
Aurora University Graduate Course Catalog

2025-2026

TABLE OF CONTENTS

Aurora University Graduate Course Catalog	3	Classroom Conduct Policy	18
General Information about Aurora University	3	Course Enrollment and Classroom Environment Policy	18
Overview	3	Graduate Academic Standards	19
Mission, Vision and Values	3	Application of Academic Regulations	19
Governance	4	Registration	19
Approvals and Accreditations	4	Petitions	21
Aurora Campus	5	Special Educational Experiences and Credit	21
Graduate Programs of Study	5	Attendance Policy	23
Assessment of Learning Outcomes in Graduate Programs	5	Academic Leave of Absence	24
Special Study Opportunities	6	Medical Leave of Absence	25
College and Schools	6	Military Accommodation	28
Academic Calendar	6	Withdrawal	28
Credit Hour Policy	6	Academic Measurement and Evaluation	28
Course Modalities	7	Grades	29
Non-Discrimination	7	Transcripts: Regulations Governing Issuance	31
Equal Opportunity Employment	7	Graduate Student Classification and Definition	32
Sexual Misconduct Policy (Title IX)	7	Graduation Policies and Procedures	32
Catalog Statements and Terms of Issue	8	Awarding Posthumous Degrees	33
Waivers and Exceptions to Academic Regulations	8	Financial Aid Rights and Responsibilities	33
Admission	8	Satisfactory Academic Progress Procedures	34
Center for Graduate Studies	8	Family Educational Rights and Privacy Act of 1974 as Amended FERPA	37
AU Online	9	Programs	38
Graduate Admission	9	Athletic Training (MS)	38
Cross-Listed Undergraduate/Graduate Courses	10	Business Administration (MBA)	40
International Students	10	Computer Science (MSCS)	43
Special Admission Status	11	Criminal Justice (MS)	44
Earning Multiple Graduate Degrees or Credentials	11	Curriculum and Instruction: Teaching Diverse Learners (MA)	44
Veterans	11	Doctor of Education (EdD)	45
Application for Admission	12	Doctor of Social Work (DSW)	49
Term of Entry	12	Educational Leadership with Principal Endorsement (MA)	52
Nontraditional Sources of Credit	12	Educational Technology (MA)	53
Graduate Transfer of Credit	12	Exercise Science (MS)	54
Financial Aid	12	Master's Entry into Nursing Practice (MSN)	55
Tuition and Fees	13	Mathematics Education (MA)	57
Student Services	13	Public Administration (MPA)	58
Academic Regulations and Procedures	15	Reading Instruction with Endorsement (MA)	60
Graduate Degree Requirements	16	Social Work (MSW)	61
Degree Distinctions	16	Social Work/Business Administration (MSW/MBA)	66
Time Limit for Completion of Graduate Degrees	16	Social Work/Public Administration (MSW/MPA)	67
Code of Academic Integrity	16	Teaching - Elementary Education (MA)	69

Teaching (MA)	70
Director of Special Education Endorsement	71
Professional Educators License (PEL) with School Social Work Endorsement	71
Supplemental Course Listings	72
Graduate Course Levels and Numbering System	73
Course Descriptions	74
Accounting (ACC)	74
Athletic Training (ATR)	75
Computer Science (CSC)	78
Criminal Justice (CRJ)	79
Education (EDU)	80
Exercise Science (EXS)	93
Health Sciences (HLS)	94
Healthcare Administration (HCA)	95
Marketing (MKT)	95
Master of Business Administration (MBA)	96
Master of Public Administration (MPA)	98
Mathematics (MTH)	99
Natural Sciences (NSM)	101
Nursing (NUR)	101
Physical Education (PED)	106
Psychology (PSY)	106
Social Work (SWK)	107
Special Education (SPED)	114
Sport Management (SPM)	118
Directories	118
Addendum	128
Index	129

