2270 may be counted toward graduation.  
Prerequisites: Permission of instructor based on successful audition and MUS3210 or equivalent.

MUS2300 Piano Accompanying I  
The purpose of this course is threefold: to broaden the student’s knowledge of vocal and instrumental repertoire, to develop proficiency in collaborative keyboard skills and to strengthen accompanying skills. Piano Accompanying I focuses on two main components: keyboard skills and ensemble repertoire. Keyboard skills consists of the development of sight reading, open-score reading, transpo-
sition, 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. **Prerequisite:** permission of instructor.

MUS2310 Piano Accompanying II  
1 semester hour
The purpose of this two-semester course is threefold: to broaden the student’s knowledge of vocal and instrumental repertoire, to develop proficiency in collaborative keyboard skills and to strengthen their accompanying skills. During the second semester the student reinforces his/her understanding and familiarity with collaborative keyboard skills material including necessary technical skills for dealing with instrumental and vocal repertoire. Ensemble groups and repertoire will be assigned at the beginning of the semester. **Prerequisite:** MUS2300.

MUS2400 Music Theory I  
3 semester hours
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. Listening assignments and possible attendance at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. **No prerequisites.** Music Theory I is a requirement of all music majors and taken concurrently with MUS2060.

MUS2510 Music History I  
3 semester hours
A study of 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:** MUS2400. Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

MUS2520 Music History II  
3 semester hours
A continuation of MUS2510, 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:** MUS2400. Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

MUS3400 Conducting  
2 semester hours
In this course, the 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 con-
ducting techniques. Students will use the class and on occasions existing groups on campus as laboratory ensembles.

**Prerequisite:** MUS2610.

**MUS2610 Music Theory II**

*3 semester hours*

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. Introduction to phrase structures, elementary forms, and score reading.

**Prerequisite:** MUS4000. Music Theory II is a requirement of all music majors and taken concurrently with MUS2070.

**MUS2620 Music Theory III**

*3 semester hours*

Music Theory 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.

**Prerequisite:** MUS2610. Music Theory III is a requirement of all music majors and taken concurrently with MUS2080.

**MUS2630 Music Theory IV**

*3 semester hours*

Advanced harmonic analysis of the late nineteenth century, including higher tension and non-tertiary chords. Analysis of tonal forms including sonata and rondo forms. Further investigation of these techniques to develop a mastery of traditional harmony and exploration of compositional technique of the twentieth century.

**Prerequisite:** MUS2620. Music Theory IV is a requirement of all music majors and taken concurrently with MUS2090.

**MUS3010 Voice II**

*.5 – 1 semester hour*

Individual mastery of the technical production of vocal sound. Exploration of various vocal styles with a focus on classical art songs, arias, and folk songs. Repertoire will include art songs in foreign languages. Students will be expected to progress toward the next level of vocal skill. Studio recital and final jury examination are required. A maximum of 2 semester hours of MUS3010 may be counted toward graduation.

**Prerequisites:** MUS2010 and permission of instructor based on successful vocal audition.

**Co-requisite:** MUS1900 or MUS1910.

**MUS3110 Voice III**

*.5 – 1 semester hour*

Individual mastery of the technical production of vocal sound. Exploration of various vocal styles with a focus on classical art songs, arias, and folk songs. Repertoire will include art songs and arias in foreign languages. Students will be expected to progress toward the next level of vocal skill. Studio recital and final jury examination are required. A maximum of 2 semester hours of MUS3110 may be counted toward graduation.

**Prerequisites:** MUS3010 and permission of instructor based on successful vocal audition.

**Co-requisite:** MUS1900 or MUS1910.
MUS3130 Vocal Literature I: Art Songs  
1 semester hour
Vocal Literature: Art Song is a fundamental course designed to examine the history and development of the art song through reading, hearing, and performing examples of the song literature for solo voice.  
**Prerequisites:** Two semesters of applied vocal study.

MUS3140 Vocal Literature II: Opera  
1 semester hours
Vocal Literature: Opera is a fundamental course designed to examine the history and development of opera literature through reading, hearing, and performing examples of opera literature.  
**Prerequisites:** Two semesters of applied vocal study.

MUS3210 Piano II  
.5 – 1 semester hour
Continuation of skills developed in Piano I. Studio recital and jury performance for music faculty. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS3210 may be counted toward graduation.  
**Prerequisite:** Permission of instructor based on successful keyboard audition or two semesters of MUS2210.

MUS3310 Piano III  
.5 – 1 semester hour
Continuation of skills developed in Piano II. Studio recital and jury performance for music faculty. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS3310 may be counted toward graduation.  
**Prerequisite:** Permission of instructor based on successful keyboard audition or two semesters of MUS3210.

MUS3330 Keyboard Literature I  
1 semester hour
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 late Baroque and Classical periods. 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.

MUS3340 Keyboard literature II  
1 semester hour
This course provides an overview of piano literature and performance practices covering Piano literature of the Romantic, Impressionistic and Contemporary periods (including brief look at Nationalism). 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.  
**Prerequisite:** MUS3330.
MUS3510WI Music History III: Music since 1900  
3 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 twentieth century and beyond through an examination of compositional methods and materials, history, critical listening and research. This course is writing intensive.

Prerequisites: MUS2610, IDS2000 with a grade of “C” or higher.

MUS4010 Voice IV  
.5 – 1 semester hour

Individual mastery of the technical production of vocal sound. Explore various vocal styles with a focus on classical art songs, arias, and folk songs. Advanced vocal techniques and repertoire ranging throughout all style periods and in foreign languages. Half recital of 6-8 songs and final jury examination are required. A maximum of 2 semester hours of MUS4010 may be counted toward graduation.

Prerequisites: MUS3110 and permission of instructor based on successful vocal audition.

Co-requisite: MUS1900 or MUS1910.

MUS4210 Piano IV  
.5 – 1 semester hour

Continuation of skills developed in Piano III. Studio recital and jury performance for music faculty. Attendance may be required at live concerts, some of which may be off-campus and/or evenings with additional ticket charges. A maximum of 2 semester hours of MUS4210 may be counted toward graduation.

Prerequisite: Permission of instructor based on successful keyboard audition or two semesters of MUS3310.

MUS4100 Vocal Pedagogy  
3 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.

MUS4300 Piano Pedagogy  
3 semester hours

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.

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
Explores some of the fundamental physical concepts, including energy and the atomic view of matter, that are necessary to our understanding of science, technology and our world.
Prerequisite: Completion or concurrent enrollment in MTH1100 or higher.
Meets General Education “Observation of the Natural World” requirement.

NSM1200 Astronomy 3 semester hours
An introduction to modern astronomy including astronomical observations, astrophysical tools and laws, the solar system, stars, galaxies, and cosmology.
No prerequisites.
Meets General Education “Observation of the Natural World” requirement.

NSM1300 Earth 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 the Earth and the universe around it.
No prerequisites.
Meets General Education “Observation of the Natural World” requirement.

NSM3100WI Research and Writing Methods in the Natural Sciences 3 semester hours
Basic research methodology and the scientific method of inquiry for biological and natural science research are stressed. Concepts, methods, and experimental designs involved in the statistical evaluation and presentation of research data are evaluated and integrated into effective communication. Development of scientific proposals, revision of manuscripts, and scientific writing and bibliographic citation form the core of this Writing Intensive course. Course includes instruction in statistical and GIS software packages. (Fall)
Prerequisites: IDS2000 with a grade of “C” or higher; BIO1210 or its equivalent; MTH1100 or MTH1110; junior or senior with a minimum of 20 semester hours of coursework in the natural sciences.
Meets Writing Intensive requirement.

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 which 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.

NSM4990 Senior Capstone in Natural Sciences  3 semester hours
This course explores the interrelationships of the natural sciences and society through the study of a complex problem which includes aspects of biology, medicine, the environment, ethics, and human actions. The course will include readings, writing, class discussions, group projects, and presentations. Information will be gathered from a range of sources including scientific journals, popular literature, computerized literature searches and community resources.
Prerequisite: Junior or senior with a minimum of 20 semester hours of coursework in the natural sciences.

NURSING

NUR3000WI 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. This course fulfills the university requirement for a 3000-level writing intensive course within the nursing major.
Prerequisites. IDS2000 with a grade of “C” or higher. Concurrent with NUR3100, NUR3260.
Meets Writing Intensive requirement.

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.
NUR3030WI 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. This course fulfills the University requirement for a 3000-level writing intensive course within the nursing major.
Prerequisites: IDS2000 with a grade of “C” or higher. RN students only. Meets Writing Intensive requirement.

NUR3100 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 B.S.N. core courses; ENG1000, ENG2010 and MTH1100 or successfully passed the mathematics competency examination. Concurrent with NUR3000, NUR3260.

NUR3110 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 interprofessional 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, NUR3260. Concurrent with NUR3160, NUR3400.
NUR3160 Pharmacological Concepts  
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, NUR3260. Concurrent with NUR3110, NUR3400.

NUR3260 Health Assessment, Education and Promotion/Lab  
This course provides the framework for the systematic collection, organization, interpretation, integration and communication of data reflecting the health status 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.

NUR3280/Z Health Assessment, Education and Promotion/RN  
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. 
No prerequisites. RN students only.

NUR3400 Behavioral Health Issues  
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 interprofessional care team. 
Clinical: Clinical opportunities include experiential learning activities involving psychiatric patents 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. Concurrent with NUR3110, 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, NUR4300.

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: All NUR3000-level courses; MTH2320.

NUR4200 Nursing: A Global Community Outlook  5 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.

NUR4300 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 Nursing Care of the Family

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.

NUR4600 Leadership and Management

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 communication, 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, NUR4800.

NUR4620 Leadership and Management/RN

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

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.
NUR4800 Medical Surgical Nursing II: Collaborative Practice in Health and Illness

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 interprofessional 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 interprofessional team.

Prerequisites: All 3000-level NUR courses; NUR4300. Concurrent with NUR4500, NUR4600.

NUR4850 Nursing: A Community Outlook/RN

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.

Prerequisites: All NUR3000-level courses; NUR4060.

PARKS AND RECREATION

REC1060 Fundamental Outdoor Skills

This course combines fundamental outdoor skills (typically rock climbing, backpacking and bicycle touring) into a single rigorous skills training course. Topics include terminology, equipment, planning/preparation, safety and environmental impact with hands-on experience. Students will work individually and in groups, fostering the ability to teach others. Elective course.

No prerequisites.

REC1750 Practicum in Outdoor Living Skills

A five-day resident course scheduled for late August prior to the beginning of the Fall Term. Students learn outdoor-living, environmental and camp programming. Leave No Trace Trainer Certification awarded to students who qualify.

Prerequisites: Special registration; ability to pass a medical examination; ability to pass a swim test (if you cannot pass the swim test, you must wear a PFD during all water activities). Additional room, board and materials fee is required. Group camping equipment provided.
REC1760 Leisure and Society  
4 semester hours  
This course focuses on the phenomena of leisure, recreation and play and their impact on individuals and society. It traces the historical development of recreation and leisure and the corresponding concepts of time, work, meaning, pleasure, culture, technology and rapid change. Students are challenged to think critically about the issues related to choices an individual and society make when using “free time” and the resulting benefits and consequences. (Fall)  
No prerequisites.  
Meets General Education “Knowing Ourselves and Others” Group B requirement.

REC2220 Recreation Leadership  
4 semester hour  
This course focuses on the development of foundational leadership knowledge and skills within the recreation field. Students will learn about various leadership styles, interpersonal and organizational communication, motivational theories, group dynamics, process and technical skills, as well as knowledge of liability and risk management issues.  
No prerequisites.

REC2500 Working with Diverse Populations in Parks and Recreation  
4 semester hours  
This course will focus on theoretical and practical issues encountered in serving diverse populations in parks and recreation. It will provide the student with an introduction to the practice of inclusive programming for persons with disabilities as well as programming concepts for the elderly, gender specific groups and ethnically diverse populations.  
No prerequisites.

REC3040 Sporting Event Management  
4 semester hours  
This course explores the role of event management in specific relation to sporting events. Students will investigate the role of sport in society, participant and spectator needs and satisfaction, and management responsibilities in club sports, intramurals and athletics. Students will develop an understanding of the comprehensive administrative aspects of sporting events including organizational philosophy, financing, facilities, equipment, risk management, legal considerations, personnel management, marketing and sports information. Elective course.  
No prerequisites.

REC3200 Campus Recreation  
4 semester hours  
This course provides insight into the many facets of campus recreation, including foundational theories, programming, facilities, management issues and professional aspects. Developmental needs and behaviors of traditional age college students will be incorporated into the foundation of this course.  
No prerequisites.

REC3330 Recreation Programming  
4 semester hours  
Introduction to programming concepts and theory for delivering recreation and leisure programs. Planning, implementing and evaluating program services. Addresses a variety of program formats including education, competition and special events.  
Prerequisite: REC2220 or equivalent experience determined by instructor.
REC3400 Outdoor Recreation and Education  
4 semester hours
Students study outdoor education historical program development. Topics include introduction to outdoor education curriculum development, teaching techniques and administrative programming practices. Students will participate in developing curricula and activities appropriate for extending academic classroom subjects to the outdoors according to Illinois State standards of education.  
**Prerequisite:** Junior standing.

REC3990WI Recreation Administration: Issues and Ethics  
4 semester hours
This course will examine organizational structure, personnel supervision, budget and finance of leisure service organizations. It will then investigate ethical issues and situations in the profession. Students will employ critical thinking skills in applying both their own values and knowledge and the core values of the University: integrity, citizenship, continuous learning and excellence. Other topics will include multicultural competence, gender equity, accessibility, use of the environment as well as professionalism and competence.  
**Prerequisites:** IDS2000 with a grade of “C” or higher. Junior standing. Meets Writing Intensive requirement.

REC4020 Adventure Education  
4 semester hours
This course introduces the students to adventure education, philosophy, programming ethics, methods, facilitation techniques and safety and risk management. Activities may include initiatives, rock climbing and other personal challenges. Elective course.  
**Prerequisite:** Senior standing.

REC4100 Commercial Recreation Management  
4 semester hours
This course explores commercial recreation management as a major component of the leisure service delivery system for profit. Students study the development potential of different types of entrepreneurial recreation enterprises. Topics will include resources needed, location, risks, sources of financing, pricing, managerial requirements, marketing, consulting and technical assistance. Students will study for-profit business plans for leisure services enterprises.  
**Prerequisite:** Junior standing or permission of instructor.

REC4370 Facilities Management  
4 semester hours
Presents principles for planning, assessing and evaluating resources, areas and facilities. Topics include scheduling, planning and design, assessing resources, routine and preventative maintenance, care of outdoor and natural areas, and impact on the environment.  
**Prerequisite:** Senior standing.

REC4500 Fine Arts Event Management  
4 semester hours
This course explores the role of event management in specific relation to music-, art-, or theatre-type events. Students will investigate the role of fine arts in society, participant and spectator needs and satisfaction, and management responsibilities. Students will develop an understanding of the comprehensive administrative aspects of fine art-oriented events, including organizational philosophy, financing, facilities, equipment, risk management, legal considerations, personnel management, marketing and sports information. Elective course.  
**Prerequisite:** Junior standing.
REC4790 Recreation Administration Internship  
12 semester hours
Students complete a 640-hour/16-week internship at a professional recreation agency. The agency supervisor, the University internship supervisor and the student work as a team to develop a comprehensive hands-on learning experience for the student. Internship contract must have approval from both the Recreation Administration Internship Coordinator and the Department Chairperson.
**Prerequisites:** Senior standing; REC2220, REC3330, REC4340, REC4370.

REC4980 Senior Seminar in Parks and Recreation  
4 semester hours
This course will focus on preparing the student for the internship experience and beyond. Topics will include integrating theory with best practices in the field, professional core competencies, ethics, professional organizations, certification, the development of resumes and cover letters, as well as interviewing skills.
**Prerequisite:** Senior standing.

**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.
**No prerequisites.**
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

PHL1200 Logic  
3 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.
**No prerequisites.**
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

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.
**No prerequisites.**
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.
PHL/ART2700 Art and Philosophy  
4 semester hours
Cross-listed with ART2700. For description, see ART2700.
No prerequisites.

PHL/REL3100 Philosophy of Religion  
3 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.

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. Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

PHL3200 Business Ethics  
3 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.

PHL3250 History of Philosophy I: Classical and Medieval  
3 semester hours
A survey of the development of Western philosophy from the pre-Socratics through Aquinas, with special attention to Plato, Aristotle, Plotinus, Augustine, and Aquinas.
Prerequisite: PHL1100.
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

PHL3300 History of Philosophy II: Modern Thought  
3 semester hours
This course will study the main features of Western philosophy in the 17th, 18th, and 19th centuries with an emphasis on Descartes, Spinoza, Leibnitz, Locke, Berkeley, Hume, Kant, and Hegel.
Prerequisites: PHL1100; PHL3250 is helpful but not required.
PHL3350 Contemporary Philosophy 3 semester hours
A survey of the various contemporary philosophical movements: logical positivism, pragmatism, process philosophy, analytical philosophy, phenomenology, and existentialism.
Prerequisites: PHL1100; some familiarity with the history of philosophy is helpful.

PHL3400 The Good Life? 2 or 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.
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

PHL3500 Philosophy of Love and Sex 2 or 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 helpful but not required.
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

PHL3600 American Philosophy 3 semester hours
This course will study the philosophers and movements in American philosophy from 1700 to the present, with special emphasis on Peirce, James, Royce, Santayana, Dewey, and Whitehead.
Prerequisite: An introductory philosophy course.

PHL/PSC4650 Classics in Political Philosophy 4 semester hours
Cross-listed with PSC4650. For description, see PSC4650.
Prerequisites: Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science required.

PHL/PSC4660WI Modern Political Philosophy 4 semester hours
Cross-listed with PSC4660. For description see PSC4660.
Prerequisites: Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science required.

PHYSICAL EDUCATION

ACTIVITY COURSES

PED1000 Beginning Tennis 1 semester hour
Off Campus Location: Washington Middle School. Equipment provided. Must provide own transportation. (Fall - First 8-week module)
No prerequisites. Equipment provided.
PED1110 Golf  
1 semester hour
Must provide own transportation. (Spring)
Prerequisite: Lab fee. Equipment provided.

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. Students will work in groups to plan a corporate golf outing. Must provide own transportation. (Spring)
No prerequisites. Lab fee. Equipment provided.

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; 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. (Fall and Spring - 8-week modules)
No prerequisites.

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. (Fall and Spring - 8-week modules)
No prerequisites.

PED1200-01 Fitness for Life  
2 semester hours
This course prepares physical education majors to teach K-12 students the value of fitness in daily life and its implications for achieving wellness. Students will learn to distinguish health-related components from skill-related components of fitness through lecture, discussion and laboratory experiences. The concept of learning readiness through fitness will be explored as an interdisciplinary approach for enhancing one’s ability to learn. Students will also be exposed to fitness technology used for assessment such as pedometers, heart rate monitors and the FITNESSGRAM.
Prerequisite: Open to K-12 Physical Education majors only.

PED1200-02 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, set goals based on strengths and weaknesses, and plan a personalized comprehensive fitness program based on the initial test results, and work toward the improvement of those levels by participating in a fitness program during the term. (Fall and Spring)
No prerequisites.
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. (Fall or Spring)
No prerequisites.

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. (Fall - 8 week module).
No prerequisites.

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 will also have an opportunity to create her/his own step routine. (Fall or Spring - 8-week modules)
No prerequisites.

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. (Fall and Spring)
No prerequisites.

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. (Fall or Spring)
No prerequisites.
PED1450 Train and Tee-Off  
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 provided. (Spring) 
No prerequisites. Lab fee.

PED2080 First Aid/CPR  
This course is designed to provide the knowledge and skills necessary to prevent and treat injuries effectively and safely. This 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. (Fall and Spring - 8-week modules) 
No prerequisites. 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.

PED1600 Career Exploration in Coaching and Youth Sport Development  
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. 
No prerequisites.

PED2000 Inclusive Physical Education  
This course offers insight into current concepts and trends in inclusive physical activity and sport. Practice is provided in the identification, selection, and implementation of physical activity designed to meet the unique needs of all individuals. (Fall) 
Prerequisites: Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2100 Teaching Individual and Dual Sports  
This course addresses methodologies for teaching a variety of individual and dual sports. Teacher candidates lead peer teaching experiences requiring the generation of lesson plans and a unit block plan for a specific sport. They learn to identify and demonstrate proficiency in critical elements of motor skill performance in a variety of activities. Development of a unit block plan combines motor skills into appropriate sequences, describes related strategies, and demonstrates knowledge of the Illinois State Goals 19-24. (Spring) 
Prerequisite: K-12 physical education majors only.
PED2110 Teaching Rhythmic Activities  
This course addresses methodologies for teaching a variety of rhythmic activities, including simple dances and the use of props. Teacher candidates lead peer teaching experiences. The use of the National and Illinois Learning Standards as a framework for developing lessons/units and student assessment will also be presented. (Spring)  
**Prerequisites:** K-12 physical education majors only. Junior standing. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2120 Fitness Programs for Children and Youth  
This course will provide opportunities for physical education majors to learn developmentally appropriate strategies for teaching health-related fitness activities to children and youth. 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 and emotional developmental perspective. Interdisciplinary themes will be incorporated into fitness activities in an effort to reinforce learning. (Fall)  
**Prerequisites:** K-12 physical education majors only. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2150 Teaching Team Sports  
This course addresses methodologies for teaching a variety of team sports. Teacher candidates lead peer-teaching experiences requiring the generation of lesson plans and a unit block plan for a specific sport. They learn to identify and demonstrate proficiency in critical elements of motor skill performance in a variety of activities. Development of a unit block plan combines motor skills into appropriate sequences, describes related strategies, and demonstrates knowledge of the Illinois State Goals 19-24. (Fall)  
**Prerequisites:** PED210. K-12 physical education majors only.

PED2160 Teaching Non-Traditional Games  
This course addresses methodologies for teaching a variety of non-traditional games, including team challenges, problem-solving activities, and cooperative games. Concepts include a challenge-by-choice philosophy, setting goals and objectives, planning for the physical and emotional safety of the participants, sequencing of activities, and processing the experience. Teacher candidates observe and assist in the implementation of appropriate instruction by participating in the lab conducted in a P-12 partnership school. (Fall)  
**Prerequisites:** Sophomore standing. Lab fee. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2210 Children, Youth in Society  
This course will examine the perception of youth in today's society as well as the treatment of children and youth. Students will explore child development principles relative to social decision-making, including issues in applying theories and findings to problems (e.g., media influences, mainstreaming, day care, child abuse, effects of peers).  
**No prerequisites.**
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 seminar weekly. (Fall)
Prerequisites: Fitness and Health Promotion majors only. Sophomore standing. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. 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.
No prerequisites.

PED2300 Coaching Principles and Techniques 2 semester hours
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 exam. This ASEP coaching certification is required to be able to coach in Illinois. (Fall)
No prerequisites.

PED2330 Officiating Team Sports 2 semester hours
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, softball.) Directed toward the achievement of an Illinois High School Association certification. (Fall)
No prerequisites.

PED2340 Sports Statistics 1 semester hour
Preparation for recognizing, identifying, and accurately reporting sport statistics during a live game, for the major sports of baseball, basketball, football, soccer, softball and volleyball. Familiarization with paperwork associated with NCAA score reporting forms and newspaper box scores. (Spring-odd years)
No prerequisites.

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. Minimum of 6 hours in the field required. (8-week module)
Prerequisites: Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.
PED2355 Methods and Strategies of Coaching Basketball  

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. Minimum of 6 hours in the field required. (8-week module)  

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2364 Methods and Strategies of Coaching Football  

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. Minimum of 6 hours in the field required. (8-week module)  

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2365 Methods and Strategies of Coaching Golf  

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. Minimum of 6 hours in the field required. (8-week module)  

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2374 Methods and Strategies of Coaching Lacrosse  

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. Minimum of 6 hours in the field required. (8-week module)  

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2375 Methods and Strategies of Coaching Soccer  

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. Minimum of 6 hours in the field required. (8-week module)  

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2384 Methods and Strategies of Coaching Softball  

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. Minimum of 6 hours in the field required. (8-week module)

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**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. Minimum of 6 hours in the field required. (8-week module)

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**PED2394 Methods and Strategies of Coaching Track/Field/XC**  
1 semester hour  
This course is designed to teach students the steps to successfully coach track/field/XC. 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. Minimum of 6 hours in the field required. (8-week module)

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**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 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. Minimum of 6 hours in the field required. (8-week module)

**Prerequisites:** Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

**PED2500 Prevention and Care of Athletic Injuries and Illness**  
3 semester hours  
This course addresses the recognition, first aid, prevention and care of acute injuries. This course is designed to provide physical educators 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.

**No prerequisites.** Open to non-athletic training majors only. Lab fee.

**PED2550 Advanced Strength Training & Conditioning: Certification Preparation**  
3 semester hours  
Scientific foundations of strength training and conditioning. 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. (Spring)

**Prerequisites:** BIO1060; junior standing; PED3200 strongly recommended.
PED2600 Motor Development

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. Planned interactions with infants, toddlers, and children in a lab setting provide opportunities for direct observation of movement skills. (Spring)

Prerequisites: Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.

PED2860 Intercollegiate Participation Courses

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 transcripted, but only a maximum of 3 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 Soccer (M)
PED2860 Participation: Intercollegiate Soccer (W)
PED2860 Participation: Intercollegiate Softball (W)
PED2860 Participation: Spirit Squad (M&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)

PED2941 Coaching Field Experience

Designed to give students an introduction 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. Students will be required to attend a weekly seminar.

Prerequisites: PED2300. Consent of instructor and sophomore standing. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the Coaching and Youth Sport Development program coordinator.
PED2942 Sport Management Field Experience  2 semester hours
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. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the Coaching and Youth Sport Development program coordinator.

PED3000 Teaching Physical Education in the Elementary School  4 semester hours
Using weekly seminars and a field experience format (75 hours in an assigned school), this course assists the teacher candidate in understanding how K-5 students learn and develop physically, cognitively, socially, and emotionally. Instruction of K-5 students will be developmentally appropriate, address the individual learner, incorporate effective behavioral and classroom managerial routines, and provide a safe, supportive, and cooperative learning environment. Lessons will be based upon NASPE (National Association for Sport and Physical Education) standards of effective instruction, integrating knowledge and skills from multiple subjects. Teacher candidates will evaluate their effect on K-5 learning through self-reflection and student assessment. Effective communication skills are required in the seminar, field experience and development of a professional portfolio. (Fall)
**Prerequisites:** EDU2200, EDU2260 and acceptance into the College of Education. K-12 physical education majors only. A minimum cumulative GPA of 2.75. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the College of Education for site placement.