AURORA UNIVERSITY GRADUATE COURSE CATALOG

- General Information about Aurora University (p. 3)
- Admission (p. 8)
- Student Services (p. 13)
- Academic Regulations and Procedures (p. 15)
- Programs (p. 38)
- Graduate Course Levels and Numbering System (p. 73)
- Course Descriptions (p. 74)
- Directories (p. 118)
- Addendum (p. 128)

General Information about Aurora University

- Overview (p. 3)
- Mission, Vision and Values (p. 3)
- Governance (p. 4)
- Approvals and Accreditations (p. 4)
- Aurora Campus (p. 5)
- Graduate Programs of Study (p. 5)
- Assessment of Learning Outcomes in Graduate Programs (p. 5)
- Special Study Opportunities (p. 6)
- College and Schools (p. 6)
- Academic Calendar (p. 6)
- Credit Hour Policy (p. 6)
- Course Modalities (p. 7)
- Non-Discrimination (p. 7)
- Equal Opportunity Employment (p. 7)
- Sexual Misconduct Policy (Title IX) (p. 7)
- Catalog Statements and Terms of Issue (p. 8)
- Waivers and Exceptions to Academic Regulations (p. 8)

Overview

History of Aurora University

Aurora University traces its origins to the 1893 founding of Mendota College in Illinois and the Western Secretarial Institute in Wisconsin, the two organizations that matured into Aurora College and George Williams College, respectively.

Mendota College was established initially as a seminary to prepare graduates for ministry, but it soon adopted a broader mission, moving in 1912 to a new campus in the nearby community of Aurora. With this change came a different name, Aurora College, 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.

In 1992, Aurora University affiliated with George Williams College, renowned for its emphasis on social work programs. The institutions merged in 2000, with the university serving students on the George Williams College campus in Wisconsin for nearly 30 years. The legacy of the college now lives on at Aurora University through the George Williams School of Social Work.

Today, Aurora University operates in Aurora, Illinois, and through AU Online (<https://online.aurora.edu/>). The university also offers select programs at the University Center at McHenry County College (<https://aurora.edu/about/university-center-mchenry-county-college/>) in Woodstock, Illinois.

Mission, Vision and Values

Mission

At Aurora University, our singular goal is to empower students to achieve lasting personal and professional success. We do this by being an inclusive community dedicated to the transformative power of learning. As a teaching-centered institution, we encourage undergraduate and graduate students to discover what it takes to build meaningful and purposeful lives.

Values

We are committed to student success through **collaboration**, working across departments and eliminating silos to help students realize their personal and professional aspirations.

We commit ourselves to **continuous learning** by adapting and growing along with our students. We are dedicated to helping students achieve their full potential through lifelong support that provides opportunities to learn and grow.

We define **inclusivity** broadly so that all members of our community are welcome and authentically belong, and we actively work to foster understanding and appreciation of diversity as an institutional strength.

We 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 lead by example and inspire our students to do the same.

We are committed to shaping the future with our students and our community through **innovation** that sparks creative solutions to encourage continuous improvement, adaptation, and evolution in a rapidly changing world.

Vision

Aurora University aspires to be a leading Midwest university recognized for its access to an affordable and adaptive high-quality education that is student-centered, teaching-focused, and committed to excellence. Our collaborative learning environment will empower lifelong learners to elevate their lives and those of others, foster critical thinking, and prepare learners to be catalysts for societal advancement. Aurora University will continue its tradition of integrating the liberal arts with STEM and professional credentials. We will maintain our growth and financial strength by ongoing development of a hybrid campus, that responsibly embraces emerging technology and the AI era, meeting the needs of modern learners and future employers. Recognizing the essential role of faculty and staff in fulfilling our mission, Aurora University will seek to be

an employer of choice. Together we will redefine the landscape of higher education and make a lasting impact on our society.

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 HR Policy 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.

Approvals and Accreditations

The **Higher Learning Commission (HLC)** (<https://www.hlcommission.org/component/directory/?Itemid=&Action=ShowBasic&instid=1066>) accredits Aurora University at the bachelor's, master's, and doctoral levels.