PED3010 Youth Policy: Enhancing Healthy Development in Everyday Lives  3 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.
**No prerequisites.**

PED3040 Sports Management  3 semester hours
This course explores the role of sports management in athletics, club sports, intramural sports and leisure services. The course will investigate the role of sport in society, participant needs and satisfactions regarding sport involvement and management responsibilities. It also 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. Students in this course will be required to collaborate with a charitable organization designated by the instructor by taking an active role in fundraising and marketing an event as a field project. (Fall)
**No prerequisites.**
PED3045 Sport Law 3 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.
No prerequisites.

PED3050 Teaching Physical Education in the Secondary School 4 semester hours
Using weekly seminars and a field experience format (75 hours in an assigned school), this course assists the teacher candidate in understanding how 6-12 students learn and develop physically, cognitively, socially, and emotionally. Instruction of 6-12 students will be developmentally appropriate, address the individual learner, incorporate effective behavioral and classroom managerial routines, and provide a safe, supportive, and cooperative learning environment. Lessons will be based upon NASPE (National Association for Sport and Physical Education) standards of effective instruction, integrating knowledge and skills from multiple subjects. Teacher candidates will evaluate their effect on 6-12 learning through self-reflection and student assessment. Effective communication skills are required in the seminar, field experience and development of a professional portfolio. (Spring)
Prerequisites: EDU2200, EDU2260 and acceptance into the College of Education. Minimum cumulative GPA of 2.75. K-12 physical education majors only. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the College of Education for site placement.

PED3100 Competitive Sport for Children and Youth 3 semester hours
This course will introduce students to concepts, theories and research that explore the dynamic relationship between sports, culture and society. Emphasis will be on the cognitive, behavioral and biological factors having important implications for competitive sport participants from early childhood through high school. Students will also explore the role of athletics and sport in a collegiate setting. Content will emphasize the translation of sport science research into practical implications for youth sport coaches, teachers and administrators.
No prerequisites.

PED3150 Assessment in Physical Education 3 semester hours
Understanding the theory, tools and techniques of assessment and its application are crucial for effective K-12 student learning and accountability. Students will become familiar with current assessment techniques in physical education and learn how to select and administer the most appropriate tool and technology for the task. Students will experience heart rate monitors, pedometers, and software programs. (Fall)
Prerequisites: PED2600 recommended; junior standing. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test.
PED3200 Kinesiology

The chief purpose of this course is to study the human body as a machine from both the anatomical-musculoskeletal and biomechanical perspectives. Students will be introduced to the relationship of anatomical structure of bones, muscles and joints to their function. The fundamentals of mechanics as they apply to movement analysis will be discussed. A broad range of movement applications will be subsequently analyzed. This will enable students to determine the best techniques for performance of any given movement skill, the anatomical causes for common injuries as well as prevention, and the analysis of the performance characteristics of a person executing a skill. (Fall)

Prerequisite: BIO1060 or an equivalent human anatomy course required for Physical Education K-12 majors.

PED3220WI Physiology of Exercise

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. 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. This course serves as a 3000-level writing intensive course for all physical education majors. (Spring)

Prerequisites: BIO1060 or an equivalent human anatomy course strongly recommended; IDS2000 with a grade of “C” or higher.

Meets Writing Intensive requirement.

PED3250 Exercise Principles and Assessment

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 public or corporate fitness program. An in-depth course addressing application of exercise principles, assessment tools and technology. A three-hour weekly seminar accompanies this field experience. (Spring)

Prerequisites: PED2250; junior standing. Fitness and Health Promotion majors. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply one term in advance through the Fitness and Health Promotion program coordinator for site placement.

PED3300 Fitness Instructor Preparation

Development of fitness instructor skills for designing exercise programs for normal and controlled disease populations. Students are encouraged to sit for the American College of Sports Medicine (ACSM) certification exam, Health Fitness Instructor. (Fall)

Prerequisites: PED3250; senior standing.
PED3450 Designing Youth Sport Programs 3 semester hours
This course will examine and apply the following aspects of youth sport program design: business administration, planning, program evaluation and program assessment. 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, PED 3010.

PED3470 Human Resources in Coaching and Youth Sport Development 2 semester hours
This course takes a deeper look at the human resource aspect of Coaching and Youth Sport Development. Students will examine the processes of hiring and training, evaluating and assessing, and managing staff members and coaches. This course will assist students in exploring their personal management and leadership styles and strategies.
No prerequisites.

PED3480 Sport Psychology 3 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. (Spring)
Prerequisites: PSY1100.
Meets General Education “Observation of Ourselves and Others” Group A requirement.

PED4100 Administration of Athletic Training, Fitness and Physical Education 3 semester hours
The art of managing people productively and effectively is perhaps the most challenging task facing a new 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 athletic training, coaching and youth sport development, fitness promotion, and physical education. 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: SHAPE Department majors only; senior standing.

PED4250 Fitness and Health Promotion Internship 12 semester hours
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. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the Fitness and Health Promotion program coordinator for site placement. program.
PED4370 Facilities and Special Events  
This course provides a systems approach to facility management. 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. Students will be given the opportunity to put concepts into practice through the development and execution of a philanthropic event. (Spring)

Students in this course will be required to collaborate with a charitable organization designated by the instructor by taking an active role in fundraising and marketing an event as a field project.

No prerequisites.

PED4760 Student Teaching Seminar for PED K-12  
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 P-12 students. Instruction of P-12 students will be developmentally appropriate, address the individual learner, incorporate effective behavioral and classroom managerial routines, and provide a safe, supportive, and cooperative learning environment. Lessons will be based upon NASPE (National Association for Sport and Physical Education) standards of effective instruction, integrating knowledge and skills from multiple subjects. Student teachers will be required to develop a behavior management plan, unit plans for the entire 16-week experience, and interpret and apply data from assessments (self and student) to improve P-12 learning. (Fall and Spring)

Prerequisites: Admission to the College of Education. Minimum cumulative GPA of 2.75 or higher. Officially reported passing score on the Illinois Content Area Test, all Education coursework completed. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Student must apply two terms in advance through the College of Education for site placement. Concurrent with EDU4750.

PED4940 Coaching and Youth Sport Development Internship  
Designed to offer practical internship experience in agencies affiliated with youth sport development programs. Students will complete 300 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. Includes participation in a one-hour weekly seminar.

Prerequisites: Completion of all required major coursework. Senior standing. Passing an FBI national fingerprint screening that encompasses passing a criminal background/sex offender check. Passing a TB test. Must apply two terms in advance through the Coaching and Youth Sport Development program coordinator for site placement.

Co-requisite: PED4941.
PHYSICS

PHY2210 General Physics I 4 semester hours
The first of a two-course non-calculus sequence in physics intended primarily for students in health science and biology. Topics covered in the first term include mechanics and heat. Includes lab work.
Prerequisite: MTH1310 with a grade of “C” or higher.

PHY2220 General Physics II 4 semester hours
A continuation of General Physics I. Topics include electricity and magnetism, wave motion and optics. Includes lab work.
Prerequisite: PHY2210 with a grade of “C” or higher.

POLITICAL SCIENCE

PSC1100 Politics, Culture and Society 4 semester hours
An introduction to the study of political science, including political ideologies, comparative politics and international relations. Contemporary global issues will also be examined. The course fulfills requirements for teacher certification.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

PSC2110 United States Government 4 semester hours
A survey of government and politics in the United States: Congress and the Presidency, the political process, political parties and interest groups, the social context of the political system, current issues and public policy, economic and foreign policy. Contemporary issues will also be examined.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

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.

PSC3150 The Executive and Legislative Process 4 semester hours
The executive and legislative processes in federal, state, and local government, including the organization and structure of Congress, the American Presidency, the federal bureaucracy, and the relationship between the Congress and the Presidency. 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.

PSC3310 International Organization and Politics  
4 semester hours
The contemporary international political system is examined within the context of the foreign policies of major national actors including the United States. Topics include the North/South conflict, hunger and population problems, environmental concerns, international law and organizations (United Nations).
Prerequisite: PSC1100.

PSC/SOC3400 Social Problems in Urban Society  
4 semester hours
Cross-listed with SOC3400. For description, see SOC3400.
No prerequisites.

PSC/SOC3480 Globalization and Social Change  
4 semester hours
Cross-listed with SOC3480. For description, see SOC3480.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

PSC3550 Comparative Political Systems: Industrial Nations  
4 semester hours
A comparative study of the structure and functions of industrial nations, including the United Kingdom, France, Germany, Japan and Russia. Contemporary issues and methods of comparative analysis are also examined.
Prerequisite: PSC1100.

PSC3560 Comparative Political Systems: Developing Nations  
4 semester hours
A comparative study of the structure and functions of developing nations, including African, Asian, Latin American and Middle Eastern political system. Topics include imperialism and colonialism, poverty and inequality, women in developing nations and strategies for growth and development. Contemporary issues and methods of comparative analysis are also examined.
Prerequisite: PSC1100.

PSC/SOC4500 Human Rights and Social Justice  
4 semester hours
Cross-listed with SOC4500. For description, see SOC4500.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

PSC/PHL4650 Classics in Political Philosophy  
4 semester hours
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.
PSC/PHL4660 Modern Political Philosophy  
Methodological, conceptual and substantive ideas of major political theorists and movements in the 19th and 20th centuries, emphasizing primary sources and the contributions of Bentham, Marx and Lenin, Nietzsche, Ortega y Gasset, Sartre, and contemporary approaches to the study of political science.  
**Prerequisites:** Demonstrated research and writing skills; two prior 3000-level courses in philosophy and/or political science required.  
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

**PSYCHOLOGY**

PSY1100 General Psychology  
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 (Fall and Spring)  
*No prerequisites.*  
Meets General Education “Observation of Ourselves and Others” Group A requirement.

PSY2210 Careers in Psychology  
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 B.A. 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. (Fall)  
*No prerequisites.*

PSY2300 Learning and Motivation  
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. (Every other year)  
**Prerequisite:** PSY1100.

PSY2340 Personality  
A study of the major historical and contemporary theoretical viewpoints advanced to explain human behavior and personality development. (Fall and Spring)  
**Prerequisite:** PSY1100.
PSY3250 Lifespan Development  
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. (Fall and Spring)  
Prerequisite: PSY1100.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.

PSY3350 Child and Adolescent Development  
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. (Fall and Spring)  
Prerequisite: PSY1100 or EDU2260.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.  
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

PSY3360 Adult Development and Aging  
Cognitive, physical, biological, emotional, moral, and social development of the normal individual from emerging adulthood through old age and death. (Fall and Spring)  
Prerequisite: PSY1100.  
Meets General Education “Observation of Ourselves and Others” Group A requirement.  
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

PSY3380 Brain and Behavior  
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. (Fall and Spring)  
Prerequisites: PSY1100 and a course in cell biology or human anatomy.

PSY3400 Cognitive Psychology  
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  
Cross-listed with SOC3430. See SOC3430 for description.  
Prerequisite: SOC1100 or PSY1100.
PSY/SOC3450 Social and Applied Psychology  
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. (Fall and Spring)  
**Prerequisite:** PSY1100.  
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

PSY3460 Exceptional Individual  
Focuses on causes and characteristics of persons evidencing exceptionality. Also includes the psychology of prevention, identification, rehabilitation, and methods of teaching the exceptional individual. Covers major areas of exceptionality, including learning disabilities. (Fall and Spring)  
**Prerequisites:** PSY1100 required; PSY3350 recommended.

PSY3470 Industrial/Organizational Psychology  
A survey course of industrial/organizational psychology: Includes selection, testing, interviewing, EEO law, training, performance evaluation, leadership, organizational structure, motivation, and stress. (Fall - every other year)  
**Prerequisite:** PSY1100.

PSY/SOC3500 Research and Statistical Methods  
Basic research methodology and the scientific method of inquiry for psychological research. Concepts, methods and designs involved in the statistical evaluation of research data. Instruction in the SPSS statistical package. Includes laboratory work. (Fall and Spring)  
**Prerequisites:** PSY1100, MTH1100 with a “C” or higher.

PSY3520 Experimental Psychology  
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. (Fall and Spring)  
**Prerequisites:** PSY1100, PSY 3500 with a “C” or higher.

PSY3660 Abnormal Psychology  
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. (Fall and Spring)  
**Prerequisite:** PSY1100.  
Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.
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 (PSY3660 highly recommended).

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. (every other year)
Prerequisite: PSY3520.

PSY4520 Psychological Assessment  3 semester hours
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. (Spring — every other year)
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. (Fall and Spring)
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.
No prerequisites.
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.
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.
No prerequisites.
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.

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.
No prerequisites.
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

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.
No prerequisites.
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.

REL2200 The Shaping of Christian Identity 4 semester hours
This course examines various momentous occasions which 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.
No prerequisites.
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.
REL2310 The Faiths of Abraham  
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.  
No prerequisites.  
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.

REL2320 The Faiths of India  
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 USA) and to modern reconstructions of faith. Students will and must visit a local Hindu or Buddhist place of worship if they take this course.  
No prerequisites.  
Meets General Education: “Aesthetic and Philosophical Expression” Group A requirement.

REL/HIS2750 Topics in Religious History  
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.  
No prerequisites. This course designation is repeatable for credit.

REL/HIS2760 Religion in America  
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 20th century; the rise of religious pluralism and the “post-secular” state; and Islam in America.  
No prerequisites.
REL/PHL3100 Philosophy of Religion  
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.

REL3350 Jesus  
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.  
**No prerequisites.**  
Meets General Education “Aesthetic and Philosophical Expression” Group A requirement.

REL3360 Jewish and Christian Responses to the Holocaust  
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.  
**No prerequisites.**

REL3400 Love the Stranger: The History and Significance of Interfaith Dialogue  
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.  
**No prerequisites.**

REL/ART3450 Icons and Idols: Religion and Art  
Cross-listed with ART3450. For description, see ART3450.  
**Prerequisite:** One prior college-level art history and/or religion course.
REL/HIS3800 Reformation Europe

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.

REL4990 Seminar in Religious Studies

This is the senior capstone for the Religion major and is conducted in seminar fashion which 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

SVL2100 Servant Leadership: An Examination of Philosophy and Practice

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.

**No prerequisites.**

Meets General Education: “Knowing Ourselves and Others” Group A requirement.
SVL2200 Servant Leadership: Foundations for Action  
This course will 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.

Prerequisite: SVL2100.

SVL3100 Servant Leadership Capstone  
Followership, Storytelling in Leadership, Building Community and Stewardship, all from a service-oriented perspective. The rights and responsibilities of leadership with respect to the common good will be addressed. 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 the 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: All SVL minor requirements.

SOCIAL AND BEHAVIORAL SCIENCE

SBS1100 Introduction to Social Sciences  
The 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, 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.

No prerequisites.

Meets General Education: “Knowing Ourselves and Others” Group B requirement.

SBS2100 Human Geography  
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 will also expose students to the theories, models and approaches used in the social sciences. Students will gain experience analyzing and creating maps.

No prerequisites.

Meets General Education: “Knowing Ourselves and Others” Group B requirement.

SBS/HIS3350 The Native Americans

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.

No prerequisites.

Meets General Education “Knowing Ourselves and Others” Group B requirement.

SBS3820 Secondary Methods in Social Studies

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 an accompanying practicum. This is usually the last course the student takes prior to student teaching. (Fall)

Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test, 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 and EDU2200, EDU2260, EDU3720. Placement applications for the practicum are due to the College of Education placement coordinator the January before the academic year of the practicum or for transfer students upon acceptance into the College of Education.

SOCIAL WORK

SWK1100 Careers in Social Work

Designed for the undergraduate student considering a major in the profession of social work or who holds an interest in volunteer community service. Explores the nature of helping relationships, social justice, and the empowerment of individuals, families, and communities. Covers the mission, values, philosophy, knowledge base, roles, and skills as well as the nature of professional education itself. Course includes a service learning component. This course, when completed along with SWK2100 Social Work in American Society constitutes the equivalent of SWK2500, Survey of Social Work for social work majors.

No prerequisites.

Meets General Education “Knowing Ourselves and Others” Group A requirement.
SWK2050 Drugs and Human Behavior: Substance Abuse Evaluation and Treatment  
4 semester hours
Overview of the history of both the use and abuse of a range of psychoactive drugs based upon current research. Various mood altering substances as well as theories used to explain drug use and addiction are examined. This course emphasizes the physical, emotional, and psychological dimensions of addiction, the impact of substance abuse on the individual, the family, and the community, and the controversies regarding national and international drug policies.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

SWK2100 Social Work in American Society  
4 semester hours
Provides students with a comprehensive understanding of the profession of social work and its relationship to the social welfare system. Explores the history of the profession and distinguishes social work from other helping professions. Introduction to generalist social work practice grounded in the profession’s Code of Ethics. Special attention is placed upon underserved and historically oppressed populations and relevant issues facing social workers today. This course, when completed along with SWK1100 Careers in Social Work, constitutes the equivalent of SWK2500, Survey of Social Work for social work majors.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

SWK2150 Violence in America  
4 semester hours
An overview of the various aspects of violence in American society. Places violence in a historical context and emphasizes the causes and possible solutions. Violence related to family violence, including child abuse and spousal battering, police brutality, gun violence and gun control, media violence, school violence, workplace violence, youth and gang violence, drug violence, hate crimes, murder and capital punishment are addressed. Differential causes and impact of violence related to culture, race, gender, and age are examined.
No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

SWK2500 Survey of Social Work  
3 semester hours
Overview and historical perspective of the social work profession, discussion of social work values, knowledge, and skills. Introduction to generalist social work practice, human diversity within the social work profession, and fields of practice. Discussion of relevant issues facing social workers today.
No prerequisites. To be taken in the sophomore year.

SWK3140 Social Work with Groups  
3 semester hours
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: SWK2500; majors only.
SWK3150 Social Welfare: Institutions and Policies  
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  
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  
This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice. Prerequisites: None; majors only or consent of instructor.  
**Prerequisites:** SWK2500; majors only.

SWK3390WI Social Work Practice with Diverse and Vulnerable Populations  
This course provides a foundation and basic conceptual framework for understanding and appreciating unique characteristics and socio-structural factors that affect population groups identified by the social work professional as traditionally undeserved and oppressed. Traditional as well as alternative social work intervention methods are discussed and evaluated for their efficacy in working with these groups.  
**Prerequisites:** SWK3400, IDS2000 with a grade of “C” or higher; majors only.  
Meets Writing Intensive requirement.

SWK3400WI Human Behavior in the Social Environment II:  
Adult Lifespan  
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:** SWK2500, SWK3210; IDS2000 with a grade of “C” or higher; majors only or consent of instructor.
SWK3500 Pre-Practicum Seminar

1 semester hour

This course will be a pre-requisite for the Field Seminar I course and the SWK4210 Field Instruction I course. The Pre-Practicum course will provide instruction and practical skills for preparing students for the required field instruction experience. The course will focus on the following: professional skill building in resume writing, determining areas/specializations of social work the student wishes to explore, developing interviewing skills, as well as facilitating other social work professional skill building. Students will be mentored throughout the process of searching for an internship to begin in the Fall semester of their senior year. Critical thinking will be encouraged, along with experiential learning exercises.

SWK3730 Social Development and Prevention Programs

3 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

3 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

3 semester hours

This course will focus on children and adolescents who have been exposed to significant trauma and/or loss. Child trauma theory, impact of trauma and loss, and assessment of traumatized children will be explored. Factors such as the therapeutic relationship, working with caregivers, self-care for social workers, and the critical need for supervision will be examined. Skills will be developed to directly treat children of trauma to assist with the management of their symptoms, healing from trauma/loss memories, and increasing coping skills to prepare for future challenges.

Prerequisite: majors only.

SWK3770 Social Work Practice with Older Adults

3 semester hours

Study of major theories of aging and their implications for social work practice. 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

3 semester hours

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 institu-
tions. 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:** SWK2500, SWK3150; majors only.

**SWK4110 Social Work with Individuals and Families**  
3 semester hours  
Develops and builds on skills, knowledge, values, and ethics of the social work profession. 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.

**SWK4210 Field Instruction I**  
3 semester hours  
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 M.S.W. with at least two years’ experience. Experiences include direct work with individuals, groups, families, and communities, as well as participation in staff activities.

**Prerequisites:** SWK2500, SWK3140, SWK3150, SWK3390WI; majors only.

**Co-requisite:** SWK4110.

**SWK4220 Field Instruction II**  
3 semester hours  
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 M.S.W. with at least two years’ experience. Experiences include direct work with individuals, groups, families, and communities, as well as participation in staff activities.

**Prerequisites:** SWK4210; majors only.

**Co-requisite:** SWK4120.
SWK4300 Social Work Research II  
3 semester hours
Statistical methods course acquaints the student with data analysis using SPSS. Basic concepts of descriptive and inferential statistics, descriptions of central tendency, dispersion, association and difference; inference via statistical estimation, hypothesis testing, and tests of significance are covered to enable students to conceptualize, apply, and interpret statistical methods in relation to problems which confront the field of social work.

Prerequisites: SWK4200; majors only.

SWK4400 Social Work Perspectives on Psychopathology  
3 semester hours
This course presents psychopathology through a distinctly social work perspective. The course includes bio-psycho-social assessment and treatment models, including the use of DSM-IV-TR. The course emphasizes assessment, advocacy, direct service, interdisciplinary collaboration, and use of community resources and supports. The person is not defined by diagnosis or condition. Mental illness is seen through a strengths perspective and within a social context. Persons are viewed holistically, as participating members of their families and communities.

Prerequisites: SWK3210, SWK3400; majors only.

SWK4500 Field Seminar I  
1 semester hour
This course will be a co-requisite with Field Instruction I (SWK4210) designed to support students in their field placements. The course will offer integration of information taught in the courses with their learning in the field. Many topics such as professional identity, use of supervision, ethics, diversity, social justice, and research are taught in the other B.S.W. courses, but this course will focus on the identification and integration regarding how these competencies are applied in their field placements. The class will be designed in a small group format with most of the class using discussion to integrate the materials.

Prerequisite: Concurrent with SWK4210.

SWK4550 Field Seminar II  
1 semester hour
This course will be a co-requisite with Field Instruction II (SWK4220) designed to support students in their field placements. The course will offer integration of information taught in the courses with their learning in the field. Many topics such as professional identity, use of supervision, ethics, diversity, social justice, and research are taught in the other B.S.W. courses, but this course will focus on the identification and integration regarding how these competencies are applied in their field placements. The class will be designed in a small group format with most of the class using discussion to integrate the materials.

Prerequisite: Concurrent with SWK4220.

SWK4700 Addictions Counseling II  
3 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 Therapy for Children 3 semester hours
This course is designed to explore the expressive therapies, such as, art, clay, dance, drama, music, sand and writing. Through the creative therapies social workers will become self aware of the use of imagination, mind, body and emotions. Students will understand the affect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social 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. Prerequisites: SWK3710; majors only or consent of instructor

SWK4720 Social Work with Vulnerable Children and Families 3 semester hours
This course will focus on the practice implications for social workers within the juvenile justice system and substance abuse treatment programs. Current and historical policies and research specific to the juvenile justice system will be examined. Coursework and lectures will investigate all phases of the contemporary juvenile justice system and examines juvenile rights, the nature and explanation of delinquency, truancy, classifications of juvenile offenders, juvenile courts and corrections, as well as effective treatment programs. Students will gain an understanding of the legal process, including due process, adjudication, alternatives to incarceration and forensic evaluation. Collaboration with protective services, treatment programs and court services will be evaluated. Prerequisite: Majors only. 
Co-requisites: SWK4720 to be taken with SWK4210 in the fall semester of the senior year.

SWK4725 Child Welfare Services 3 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; SWK3760, SWK4720. Co-requisites: SWK4725 to be taken with SWK4220 in the spring of the senior year.

SWK4740 Family Violence: Issues and Intervention 3 semester hours
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. Exploration of preventions, intervention strategies and implications for social work practice. Elective course. Prerequisites: SWK2500; majors only or consent of instructor.
SOCIOLOGY

SOC1100 Principles of Sociology  
4 semester hours
The 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 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. They learn contemporary sociological theories, and how to design and conduct their own field research project.

No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

SOC2150 Cultural Anthropology  
3 semester hours
The 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, self-reflection, reduce ethnocentrism, and create new ways of understanding of their own culture.

No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement.

SOC/CRJ2300 Criminology  
4 semester hours
Cross-listed with CRJ2300. For description, see CRJ2300.

No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

SOC3350 Race, Ethnicity, and Power  
4 semester hours
The 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.

No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group A requirement. Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

SOC/PSC3400 Social Problems in Urban Society  
4 semester hours
The course reviews issues related to urban development, the changing nature of cities, suburbs and rural areas, both from a global and local perspective. Analysis includes consideration of emerging metropolitan areas, the microstructure of local neighborhoods, suburbanization and the development of edge cities. The discussion focuses on social problems related to economic and political violence.
The migratory movements, informal economy, and globalization, as well as the development of nationalisms, multinational corporate economy, and fragmentation, and the impact of these macro processes on everyday life in cities, suburbs, and rural areas are also taken into consideration.

**SOC/PSY3430 Gender, Sexuality, and Society**  
*4 semester hours*  
The 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.  
**Prerequisite:** PSY1100.

**SOC/PSC3480 Globalization and Social Change**  
*4 semester hours*  
The 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.  
**No prerequisites.**  
Meets General Education “Knowing Ourselves and Others” Group A requirement.

**SOC/PSY3500 Research and Statistical Methods**  
*4 semester hours*  
Cross-listed with PSY3500. For description, see PSY3500.  
**Prerequisites:** PSY1100; MTH1100 with a “C” or higher.

**SOC3550 Women, Men, Family, and Diversity**  
*4 semester hours*  
The course examines selected aspects of the situation of women and men in various countries of the world. Particular attention is given to the role that social structure, culture, and group membership play in the process of learning by men and women of their expected social roles and in establishing their respective positions in society. Students also examine the institution of the family from a historical, multicultural and cross-societal perspective. Current issues surrounding the evolving structure and functions of the family in different societies are explored. Selected social issues, such as gender inequalities, parenthood, domestic violence, and examples of family related social policies, are also included.  
**No prerequisites.**
SOC4310 Seminar in Classical Sociological Theories

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: SOC1100 and additional coursework in sociology.

SOC4320 Seminar in Contemporary Sociological Theories

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

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.

No prerequisites.

Meets General Education “Knowing Ourselves and Others” Group A requirement.

SOC4940 Community Research Internship

Students are individually placed with community organizations and agencies where they carry out research on topics of concern to those social entities. They utilize tools of participant observation and focused interviewing during their internships. Internship guidelines are provided.

Prerequisite: Consent of instructor.
SPANISH

SPN1120 Elementary Spanish  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.

No prerequisites.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

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.

Prerequisite: SPN1120 or consent of instructor.

SPN2300 Intermediate Spanish II  4 semester hours
This course will introduce the more advanced Spanish grammar topics which students will then incorporate into their reading, writing, listening and speaking.

Prerequisite: SPN2200 or consent of instructor.

SPN2400 Advanced Spanish Skills  4 semester hours
This course 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: SPN2300 or consent of instructor.