HLC Contact Information

Higher Learning Commission
230 South LaSalle St., Suite 7-500, Chicago, IL 60604-1413
Phone: 800-621-7440 / 312-263-0456. Fax: 312-263-7462
[hlcommission.org](https://www.hlcommission.org/) (<https://www.hlcommission.org/>)

The baccalaureate and master's degree programs in nursing at Aurora University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791. [ccneaccreditation.org](https://www.ccneaccreditation.org/) (<https://www.ccneaccreditation.org/>)

The baccalaureate and master's of social work degree programs at Aurora University are accredited by the Council on Social Work Education, 333 John Carlyle St., Suite 400; Alexandria, VA 22314; 703-683-8080. www.cswe.org (<https://www.cswe.org/>)

The Certified Alcohol and Drug Counselor training program is accredited by the Illinois Certification Board (ICB), 401 E. Sangamon Ave., Springfield, IL 62702; 217-698-8110. www.iaodapca.org (<https://www.iaodapca.org/>)

The master's degree program in athletic training at Aurora University is accredited by Commission on Accreditation of Athletic Training Education; 2002 K St., 3rd Floor North, Washington DC 20006; 512-733-9700. caate.net (<https://caate.net/>)

Licensure Programs

- Aurora University's **baccalaureate and master's nursing degree program in Illinois** are approved by the Illinois Department of Financial and Professional Regulation idfpr.illinois.gov (<https://catalog.aurora.edu/graduate/general-information/approvals-accreditation/idfpr.illinois.gov>)
 - Graduates from the nursing baccalaureate and master's degree programs are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN® Examination).
- Aurora University's **baccalaureate and master's of social work degree programs** do not require state approval. Illinois does require a license

to be an Illinois Licensed Social Worker (LSW) or an Illinois Licensed Clinical Social Worker (LCSW).

Following the changes of Public Act 102-0326, starting January 1, 2022, the licensing examination is no longer required for licensure as an Illinois Licensed Social Worker (LSW). New LSW applicants are not required to complete the Association of Social Work Board's (ASWB) Master's examination prior to licensure. The Illinois Department of Professional and Financial Regulations (IDFPR) issues LSW licenses to individuals who apply to IDFPR and have documented meeting all other requirements for LSW licensure.

- Aurora University's **Certified Alcohol and Drug Counselor training program** does not require state approval. The Illinois Certification Board offers examinations to become a Certified Alcohol and Drug Counselor
- Aurora University's **Athletic Training program** does not require state approval. In Illinois, athletic trainers must be certified by the Board of Certification (BOC) for the Athletic Trainer ([bocatc.org](https://www.bocatc.org/)) and licensed by the Illinois Department of Financial and Professional Regulation (idfpr.illinois.gov) (<https://catalog.aurora.edu/graduate/general-information/approvals-accreditation/id/>). Illinois does not track certification pass rates for athletic training programs.
- Aurora University's **Therapeutic Recreation program** does not require state approval. Therapeutic Recreation graduates are eligible to sit for the certification exam and acquire the Certified Therapeutic Recreation Specialist® (CTRS) credential. AU offers the academic path for the traditional academic graduate. Steps include (1) Completion of bachelor's degree or higher with a concentration in Recreational Therapy (Therapeutic Recreation); (2) Completion of a minimum of 14 weeks/560 of hour internship supervised by a CTRS; and (3) Successful completion of the National Council for Therapeutic Recreation Certification Exam.
- Aurora University's **initial teacher licensure programs** are approved by the Illinois State Board of Education ([isbe.net/Pages/IHE-Information.aspx?Itemid=2](https://www.isbe.net/Pages/IHE-Information.aspx?Itemid=2)) (<https://www.isbe.net/Pages/IHE-Information.aspx?Itemid=2>)), through the School of Education, in
 - Biology
 - ESL/Bilingual
 - Chemistry
 - Early Childhood Special Education with ESL/Bilingual
 - Elementary Education
 - English
 - Mathematics
 - Physical Education
 - Social Studies
 - Special Education

The Illinois Principal Endorsement credential is offered through the School of Education. The Reading Specialist Endorsement (K-12) and the Reading Teacher Endorsement are offered in Illinois.