SPN2400 Advanced Spanish Skills  4 semester hours
This course 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: SPN2300 or consent of instructor.

SPN2400 Advanced Spanish Skills  4 semester hours
This course 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: SPN2300 or consent of instructor.

SPN2400 Advanced Spanish Skills  4 semester hours
This course 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: SPN2300 or consent of instructor.

SPN3200 Spanish Phonetics and Conversation  3 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: SPN2400 or consent of instructor.

SPN3300 Spanish Translation  3 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: SPN2400, ENG1000.

SPN3450 Spanish Language Films  3 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: SPN2400 or consent of instructor.

SPN3500 Advanced Spanish Literature  3 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  
This course will explore the history and current cultural components of Latin American countries. This course will be taught in Spanish.  
**Prerequisite:** SPN2400 or consent of instructor.

SPN3650 Language and Community Immersion  
As the world continues to evolve, so 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.

SPN3700 Survey of Latin American Literature  
This course will emphasize the literature of Latin America. Students will read the selected works in Spanish and then participate in class discussions, analyses, and written assignments pertinent to the reading selections. All of these activities will be conducted in Spanish.  
**Prerequisite:** SPN2400 or consent of instructor.

SPN3750 Spanish Language Practicum  
Students will actively use their Spanish language skills and work under the guidance of a Spanish instructor in a pre-established community project. This course may be repeated for a total of 3 semester hours.  
**Prerequisite:** SPN2400 or consent of instructor.

SPN3800 Comparative Grammatical Structures  
This class will identify basic structural differences between English and Spanish. This course will be taught in both languages to provide specific examples.  
**Prerequisites:** SPN2400, ENG2010.

SPN3880 Spanish Study/Travel Experience  
Students will spend time learning about the historical and cultural components of a selected Spanish-speaking country. Then, students will be required to demonstrate their knowledge by means of traveling to that country with an instructor and relating learned classroom lessons to the actual lived experience.  
**Prerequisite:** SPN3200.

SPN4990 Spanish Capstone Seminar  
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

SPED3120 Characteristics and Identification of Disabilities and the Law

4 semester hours

The focus of this course will be on the defining characteristics of disability classifications in common use in the schools (learning disabilities, cognitive issues such as mental retardation and traumatic brain injury, autism, emotional disorders, and physical disabilities/other health impaired), including discussion of subtypes within disability groupings that have been suggested by research, educational, or clinical practice. Definition of exceptionality and incidence rates and how they vary by state or urban/suburban/rural area will be considered. Historical perspective will be given regarding major national education laws, including IDEA and the most recent reauthorization. Discussion will center on how these laws have been interpreted and how this impacts the service provision in the schools, both for students who receive accommodations (504 Plans) and for those who receive services from a variety of school professionals. The special education referral process will be studied, delineating how and when either a 504 Plan or an Individual Education Plan might be established. Also, state-level legislation that has influenced identification and placement will also be discussed. Ethical and legal issues related to issues such as confidentiality or the reporting of suspected abuse will also be considered. Includes 15 hours of observation centering on the legal aspects of the special education process.

Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) successfully completing at least 24 semester hours.

SPED3200 Cognitive Development and Disabilities

2 semester hours

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

Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100, EDU2260, SPED3120 (or PSY3460 and SPED3810) or concurrent registration.
SPED3350WI Social, Emotional, and Behavioral Development: Promoting Prosocial Behavior

This course will cover both the current theories of social-emotional development and the disorders for the school-aged years and adolescence, with some discussion of life-span issues. Focus will be placed on identification/assessment and intervention of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individuals self-perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time-management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological, or related service interventions will be discussed and how the schools collaborate with these professional groups. This is a writing intensive course for the university. As such, candidates will be introduced to basic qualitative and quantitative methodology and how primary research should be evaluated. Candidates will generate a brief survey of the literature in some area related to prosocial behavior and will propose an action research project. Includes observation of school-wide prosocial behavior application in common use for Response to Intervention. Due to the writing intensive nature of this course, it is anticipated that this course will primarily be taken by majors in the field of special education.

Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100, EDU2260, SPED3120 (or PSY3460 and SPED3810) or concurrent registration, IDS2000 with a grade of “C” or higher. Meets Writing Intensive requirement.

SPED/EDU3510 Diversity Studies for Teaching ELLs and Students with Disabilities

(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: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 (or PSY3460 + SPED3810) or concurrent registration.

SPED/EDU3610 Linguistics and Language Development: Teaching ELLs and Students with Disabilities

(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 a ESL/Bilingual Endorsement, including informal assessment and exposure to software technology in common use in the schools.

**Prerequisites:**
- a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check;
- b) passing a TB test
- c) SPED3120 (or PSY3460 + SPED3810) or concurrent registration.

**SPED3750 Intervention Strategies for Problematic Behavior** 3 semester hours
This course focuses on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be extending in this class to deal with more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision outside the school, such as residential placements, will be discussed in relation to challenging behaviors and how the schools collaborate with external professional groups. *Includes a minimum of 10 hours of observation, comparing interventions that develop prosocial behaviors and those designed to intervene with problematic behaviors.*

**Prerequisites:**
- a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check;
- b) passing a TB test
- c) SPED3120 (or PSY3460 and SPED3810).

**SPED3815 Strategies and Assistive Technology for Students with Low Incidence and Multiple Disabilities** 3 semester hours
This course will focus on intervention techniques, adaptations, and assistive technology for students with more significant disabilities, including mental retardation, traumatic brain injury, orthopedic impairments, more significant autism, and other health impaired. Typical and atypical motor development will be addressed. Functional adaptation of curriculum will be stressed, as well as resources available in the community. Study will span the needs of students in relation to life skills, recreation/leisure, community, and career/vocational issues and the development of goals and interventions to meet those needs. Specific life skills addressed will include toileting, eating, dressing, grooming, mobility, positioning, and transfers. Includes a minimum of 10 hours of school observation.

**Prerequisites:**
- a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check;
- b) passing a TB test
- c) SPED3120 (or PSY3460 and SPED3810) or concurrent registration.
SPED/EDU3860 Psychological/Educational Assessment of 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 College of Education; passage of the Basic Skills Test; Special Education Major or consent of the instructor; GPA of 3.0; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 (or PSY3460 + SPED3810) or concurrent registration.

SPED4200 Introduction to Lifespan Work with People with Autism Spectrum Disorders 3 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 ASDs 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 on-going 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: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 or concurrent registration.

SPED4250 Behavioral Topics relevant to People with Autism Spectrum Disorders 3 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: a) Passing an FBI National Fingerprint Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 or concurrent registration.
SPED4300 Advocacy of and Models for Vocational, Social/Leisure, and Residential Needs of People with Disabilities  3 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: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 or concurrent registration.

SPED4350 Integrating Assistive Technology and Curricular Adaptations  3 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 both on 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: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 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); FBI National Fingerprint Screening that encompasses passing a criminal background/sex offender check; passing a TB test.
Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 or concurrent registration; SPED4300.
SPED4450 Collaboration and Changing Roles in Special Education 3 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; and professional development to enable changing roles to be effective. Eligible for graduate credit.
Prerequisites: a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 or concurrent registration.

SPED4500 Mathematics and Science Interventions 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 math, including the use of manipulatives and software technology. Strategy instruction as applied to the sciences will be a focus for middle and high school levels, as well as common accommodations. The development of lesson plans to deal with difficulties that may be encountered in topics such as estimation, mental mathematics, measurement, algebra, geometry, patterns, and problem solving in mathematics; the inquiry process, experimentation, and safety in science; and integration and interrelatedness of areas within the social sciences will be covered. For all domains, the importance of utilizing authentic activities that take into account issues of diversity and facilitate the student integrating academic skills to the spheres of family, community, vocation, and recreation will be stressed. Includes a minimum of 12 hours of embedded clinical experience at both the elementary and middle/high school levels, focusing on collaboration in math and sciences.
Prerequisites: Acceptance into the College of Education including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; a) passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100, EDU2260, SPED3120 (or PSY3460 and SPED3810); admission into the College of Education and Special Education major.

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 a minimum of 15 hours of work with students; one hour lab in addition to semester hours.

**Prerequisites:** Acceptance into the College of Education including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100, EDU2260, EDU3480, SPED3120 (or PSY3460 and SPED3810).

**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 College of Education including passing the Basic Skills Test/TAP; maintaining a GPA of 3.0; a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100, EDU2260, SPED3120, EDU3480.

**SPED4620 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition**  
4 semester hours  
Remedial theories and modes of intervention for the preschool to postsecondary years will be investigated, ranging from individual to small group to inclusion classroom settings. An overview of how remedial efforts in oral language, reading, writing, mathematics, nonverbal, and social issues might interrelate will be delineated. Current trends in service provision will be explored, such as response to intervention models. The role of the special educator as a facilitator for 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 serv-
ices will permeate all discussion of theory and models. Includes a minimum of 15 hours of observation and work with students in the schools related to course topics.

**Prerequisites:** Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) SPED3120 (or PSY3460 and SPED3810) or concurrent registration.

**SPED4660 Advanced Reading Disabilities Interventions**  
2 semester hours

This course will focus primarily on interventions for students that benefit from highly structured, explicit instruction in reading. Interventions, methods and programs for small groups and individualized instruction will be evaluated. Systems that may be investigated include, but are not limited to, Multi-sensory Instruction, Direct Instruction and Cognitive Strategies (e.g., Lindamood Bell and the Wilson System).

**Prerequisites:** Acceptance into the College of Education and Special Education major, including passing the Basic Skills Test/TAP, maintaining a GPA of 3.0, a) Passing an FBI National Fingerprinting Screening that encompasses passing a criminal background/sex offender check; b) passing a TB test and c) EDU2100 and EDU2260, SPED3120 (or PSY3460 and SPED3810) and EDU3480.

**SPED4750 Student Teaching in Special Education**  
11 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 College 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.

**SPED4760 Seminar for Student Teaching in Special Education**  
2 semester hours

The special education student teaching seminar will guide the teacher candidate through their 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 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 support in completing their 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.

**Prerequisites:** Admission to the College 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 SPED4750.

**SUSTAINABILITY AND ENVIRONMENTAL MANAGEMENT**

**SEM2100 Environmental Ethics**

4 semester hours

This course is an introduction to environmental ethics in developed and developing countries. Lectures will emphasize current philosophical environmental ethics, understanding the values and responsibility of individuals toward the environment, and an understanding of how to balance the use of natural resources to development of sustainable approaches. The course will also focus on individual’s environmental ethics and obligations to dealing with environmental issues. In addition, view society’s movements and values toward these issues.

**No prerequisites.**

**SEM2200 Environmental Chemistry**

4 semester hours

This course is intended to provide students with a basic understanding of atmospheric chemistry principles, water chemistry principles and soil chemistry principles. Specifically, this course will use a quantitative approach to examining pollutants in air, water and soils. Students will develop skills for sampling, quantitative detection and data analysis in environmental chemistry. Students will have an understanding of biogeochemical cycles and human effects to these cycles.

**No prerequisites.**

**SEM2300 Natural Resources Economics**

4 semester hours

This course introduces the concepts and components of economics and dealing with non-recyclable, recyclable and replenishable resources. This course will discuss economic tools and techniques that can be used to make better management decisions, valuing the environment and dealing with environmental issues. Concepts of property rights, externalities, natural resource capital and markets will be discussed. This course will include case studies dealing with air pollution, water pollution, toxic substances and environmental justice in regard to risk.

**No prerequisites.**
SEM2400 Literature and the Environment  
This course examines the relationship between literature and the environment by addressing both stylistic and cultural concerns. In doing so, the course will examine the conventions of three major genres: poetry, fiction and non-fiction. Throughout the course, students will gain experience writing both about and in each of these literary genres in order to gain greater understanding of the relationship between literature and the environment.  
No prerequisites.

SEM3100 Introduction to Geographic Information Systems  
This course introduces the concepts and components of a geographic information system (GIS). It also teaches the essential skills of spatial data management, analysis, and visualization through the use of GIS software. Upon completion of this course, students will understand the fundamental concepts of GIS including spatial data models, spatial analysis and cartographic principles.  
Prerequisite: Majors only or consent of instructor.

SEM3200 Ecology and Conservation Biology  
This course will provide an introduction to the ecology and conservation of natural resource. Basic principles of ecology and conservation techniques will be discussed with an emphasis on humans as part of this system. The course will utilize experiential methods in examining global and local ecosystem issues and current management practices.  
Prerequisite: Majors only or consent of instructor.

SEM3300 Environmental Statistics  
This course introduces different types of statistical analyses used in the environmental field. This course will begin with basic concepts of statistics including formulating and testing hypothesis, random variables and inferential statistics. This course will also address more advanced topics including sampling design, limits of detection and spatial statistics. The course focuses on applications in a variety of different environmental fields.  
Prerequisite: Majors only or consent of instructor.

SUS3400 Environmental Soils and Food Production  
This course is an introduction to urban and rural soil science. Lectures will emphasize the inter-relationships of hydrology, landforms, vegetation, climate, and geologic materials with soils. The course will also focus on using soil resource information in making wise land-use decisions. In addition, the impact of humans on soils will be discussed. Students will examine organic versus conventional food production.  
Prerequisite: Majors only or consent of instructor.