Other Approvals

- Aurora University is grandfather-authorized by the Illinois Board of Higher Education to operate as a postsecondary institution and grant degrees in the Fox Valley Region. Additional select programs

are authorized in the South Metropolitan, West Suburban, Central, Western, and North Suburban regions.

State Authorization

- Aurora University has been approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

Aurora Campus

Located in an attractive residential neighborhood on the southwest side of Aurora, the 40-acre main campus contains 29 instructional, administrative, and residence buildings. The distinctive, red-tiled roofs specified by Charles Eckhart in his donation for the original campus mark the major buildings (347 S. Gladstone Avenue, Aurora, IL 60506).

In addition to the main campus, Aurora University offers programs off campus for the convenience of students. Select undergraduate and graduate degree programs are available at the University Center at McHenry County College (222 Church St., Woodstock, Illinois 60098), and the education program offers graduate degrees at school districts throughout northern Illinois. Online programs are available through AU Online (online.aurora.edu (<https://online.aurora.edu/>)).

Graduate Programs of Study

Aurora University offers graduate programs leading to the master's degree, master's-level post-baccalaureate credentials and the Doctor of Education degree. Since the establishment of the first graduate program in 1980, Aurora University has been dedicated to offering graduate study that promotes the career and professional success of its students.

Doctor of Education (EdD) in Leadership in Education Administration or Instructional Leadership: Coaching and Mentoring

Master of Arts in Curriculum and Instruction: Teaching Diverse Learners (MACI-TDL)

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

Master of Arts in Educational Technology (MAET)

Master of Arts in Reading Instruction (MARI)

Reading Teacher Endorsement*

Special Education Endorsement (LBS1)*

Master of Arts in Teaching (MAT)

Master of Business Administration (MBA)

Master of Science in Athletic Training (MSAT)

Master of Science in Computer Science (MSCS)

Master of Science in Criminal Justice (MSCJ)

Master of Science in Exercise Science (MSES)

Master of Science in Nursing (MENP)

Master of Social Work (MSW) Tracks in addictions/CODPA, child welfare, faith-based, forensic, gerontology, health care, leadership administration, military and veteran social work, school social work

Certified Alcohol and Drug Counselor (CADC)*

ESL/Bilingual Endorsement*

Superintendent Endorsement*

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

* Curriculum supports independent endorsement – no academic credential awarded by the University.

Graduate Programs at University Center

Bilingual/ESL Endorsement*

Master of Arts in Curriculum and Instruction: Teaching Diverse Learners (MACI-TDL)

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

* Curriculum supports independent endorsement – no academic credential awarded by the University.

Graduate Programs at Aurora University Online

Doctor of Education (EdD) in Leadership in Educational Administration or Instructional Leadership: Coaching and Mentoring
Master of Business Administration (MBA)

Master of Educational Leadership (MAEL) with Principal Endorsement
Master of Public Administration (MPA)

Master of Science in Exercise Science (MSES)

Master of Social Work (MSW) Tracks in addictions, child welfare, forensic, gerontology, health care, leadership administration, military and veteran social work, school social work

Post MSW: Illinois Professional Educator's License with School Social Work Endorsement

Master of Social Work/Master of Business Administration Dual Degree

Master of Social Work/Master of Public Administration Dual Degree

Special Education Endorsement (LBS1)*

Superintendent Endorsement*

*Curriculum supports independent endorsement – no academic credential awarded by the University.

Assessment of Learning Outcomes in Graduate Programs

Aurora University is committed to the transformative power of learning. Grounded in the university's core values of integrity, citizenship, continuous learning, and excellence, the university's graduate degree programs seek to ensure that its students demonstrate high levels of effective communication and critical thinking skills.