SEM4100 Grant Writing and Fundraising  
This course prepares students for writing grants and participating in fundraising activities. The course will utilize experiential methods and real world examples in teaching the skills necessary to maximize successful outcomes in the grant writing process. Additionally, the course will teach fundamental components of the fundraising process through a combination of experiential learning and research instruction, as students participate in activities such as: designing newsletters or organizing and presenting in public forums.  
Prerequisite: Majors only.
SEM4200 Water Resources and Environment  
This course is intended to provide students with a broader understanding of water as a natural resource and its importance to our lives and the Earth’s complex environment. Specifically, this course will cover physical properties of water, the hydrologic cycle, and issues related to water distribution, water usage, and water management. Students will understand the social/economical, legal, and political aspects of water resources.  
Prerequisite: SEM2200.

SEM4990 Senior Capstone in Environmental Issues  
This course explores the interrelationships of the environment and society through the study of a complex problem that addresses issues of importance to the environment, ethics and society. Information regarding the problem will be gathered through: peer-reviewed sources, reliable news sources, personal communications and field experience. The course will culminate in a major presentation, project and written piece regarding both the research and field experience.  
Prerequisites: SEM3100, SEM3200, SEM3300, SEM3400.

SEM4400 Environmental Literacy and Critical Inquiry  
This course examines the relationship between contemporary environmental issues and effective argumentation. In doing so, the course will examine the conventions of environmental scientific, popular, philosophical and literary authors used in the presentation of various modes and contexts. Throughout the course, students will gain experience writing both about and in each of these modes in order to gain greater understanding of the relationship between rhetoric, argumentation and effective communication regarding environmental issues.  
Prerequisite: ENG2010.

SEM4500 Environmental Management  
This course is designed to provide an overview of the environmental management of natural resources by addressing issues such as technical, political, administrative and social forces influencing the quality of the environment and the use of resources. It includes coverage of government and industrial programs to combat pollution of the air, soil and water, and the legislative and regulatory regimes.  
Prerequisites: SEM3400, SEM4200.

SEM4600 Civilizations and Their Environment  
Through an historic and artistic lens, this course examines the interrelationship between civilizations and the environment on a global, national and local level. In doing so, the course will examine the relationship between the indigenous people and nature as well as that between developing nations and nature. In addition to this historical content, the course will look at the ways in which these relationships reflect the ideology behind contemporary man’s relationship with nature.  
Prerequisite: Majors only.
SEM4700 Energy and Changing Technology  
This course introduces students to the latest research on evolving patterns of energy use and new energy producing and harnessing technologies. Historical examples of engineered projects, chemical processes or electronics which have changed to utilize fewer or more environmentally sustainable materials will be studied along with alternative energy, transportation planning and sustainable criteria for new construction and renovations. Social and technological changes and adaptations that human communities may have to make as the Earth’s climate continues to change in the coming years will be the focus of class projects.  
Prerequisite: Majors only.

THEATRE

THE1200 Introduction to Theatre  
A survey of the theatre from ancient to modern times with an emphasis on the literature, the components (design, acting, directing, play writing, architecture, technical), and its relationship with its audience.  
No prerequisites.  
Meets General Education “Aesthetic and Philosophical Expression” group B requirement.

THE1300 Acting I  
Begins the process of developing the self as a honed communication tool through stage acting technique. Comfortable naturalism on stage is the aim, as students explore their personal awareness, as well as their awareness of others and their surroundings. Basic tools of the body, imagination and rationale are developed. Appreciation of not only acting technique, but also the work needed in production values to support the script and acting are part of study. Students work with exercises, improvisation and contentless scenes, leading to a final scripted scene.  
No prerequisites.

THE1500 Stagecraft I  
An introduction to the terminology and techniques used in technical theatre. 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 Theatre Department productions.  
No prerequisites.

THE/ENG2220 Drama Literature  
A study of the art of dramatic writing that examines representative world theatre texts, along with their cultural and historic contexts. Organized around genre forms (e.g., verse, five-act, three-act, one-person, non-realism), students analyze the form and its context, do playwriting exercises in the form, and study the masters of the form and their themes/motivations. Part performance analysis skill, part creative writing, part scholarly examination, this course is a unique context for studying and experiencing the vibrancy of theatrical forms, their cultural gen-
esis or relevance, and for broadening skills in creative writing and understanding ancient and modern dramatic texts.

**Prerequisite:** ENG1020 or THE1200. (Both recommended)

Meets General Education “Aesthetic and Philosophical Expression” Group B requirement.

**THE2300 Acting II**
3 semester hours
Builds upon the skills developed in Acting I to attain more depth in performance of realistic drama, including skills required to perform and audition with monologs. Acting skills are expanded to approach nonrealism scripts. Scene structure, acting vocabulary (including classic and modern methods) and developing character (mentally, physically, verbally) are central. Assignments are in duo and group scenes, monologs and exercises. Other skills, such as cold readings, improvisation as an acting tool, and specific acting methods may be incorporated.

**Prerequisite:** THE1300.

**THE2500 Stagecraft II**
3 semester hours
In this class 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 Theatre Department productions.

**Prerequisite:** THE1500.

**THE2900 Theatre Production**
1 semester hour
Provides an opportunity for students participating in AU Theatre Department fall or spring productions to earn one semester hour of academic credit. Enrollment limited to students identified as production participants.

**Prerequisite:** Permission of the instructor.

**THE3100 Playwriting**
3 semester hours
Building on the writing theory and exercises of Drama Literature, this course focuses the student on developing writing style and ability in standard forms of playwriting, (e.g. sketch, ten-minute play, one-act, full-length). Research methods, both of classic examples and of background for plays written, are developed. Material is presented and developed in workshop format and active participation is imperative, both providing material in timely fashion and constructively critiquing colleagues’ work.

**Prerequisite:** THE2220.

**THE3250 Shakespeare in Performance**
3 semester hours
“In Performance” courses function on the assumption that a style or playwright’s work cannot be fully understood by literary study alone, but must be experienced in performance. Linking plays to their historical time, and using interdisciplinary studies, students approach acting Shakespeare’s work by examining Elizabethan society, literary influences, theatre technology, as well as performance history and notable theories on Shakespeare. Techniques and exercises of Cicely Berry and other notable practitioners provide the basis.

**Prerequisite:** THE2300.
THE3260 Studies in Performance Style  
3 semester hours

“In Performance” courses function on the assumption that a style or playwright’s work cannot be fully understood by literary study alone, but must be experienced in performance. Linking plays to their historical time, and using interdisciplinary studies, students approach acting work of a specific time period, genre or playwright by examining it in context of society, literary influences, theatre technology, as well as performance history and notable theories on performance. Techniques and exercises from notable practitioners provide the basis. Studies In Performance Styles may include in-depth analysis in areas such as Comedy; Non-Realism (Becket, Pinter, Shepard, Absurdist, etc.); Restoration; the great realists (Chekhov, Ibsen, Miller) or others. When possible, these studies will complement mainstage production material.

**Prerequisite:** THE2300. This course may be taken for credit multiple times, as topic focus changes.

THE3310 Directing  
3 semester hours

Builds technique, both mental and experiential, to develop stage productions. This includes interpreting text, analyzing premise, developing visual concepts, translating words and concepts into actions, and communicating in the different jargons of actors and designers. Students explore techniques to develop original work as well as approach established scripts. Techniques of collaboration are practiced by producing scenes/short works.

**Prerequisites:** THE1200 or THE1300. Completion of THE2220 is strongly recommended.

THE3510 Design for the Stage  
3 semester hours

Using a variety of media, students 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, director/designer relationship, etc.

**No prerequisites.**

THE3520 Costuming  
3 semester hours

This course will examine costume design, basic sewing, pattern creation/modification, and other processes used to create costumes for the stage. Students in this course will be actively involved in Theatre Department productions.

**No prerequisites.**

**Note:** Theatrical practice dates back almost to the dawn of humanity. As the primary mass communication tool for most centuries of civilization, theatre has been used for social, political, religious and commercial means, as well as for personal and communal artistic expression. To do justice to the forms and styles of theatre, which range greatly throughout the world and the ages, three courses comprise AU’s History of Theatre. These are independent courses that may be taken separately or in any sequence. Each History of Theatre course spans tribal or ritualistic dramatic forms to contemporary uses of theatre highlighting major movements, within the geographical areas specified. While geography may be shared, links are also made in origins and influences. Indigenous or unique forms are highlighted. Literature and themes may be incorporated, but development, influences, uses and impacts are more central to the course.
THE3600 History of Theatre: Antiquity to Renaissance  
3 semester hours
This course will give an overview of theatre history from Antiquity through the Renaissance. 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. Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

THE3610 History of Theatre: Restoration to Present  
3 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: THE 1200 or instructor approval. Course sections may be offered with WI notation to meet Writing Intensive requirement and will require a “C” or higher in IDS2000.

THE3620 Theatre History Topics  
3 semester hours
This special topics course will concentrate on a global theatre history topic or particular theatre movement outside of those discussed in THE 3600 and THE3610. Within the topic area we will explore historical highlights and include the study of plays and their playwrights, acting styles, staging conventions, architecture and costuming.
Prerequisite: THE1200 or instructor approval.
Meets General Education “Knowing Ourselves and Others” Group B requirement.

THE4100WI Theatre Theory and Criticism  
3 semester hours
Using primary texts of the great philosophers and theorists, ideas of the purpose of theatre are explored. Forms of theatre, from their genesis to influence, and their transformations across generations and societies provide a unique perspective on humanity. The importance of theatre as cultural expression and predictor of future trend is debated using primary research in criticism, both contemporary and retrospective. The communal nature that differentiates theatrical art from other art forms is central. Students will be researching and writing in-depth analysis of established theory and criticism, culminating in development of their own theories. Viewing of performances is incorporated to develop students’ ability to critique.
Prerequisites: THE 2220 and at least one of the following: THE3600, THE3610 or THE3620; IDS2000 with a grade of “C” or higher.
Meets Writing Intensive requirement.

THE4990 Senior Capstone Project  
3 semester hours
This 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 theatre faculty.
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COSKY, ALICIA, Director, School of Health and, Physical Education; Professor of Physical Education, 1992-BS, 1972, Wayne State University; MS, 1977; EdD, 1989, Northern Illinois University

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

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, 2010-MA, 2000, University of Oxford; MA, 2004; PhD, 2005, University of Cambridge

DIEHL, DAVID, Assistant Professor of Accounting; Director MBA Program, 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

EDGERS, DEANN, Assistant Professor of Nursing; RN to BSN Coordinator, 2007-BSN, 1982, Pacific Lutheran University; MSN, 1987, University of Washington; MS-FNPC, 2000, University of Portland


EISINGER, DAVID W., Associate Director, Dunham School of Business; Associate Professor of Business, 2000-BA, 1974, St. Olaf College; MBA, 1976; DBA, 1982, Indiana 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, Assistant 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 Doctoral Program, 2003-BA, 1969, College of William and Mary; MA, 1974; PhD, 1979, University of Chicago

FINK, DAVID, Assistant Professor of Religion; University Chaplain in the Wackerlin Center, 2010-BA, 2001, University of Minnesota; MDiv, 2004, Trinity International University; PhD, 2010, Duke University

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 Religion, 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

GWINNER, DONOVAN, Associate Professor of English, 2004-BA, 1991, University of Oregon; MA, 1994; PhD, 2001, University of Arizona

HARVEY, MEREDITH, Assistant Professor of English, 2010-BA, 2000, Cal Poly Pomona; MA, 2003, Chapman University; PhD, 2010, Idaho State University

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

HEYBACH, JESSICA, Assistant Professor of Education, 2008-BA, 1997, DePaul University; MSeEd, 2001, 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

HUNTER, JASON, Assistant Professor of Parks and Recreation, 2011-BS, 1990, Plymouth State University; MSS, 1993, United States Sports Academy; PhD, 2005, Madison University

HUSBY, BRIAN, Professor of Education, 2008-BA, 1980; BEd, 1981, University of Lethbridge; MS, 1986, University of Oregon; PhD, 1991, University of Arizona

JACKSON, THOMAS, Assistant Professor of Elementary Education, 2008-BA, 1998, Western Michigan University; MS, 2001; EdD, 2008, Northern Illinois University

JURASKA, MARIBETH, Assistant Professor of Education; Chair MATC/Post-Baccalaureate, 2007-BA, 1985; MS, 1994, Northern Illinois University; EdD, 2007, Aurora University

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

KISCH, TERESA, Assistant Professor of Nursing, 2010-BA, 1989, University of Minnesota; AAS, 1996, Elgin Community College; MSN, 2009, University of Phoenix

KNELLER, MATTHEW, Assistant Professor of Communication, 2003-BA, 2000, Aurora University; MA, 2003; EdD, 2009, Northern Illinois University

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

KRIPP, DENNIS, Assistant Professor of Management, 2007-BA, 1969, St. Ambrose College; MBA, 1976, University of Wisconsin-Whitewater; PhD, 1999, Benedictine University

KRONNER, HENRY, Associate Professor of Social Work, 2006-BA, 1988; MSW, 1990, University of Michigan; PhD, 2005, Loyola University Chicago

LENNOX, LINDA, Visiting Instructor of Nursing, 2010-BSN, 1974; MSN, 1975, Medical College of Georgia; MBA, 1998, Marymount University

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

LO VERDE, JANET, Assistant Professor of Nursing, 2010-BSN, 1984; MSN, 1998, Saint Xavier University

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

LOWERY, STEPHEN P., Professor of Art, 1986-BFA, 1966, Herron School of Art; MFA, 1971, Tulane University

MANION, ANDREW, Provost; Associate Professor of Psychology, 1998-BA, 1987, St. Norbert College; MA, 1989; PhD, 1991, Adelphi University

MARVEL, MICHAEL R., Assistant Professor of Chemistry, 2008-BA, 2003, Connecticut College; PhD, 2008, Northwestern University