Each of Aurora University's graduate programs identifies specific learning outcomes that are essential to practitioners or scholars in that respective field or discipline. These program-level learning outcomes are articulated in the section of the catalog for that particular program. In addition, the university is committed to assessing the following two University Learning Outcomes in all graduate degree programs:

- Effective Communication
- Critical Thinking

The university believes that students who seek graduate degrees must achieve proficiency in these areas in order to be effective in their intended professional and scholarly fields. The university is committed to measuring the achievement of these outcomes and using assessment as a rationale for program revisions.

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

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 Travel in May and Spring Break travel/study courses, students can immerse themselves in another culture while studying with AU faculty.

Colleges and Schools

DEPARTMENT WEBSITE (<https://aurora.edu/academics/colleges-schools/>)

At Aurora University, academic programs are organized into three colleges, each which contain several schools:

- **College of Education and Social Work**
 - School of Education
 - George Williams School of Social Work
- **College of Health and Sciences**
 - School of Health Sciences
 - School of Natural Sciences, Technology, and Math
- **College of Liberal Arts and Business**
 - Dunham School of Business
 - School of Humanities
 - School of Social and Behavioral Sciences
- **School of Nursing**

Academic Calendar

2025-26 Academic Calendar

Fall Semester 2025

August 18-22, 2025	Opening Week - Faculty Orientation/ Meetings
August 20, 2025	AU Day (Welcome back meeting for faculty/staff)
August 22, 2025	New Student Convocation
August 22-23, 2025	New Student Orientation
August 25, 2025	Fall Semester Classes Begin
August 31, 2025	End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for Fall Semester
August 25 - October 18, 2025	8-week Fall Module I
September 1, 2025	Labor Day - no classes
October 5, 2025	Module I - last day to drop with automatic "W"
October 10-12, 2025	Homecoming and Family Weekend
October 16-19, 2025	Fall Weekend - no traditional day classes
October 20 - December 13, 2025	8-Week Fall Module II
November 9, 2024	Last day to drop fall semester classes with automatic "W"
November 26-30, 2025	Thanksgiving Holiday

November 30, 2025	Module II - last day to drop with automatic "W"
December 8-13, 2025	Final Examinations
December 13, 2025	Fall Commencement
December 16, 2025	Grades due to Registrar
December 24, 2025 - January 1, 2026	University closed for holiday break - no classes

Spring Semester 2026

January 12, 2026	Spring Semester Classes Begin
January 18, 2026	End of Add for day classes; evening classes may be added prior to second class meeting; end of 100% refund for spring semester
January 12 - March 7, 2026	8-Week Spring Module I
January 19, 2026	Martin Luther King, Jr., Day - no classes
February 9-14, 2026	Assessment Week (classes still in session)
February 22, 2026	Module I - last day to drop with automatic "W"
March 9-15, 2026	Spring Break - no classes
March 16 - May 9, 2026	8-Week Spring Module II
April 3-5, 2026	Holiday Break
April 5, 2026	Last day to drop spring semester classes with automatic "W"
April 17, 2026	Honors Convocation (no traditional day classes after 1:05 p.m.)
April 26, 2026	Module II - last day to drop with automatic "W"
May 4-9, 2026	Final Examinations
May 9-10, 2026	Spring Commencement
May 12, 2026	Grades due to Registrar's Office

Summer Term 2025

May 11 - August 29, 2026	Summer Session
May 11-30, 2026	Summer May Term (3 weeks)
May 11 - July 4, 2026	Summer Module I (8 Weeks)
May 25, 2026	Memorial Day - no classes
June 1 - August 8, 2026	Summer 10-week Term
June 1 - July 4, 2026	Summer Term I (5 weeks)
June 19, 2026	Juneteenth - no classes
July 3, 2026	Independence Day Observance - no classes
July 6 - August 29, 2026	Summer Module II (8 Weeks)
July 6 - August 8, 2026	Summer Term II (5 weeks)

Credit Hour Policy

Each semester hour assigned to a course at Aurora University corresponds to a minimum of 50 minutes of instructional time each week over a 16-week semester, including finals week, or the equivalent amount of total instructional time per credit hour over a condensed amount of time (a three, five, eight or ten-week term). Students are also expected to do 2-3 hours of outside work (including assignments or studying) for every one semester hour of in-class time.