MC ALLISTER, DAN, Associate Professor of Education, 2004-BA, 1965, Carthage College; MS, 1970, University of Wisconsin-Milwaukee; PhD, 1972, University of Wisconsin-Madison

MC KENZIE, FRED, University Professor; Director of the Doctorate in Social Work Program, 1991-BA, 1973; MSW, 1982, George Williams College; PhD, 1995, Loyola University Chicago

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

MORAN, CARMELLA, Director of the School of Nursing; Associate Professor of Nursing, 2005-BSN, 1980; MSN, 1986; PhD, 2005, Loyola University Chicago

MORAN, TIMOTHY, Associate Professor of Accounting, 2003-BA, 1980, Loyola University Chicago; MBA, 1999, University of St. Francis
NOVAK, SUZANNE, Associate Professor of Nursing, 2004-BSN, 2001; MSN, 2003, Lewis University

OTHMAN, SAIB, Interim Dean of the College of Arts and Sciences; Associate Professor of Mathematics, 2002-BSc, 1988, U.A.E. University, Al-Ain; MS, 1994; PhD, 1996, University of Iowa


PATEL, CHETNA, Professor of Chemistry; Chair Physical Sciences, 1996-BS/BA, 1986; PhD, 1991, University of Illinois at Chicago

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

POLLACK, LAWRENCE, Visiting Instructor of Computer Science, 2010-BS, 2004, Benedictine University; MS, 2006, DePaul University

PROLMAN, SANDRA, Associate Professor of Education, 2000-BA, 1968, Brandeis University; PhD, 2000, University of Chicago

RADTKE, SARAH, Associate Professor of Physical Education, 2001-BS, 1998, University of Wisconsin-Stevens Point; MS, 2001; EdD, 2008, Northern Illinois University

RAHN, REGINA, Assistant Professor of Mathematics; Chair Mathematics and Computer Science, 2011-BS, 1988; MS, 1991; PhD, 1995, University of Illinois at Urbana-Champaign

RAMIREZ, ARIEL, Assistant Professor of Mathematics, 2006-BS, 1992, University of Illinois at Urbana-Champaign; MS, 2002, University of Illinois at Chicago; PhD, 2009, Illinois State University


ROUSH, KELLY, Assistant Professor of Theatre, 2011-BA, 1990, Baylor University; MFA, 1993, Louisiana State University

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

RUSEVIC, ALICE, Associate Professor of Education, 2002-BS, 1969, Southern Illinois University; MS, 1970, University of Arizona; EdD, 1996, Northern Illinois University
SCHLUMPF, HEIDI, Associate Professor of Communication, 2007-BA, 1988, University of Notre Dame; MTS, 2000, Northwestern University

SCHROTH, TERRI, Assistant Professor of Foreign Language, 2011-BA, 1999, St. Norbert College; MA, 2002, Arizona State University; EdS, 2007; PhD, 2010, Louisiana State University

SERRANO EVA, Assistant Professor, College of Professional Studies; Administrator of the Latino/a Initiative, 2009-BA, 1983, Mundelein College of Loyola University; MBA, 1986, University of Dallas; EdS, 1996; EdD, 2009, Northern Illinois University

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

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


STEVE S MARCHIGIANI, DEBORAH, Interim Initial Certification Director; Associate Professor of Education, 2001-BA, 1980, Marquette University; MA, 1981, Governors State University; PhD, 1992, Loyola University Chicago

STRASSBERG, BARBARA, Professor of Sociology; Director of International Academic Programming; Chair Sociology and Political Science, 1991-MA, 1970; PhD, 1975, Jagiellonian University, Krakow, Poland


TARLING, MARY, Associate Professor of Accounting; Director of Servant Leadership Initiative, 2006-BS, 1992, Northern Illinois University; MBA, 2001, Benedictine University

THOMAS, CHARLENE, Assistant Professor of Nursing, 2010-BSN, 1973; MSN, 1980; PhD, 1993, University of Illinois at Chicago

THOMAS, JERALD, Associate Professor of Education; Faculty Assessment Coordinator, 2003-BA, 1987, Aurora University; MSEd, 1998; EdD, 2004, Northern Illinois University

THURLOW, JESSICA, Assistant Professor of History; Chair History; Co-Director of the Honors Program, 2007-BA, 1993, Occidental College; MA, 1995; MPhil, 2001, University of Sussex, England; PhD, 2007, University of Michigan

VANDER SCHEE, BRIAN, Associate Professor of Marketing, 2007-BS, 1993, University of Toronto; MA, 1995, Liberty University; MBA, 2003, Northcentral University; PhD, 1998, University of Connecticut

VARNEY, JAMES, Associate Professor of Education, 2006-BS, 1973, Illinois State University; MA, 1976, Northern Illinois University; EdD, 2003, Aurora University

WALTER, MARK, Associate Professor of Philosophy; Chair Religion and Philosophy, 2006-BA, 1990, University of Pittsburgh; MA, 1999; PhD, 2003, DePaul University
WELLS, CHRISTOPHER, Assistant Professor of Recreation Administration, 2008-BA, 2005, Judson College; MS, 2007, Aurora University

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

WICKS, PAMELA, Assistant Professor of Communication, 2011-BA, 1997, Aurora University; MA, 2005; EdD, 2010, Northern Illinois University

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


WOLD, DONALD, Dean, College of Education; Assistant Professor of Education, 2002-BS, 1968; MS, 1971; EdD, 1982, Northern Illinois University

WYMAN, AARON, Assistant Professor of Biology, 2008-BS, 1997, Alma College; MS, 1999, University of North Carolina-Chapel Hill; PhD, 2004, University of Michigan

ZASTROW, CHARLES, Professor of Social Work, 2006-BS, 1964; MS, 1966; PhD, 1971, University of Wisconsin-Madison

ZELMAN, MARK, Associate Professor of Biology, 2005-BS, 1985, Rockford College; PhD, 1991, Loyola University Chicago

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


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

CHRISTIANSEN, RAYMOND S., Head of Media Services, Phillips Library; Associate Professor, 1977-2003; Associate Professor Emeritus, University Library, 2003-BA, 1971, Elmhurst College; MSED, 1974, Northern Illinois University

CHURCH, LAUREL, Poetry Artist in Residence, Professor of Communication, 1985-2003; Professor Emeritus of Communication, 2001-BA, 1966; MA, 1968; PhD, 1975, University of Illinois at Urbana-Champaign

CRANE, CAROL D., Associate Professor of Biology, 1968-1971, 1978-2006; Professor Emeritus of Biology, 2006-BS, 1965, Aurora College; MA, 1968, University of North Carolina

CREWS, DORIS B., Assistant Professor of Physical Education, 1955-1975; Assistant Professor Emerita of Physical Education, 1975-BS, 1939, Stetson University

DILLON, ROBERT A., Associate Professor of Mathematics, 1977-2006; Professor Emeritus of Mathematics, 2006-AB, 1963, Wheaton College; MA, 1968, University of Illinois at Urbana-Champaign; MA, 1978, Ball State University

DUNCAN, WILLIAM B., Vice President and Chief Academic Officer, George Williams College Campus; Assistant Professor of Recreation Administration, 1970-2011; Senior Vice President Emeritus, George Williams College, 2011-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


GLENN, MARY, Associate Professor of Nursing, 1984-2004; Associate Professor Emeritus, School of Nursing, 2004-BSN, 1959, St. Ambrose College; MS, 1966; PhD, 1987, University of Illinois at Chicago

GUDENAS, JOHN, Professor of Computer Science, 1991-2010; Professor Emeritus of Computer Science, 2010-BS, 1968, Illinois Benedictine College; MS, 1971; PhD, 1995, Illinois Institute of Technology

JANASKIE, CRYSTAL R., Assistant Dean, Director of Academic Advisement and Associate Professor of Economics and Business, 1959-1977; Professor Emerita of Economics and Business, 1977-BS, 1955, Aurora College; MBA, 1960, University of Chicago


LOCKLIN, MARYANNE, Director, School of Nursing; Associate Professor of Nursing, 1995-2006; Associate Professor and Director Emeritus, School of Nursing, 2006-BS, 1979, Elmhurst College; MS, 1983; DNS, 1994, Rush University

MELLES, JOHN J., Professor of Physics and Engineering Science, 1974-2006; Professor Emeritus of Physics, 2006-BS, 1965, South Dakota State University; MS, 1968, University of Nebraska; PhD, 1973, University of Missouri


MILLER, MARY A. HARPER, Dean, School of Nursing; Professor of Nursing, 1996-2001; Dean Emeritus, School of Nursing, 2001-BSN, 1963, Union College; MS, 1964, Loma Linda University; PhD, 1987, University of Colorado


MULL, CAROLYN, Professor of Nursing, 1987-2003; Professor Emeritus of Nursing, 2003-BA, 1969, Bethel College; BSN, 1983, Aurora College; MS, 1985; PhD, 1988, University of Illinois at Chicago

NELSON, KAY, Associate Professor of English and Communication, 1991-2003; Associate Professor Emeritus of English, 2003-BA, 1964, Elmira College; MA, 1969; PhD, 1978, University of Chicago

OLENIK, KENNETH A., Associate Professor of Sociology, 1966-1996; Professor Emeritus of Sociology, 1996-BA, 1955, University of Nebraska; MDiv, 1958, Trinity Evangelical Divinity School

PALMER, SUSAN L., Professor of History; Curator of Jenks Collection, 1973-2010; Professor Emeritus of History, 2010-BA, 1971, Aurora College; MA, 1973; PhD, 1987, Northern Illinois University

PAROLINI, ROGER K., Director of Endowment and Associate Professor of Music, 1954-1992, Associate Professor Emeritus of Music, 1992-BA, 1949, Aurora College; BM, 1958; MM, 1960, American Conservatory of Music

PEICHL, CHARLOTTE G., Associate Professor of Music, 1974-1994; Associate Professor Emeritus of Music, 1994-BM, 1951, North Central College; MM, 1952, Northwestern University
PIET, MARIANNE, Associate Professor of Social Work, 1996-2006; Associate Professor Emeritus of Social Work, 2007-BA, 1984; MSW, 1986, University of Illinois at Chicago; DSW, 1998, Loyola University Chicago

RAMER, RONALD, Associate Professor of Philosophy/Interdisciplinary Studies, 1991-2010; Associate Professor Emeritus, 2010-BA, 1963; MA, 1965, City University of New York; MA, 1967, Michigan State University; PhD, 1973, Syracuse University

ROSS, SUSAN, Professor of Social Work, 1995-2010; Professor Emeritus of Social Work, 2010-BS, 1968, Iowa State University; MSW, 1974, George Williams College; EdD, 1985, Northern Illinois University

SAWDEY, MICHAEL, Professor of Fine Arts, 1985-2011; Professor Emeritus of Fine Arts, 2011-BA, 1966, University of Michigan; MA, 1968; PhD, 1974, University of Illinois at Urbana-Champaign

SCARSETH, SONJA, Catalog Librarian, Phillips Library, (Associate Professor), 1964-1998; Associate Professor Emeritus, University Library, 1998-AB, 1953, Luther College; MLS, 1954, University of Michigan

SCHRAGE, HAROLD, BSW Program Director 1987-1991; Field Coordinator of Field Placement 1991-1992; Professor Emeritus of Social Work, 1994-BS, 1951, University of Wisconsin; MSSW, 1952, University of Wisconsin; PhD, 1971, University of Minnesota

SUBLETTE, WALTER E., Associate Professor of Communication, 1987-2006; Professor Emeritus of Communication, 2006-BA, 1970; MA, 1977, University of Illinois at Chicago; PhD, 1991, Northern Illinois University


VANKO, JOHN G., Associate Professor of Education, 1996-2008; Associate Professor Emeritus of Education, 2008-BS, 1959; MS, 1960, Western Illinois University; EdD, 1973, Loyola University Chicago


YANOS, JANET, Professor of Social Work, 1986-2010; Professor Emeritus of Social Work, 2010-BA, 1969, University of Illinois at Chicago; MSW, 1971; PhD, 1980, Jane Addams College of Social Work, University of Illinois at Chicago

YERKES, RITA, Dean, School of Experiential Leadership; Professor of Leisure Studies, 1987-2008; Dean Emeritus, School of Experiential Leadership, 2008-BA, 1970, University of Kentucky; MA, 1973, University of Missouri; EdD, 1980, Northern Illinois University

ZIMMERMAN, CRAIG A., Professor of Biology, 1975-2000; Professor Emeritus of Biology, 2000-BS, 1960, Baldwin-Wallace College; MS, 1962; MS, 1964; PhD, 1969, University of Michigan
PART-TIME FACULTY

Listing includes those part-time faculty who taught for the University as of the 2011-2012 academic year.


AL SHARO’A, MOHAMMAD, Mathematics, 2009-BS, 1998; MS, 2000, Jordan University of Science & Technology; PhD, 2004, Illinois Institute of Technology

ALBERS, LISA MARIE, Criminal Justice, 2010-BS, 1999, Illinois State University; MA, 2009, Loyola University Chicago

ALBERT, JAY, Business, 2007-BA, 1975, Ohio Northern University; MBA, 1977, Miami University-Ohio

ALBRECHT, BRENT, Business, 2010-BBA, 1987, University of Iowa; MBA, 1994, Northern Illinois University


*ANDERSON, MARGARET, Education, 2002-BA, 1970, Wheaton College; MS, 1975, Northern Illinois University; EdD, 2002, Loyola University Chicago


AREYZAGA, MICHELLE, Music, 2010-BA, 1999, Chicago Musical College of Roosevelt University

ARIA S, JEANNINE, Nursing, 2010-BSN, 1985, MacMurray College; MSN/MBA, 2009, Lewis University

ASCHENBRENER, CRYSTAL, Social Work, 2011-BA, 1994, University of South Dakota; MSW, 1998, University of Kansas

BAILEY, CASSIE, Education, 2010-BA, 2004, University of St. Francis; MA, 2009, Olivet Nazarene University

BAINES, CATHY, Education, 2001-BS, 1994, Northern Illinois University; MSEd, 1994, National-Louis University

BALDONADO, JO BELLE, Education, 2004-BS, 1970; MS, 1976, Northern Illinois University

BARNES, KELLY, Physical Education, 2008-BS, 1995, Eastern Illinois University; MS, 2003, University of North Texas

BASSELIN, TIMOTHY, Religion, 2011-BA, 1998, Evangel University; MA, 2002; PhD, 2010, Fuller Theological Seminary

BEATTY, ANNE, Education, 2005-BA, 1972, Illinois State University; MAT, 1997, Aurora University

BERG, MARTHA, Education, 2005-BS, 1968; MS, 1971, Indiana State University

BERGQUIST, VICKI, Nursing, 2009-BS, 1979, Eastern Illinois University; AAS, 1983, Kishwaukee College; BSN, 2003; MSN, 2009, Lewis University

*BERTRAND, DAN, Education, 2006-BS, 1978, Quincy University; MA, 1982, Northeast Missouri State University; EdD, 2005, Northern Illinois University


BEZDEK, KATHLEEN, Nursing, 2011-BSN, 1975; MSN, 1984, Northern Illinois University; Pediatric Nurse Practitioner Certification, 1979, Indiana University

BJORK, LORI, Education, 2010-BS, 1989, University of Illinois at Urbana-Champaign; MEd, 1995, National-Louis 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

BOKHOLDT, MARLENE, Nursing, 2010-BSN, 1986, Goshen College; MS, 2010, Northern Illinois University


*BROUMAN, DEBORAH, Education, 2009-BA, 1975, Marquette University; MEd, 1976, Duke University

BUCKBERG, PATRICIA, Nursing, 2010-BA, 1992, National-Louis University; MSN, 1999; DNP, 1999, Rush University


BUTRON, ROBERT, Art, 2011-BFA, 1980, Arizona State University; MFA, 1996, University of Illinois at Chicago


BUTLER, PATRICIA, Mathematics, 2009-BS, 1974, Western Illinois University; MA, 1982, Northern Illinois University; MS, 2009, Aurora University

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


CAMP, NANCY, Nursing, 2011-BSN, 1984, North Carolina Central University; MSN, 1989, Villanova University

CAPACCIO, ANN MARIE, Mathematics, 2009-BA, 1991, Marquette University; MAT, 2000, Aurora University


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


*CHAPMAN, RACHAEL, Physical Education, 2008-BA, 2006, North Central College; MS, 2008, Northern Illinois University


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

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


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

CRANDALL, CARRIE, Psychology, 2011-BS, 1988, Elmhurst College; MA, 2005, Saybrook University


CUMMINGS, CHRISTINE, Theatre, 2011-BA, 2000, California State University-Fullerton; MFA, 2004, Illinois State University


*DAUGHERTY, ROBERT, Social Work, 2007-BA, 1965, Southeast Missouri State University; MSW, 1990; PhD, 2003, University of Louisville
DAVIS, CORY, History, 2011-BA, 2002; MA, 2005, University of Missouri at Columbia


DELIZO, NORDAN, Nursing, 2010-BSN, 2004, Aurora University; MSN, 2010, Elmhurst College


DI COSOLA, ROBERT, Business, 2005-BA, Northeastern Illinois University; MS, 1992, Loyola University Chicago

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

DIBBLEE, DAVID, Accounting, 2009-BA, 1965, Aurora College; MBA, 1979, Northern Illinois University; CPA, 1984, University of Illinois

DIDUCH, PAUL, Philosophy, 2010-BA, 2001; MA, 2005, University of Alberta; PhD, 2010, University of Dallas


DOWLING, JULIE, Education, 2011-BA, 2003, Georgia Institute of Technology; MA, 2008, Aurora University


DUNN, RACHEL, Social Work, 2010-BSW, 2005, University of Wisconsin-Whitewater; MSW, 2009, Aurora University

EDWARDS, GEOFFREY, Music, 1994-BA, 1986; PhD, 1991, Northwestern University

EIVA, ALEXANDRA, Art, 2010-BA, 1976, University of Illinois at Chicago; MFA, 1980, University of Chicago

ENENBACH, MARK, Sociology/Political Science, 2011-BA, 1971; MA, 1973, Loyola University Chicago

ERNST, ANGELICA, Education, 2011-BEd, DePaul University; MEd, 2005, National-Louis University; 2007, MEL, Aurora University

*ESPOSITO, CAROLE, Mathematics, 2006-BS, 1992, Benedictine University; MA, 2002, DePaul University

EYSTURLID, LEE, Political Science, 2011-BA, 1988, The Citadel; MA, 1990; PhD, 1997, Purdue University

FISCHER, C. ROBYN, Biology, 2007-BS, 1998, University of Missouri-Rolla; MS, 2003; PhD, 2009, Northern Illinois University

FLETCHER, DONALD, Business, 2002-BS, 1960; MBA, 1963, Fairleigh Dickinson University

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

FOUTS, MATTHEW, English, 2008-BA, 2005, Aurora University; MA, 2008, Northern Illinois University

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

FOX, PANGKONG, Biology, 2011-BS, 2003, University of Wisconsin-Madison; PhD, 2009, Indiana 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

FREDRICKSON, KENNETH, Accounting, 2010-BA, 1993, Judson University; MBA, 2003, DeVry University; CPA, 2002 Illinois Board of Examiners

FRIEDMAN, AMY, English, 2010-BA, 1995, Lake Forest College; MS, 2001, National-Louis University; MA, 2009, Northwestern University


GENENBACHER, BETHANY, Social Work, 2009-BSW, 1995, Quincy University; MSW, 2004, Aurora University

GILBERT, SHARON, Psychology, 2011-BA, 1987, North Central College; MS, 1995, Benedictine University

GILLEN, CATHLEEN, Nursing, 2008-BSN, 1984, Kendall College; MSN, 1998; Saint Xavier University

GOHLKE, MICHAEL, Criminal Justice, 2007-BA, 1993, Aurora University; MS, 2000, Lewis University

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

GRAY, JAMEEL, Criminal Justice, 2007-BA, 2000, University of Illinois at Chicago; MA, 2007, Southern Illinois University
GRAY, THOMAS H., Business, 2011-BA, 1969; MS, 1975, Loyola University Chicago; MBA, 1985, Keller Graduate School of Management


GREGORY, PAUL, Criminal Justice, 2011-BS, 1992, Lamar University; MA, 1999, University of Houston; PhD, 2006, Western Michigan University


*HAMMACK, SUSAN, Education, 2005-BA, 1981, Concordia University; MEd, 1985, University of Toledo; EdD, 2009, Aurora University


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

*HARRINGTON, JACK, Business, 2009-BS, 1962, University of Denver; MBA, 1984, University of Northern Colorado; EdD, 2009, Benedictine University

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Directions to Aurora Campus

Directions to Aurora University

Aurora Campus

From the East
Follow I-88 to Orchard Road exit. Exit Orchard Road south to Galena Boulevard. Turn left (east) on Galena Boulevard and follow until you reach Randall Road. Turn right (south) on Randall Road. AU is located at the end of Randall Road.

From the West
Follow Rte. 47 south to Galena Boulevard. Go left (east) on Galena Boulevard to Randall Road. Turn right (south) on Randall Road. AU is located at the end of Randall Road.

From the North
Follow I-294 south to I-88 west or I-39/51 south to I-88 east; exit Orchard Road south to Galena Boulevard. Turn left (east) on Galena Boulevard to Randall Road. Turn right (south) on Randall Road. AU is located at the end of Randall Road.

From the South
Follow Rte. 30 to Orchard Road (north); follow until you reach Prairie Road. Turn right (east) on Prairie Road. Turn left (north) on Gladstone Avenue. AU is one block north.
Directions to George Williams College
of Aurora University

From Milwaukee
Take Interstate 43 south to Highway 67 south through Williams Bay.
The campus is located at the western edge of Williams Bay.

From Madison
Take I-90 east to HWY 14 east then to HWY 11 east. Stay on HWY 11 through Delavan to HWY 50. Follow HWY 50 east to HWY 67 south through Williams Bay.
Alternate route: Take I-90 east to HWY 43 north at Beloit. Proceed north on HWY 43 to HWY 50, east to HWY 67, south to Williams Bay.

From Rockford
Take NW Tollway (I-90) west to HWY 43. Take HWY 43 east to Delavan (HWY 50).
Take HWY 50 east to HWY 67. Go south on HWY 67 to the village of Williams Bay.

From Chicago
Take I-94 west to HWY 50. Follow 50 west for about 30 miles through Lake Geneva and seven miles further to the intersection of HWY 50 and 67. Take HWY 67 south to Williams Bay.
Alternate route: I-90 west to HWY 20, then north to HWY 23, north to HWY 14, west to HWY 67, north into Williams Bay.
# 2012-2013 Academic Year

<table>
<thead>
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<th>Event</th>
<th>Dates</th>
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<td>August 21 - 23</td>
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<tr>
<td><strong>New Student Orientation</strong></td>
<td>August 23 - 26</td>
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<tr>
<td><strong>Fall Semester Classes Begin</strong></td>
<td></td>
</tr>
<tr>
<td>End of Add/Drop for day classes; evening classes may be added prior to second class meeting; End of 100% refund for fall semester</td>
<td>September 1</td>
</tr>
<tr>
<td>Labor Day – no classes</td>
<td>September 3</td>
</tr>
<tr>
<td>* 8-week Fall Module I</td>
<td>August 27 - October 20</td>
</tr>
<tr>
<td>Founders Convocation (no classes after 1:05 p.m.)</td>
<td>October 5</td>
</tr>
<tr>
<td>Module I — last day to drop with automatic “W”</td>
<td>October 6</td>
</tr>
<tr>
<td>Fall Weekend – no traditional day classes</td>
<td>October 19 - 21</td>
</tr>
<tr>
<td>* 8-Week Fall Module II</td>
<td>October 22 - December 15</td>
</tr>
<tr>
<td>Last day to drop fall semester classes with automatic “W”</td>
<td>November 10</td>
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<tr>
<td>Thanksgiving Holidays</td>
<td>November 21 - 25</td>
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<tr>
<td>Module II — last day to drop with automatic “W”</td>
<td>December 1</td>
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<tr>
<td>Final Examinations</td>
<td>December 10 - 15</td>
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<tr>
<td>Grades due to Registrar</td>
<td>December 18</td>
</tr>
<tr>
<td><strong>Spring Semester Classes Begin</strong></td>
<td>January 7</td>
</tr>
<tr>
<td>End of Add/Drop for day classes; evening classes may be added prior to second class meeting; End of 100% refund for Spring Semester</td>
<td>January 12</td>
</tr>
<tr>
<td>* 8-Week Spring Module I</td>
<td>January 7 - March 2</td>
</tr>
<tr>
<td>Martin Luther King, Jr., Day – no classes</td>
<td>January 21</td>
</tr>
<tr>
<td>Module I — last day to drop with automatic “W”</td>
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</tr>
<tr>
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<tr>
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<tr>
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<tr>
<td>Last day to drop spring semester classes with automatic “W”</td>
<td>April 1</td>
</tr>
<tr>
<td>Module II — last day to drop with automatic “W”</td>
<td>April 20</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>April 29 - May 4</td>
</tr>
<tr>
<td>Spring Commencement</td>
<td>May 5</td>
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<tr>
<td>Grades due to Registrar</td>
<td>May 7</td>
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<tr>
<td><strong>May Term (3 weeks)</strong></td>
<td>May 6 - 25</td>
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<tr>
<td>Memorial Day · no classes</td>
<td>May 27</td>
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<tr>
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<td>June 3 - August 10</td>
</tr>
<tr>
<td>* Summer Term I (5 weeks)</td>
<td>June 3 - July 6</td>
</tr>
<tr>
<td>Independence Day · no classes</td>
<td>July 4</td>
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<tr>
<td>* Summer Term II (5 weeks)</td>
<td>July 8 - August 10</td>
</tr>
<tr>
<td>* Summer Term III (10 weeks)</td>
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## 2013-2014 Academic Year

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<tr>
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<td>August 31</td>
</tr>
<tr>
<td>Labor Day – no classes</td>
<td>September 2</td>
</tr>
<tr>
<td>* 8-week Fall Module I</td>
<td><strong>August 26 - October 19</strong></td>
</tr>
<tr>
<td>Module I — last day to drop with automatic “W”</td>
<td>October 5</td>
</tr>
<tr>
<td>Founders Convocation (no classes after 1:05 p.m.)</td>
<td>Date TBA with Homecoming</td>
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<tr>
<td>Fall Weekend – no traditional day classes</td>
<td>October 18 - 20</td>
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<tr>
<td>* 8-Week Fall Module II</td>
<td><strong>October 21 - December 14</strong></td>
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<tr>
<td>Last day to drop fall semester classes with automatic “W”</td>
<td>November 9</td>
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<tr>
<td>Module II — last day to drop with automatic “W”</td>
<td>November 23</td>
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<tr>
<td>Thanksgiving Holidays</td>
<td>Nov. 27 - Dec. 1</td>
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<tr>
<td>Final Examinations</td>
<td>December 9 - 14</td>
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