Aurora University expects that the total combined amount of classroom time and out-of-class student work at both the undergraduate and graduate level will adhere to this credit hour policy.

For courses that are in an alternative delivery format (laboratory work, studio work, practica, clinical, field, internships, thesis, dissertation, online or hybrid modalities, etc.) a semester hour corresponds to a mix of instructional contact, directed activities, and student work that equate to the sum of the in-class and outside time for a semester hour in a traditional course. For both traditional and alternative delivery courses, these expectations should be outlined in the course syllabus.

This credit hour policy is applied to all course locations and modalities under the supervision of the Vice-President for Academic Affairs.

The Office of Academic Affairs works with the department chairs, academic deans, and Office of the Registrar to determine and maintain the appropriate alignment of academic engagement and credit hours assigned per course, per the Federal Credit Hour Policy and Course Modality Policy. The academic chairs and deans are initially responsible for ensuring that courses scheduled by their departments and schools comply with the Federal Credit Hour Policy. The Office of the Registrar will review course meeting times and associated credit hour assignment for alignment with the Federal Credit Hour Policy, and communicate any discrepancies to the Office of Academic Affairs. The Office of Academic Affairs will reevaluate the credit assignment for those courses and communicate needed adjustments to the Office of the Registrar and academic departments and schools.

Course Modalities

Three course modalities are recognized at Aurora University: campus-based synchronous courses/experiences, remote synchronous courses/experiences, and online asynchronous courses/experiences.

Synchronous modalities may include online components aiming to enhance learning or substitute for synchronous interactions between instructors and students (reduction in seat time).

Campus-based synchronous courses/experiences: traditional type of courses where all or most of the class meetings take place in a classroom during an established schedule.

Web-Enhanced - A small percent (reduction in seat time less than 25%) of the course delivery and/or interactions between instructor and students may occur online, meaning that web-based tools and/or web-based activities (e.g., online quizzes, online videos) are used to supplement the course. A web-based component that enhances a course does not necessarily reduce synchronous interactions.

Hybrid courses - involve online components that reduce seat time by 25-74%. These online components substitute the traditional synchronous meetings. Hybrid courses should be clearly identified in the course schedule so students are fully aware as they register for a hybrid course. Likewise, the synchronous class meetings, rooms and times should be clearly specified in the course schedule and course syllabus. Courses may be delivered in a hybrid format upon formal written approval by the relevant academic dean.

Remote synchronous courses/experiences: traditional type of courses where all or most of the class meetings take place via the internet during an established synchronous schedule.

Web-Enhanced - A small percent (reduction in seat time less than 25%) of the course delivery and/or interactions between instructor and students

may occur online, meaning that web-based tools and/or web-based activities (e.g., online quizzes, online videos) are used to supplement the course. A web-based component that enhances a course does not necessarily reduce synchronous interactions.

Hybrid courses - involve online components that reduce seat time by 25-74%. These online components substitute the traditional synchronous meetings. Hybrid courses should be clearly identified in the course schedule so students are fully aware as they register for a hybrid course. Likewise, the synchronous class meetings, rooms and times should be clearly specified in the course schedule and course syllabus. Courses may be delivered in a hybrid format upon formal written approval by the relevant academic dean.

Online asynchronous courses/experiences: Online courses at Aurora University are fully delivered online with the exception of required fieldwork, internship, and clinical requirements, which must take place at approved sites. All asynchronous online courses provide students with routine, scheduled synchronous opportunities for engagement with faculty and other students.

Non-Discrimination

Aurora University expressly prohibits any form of unlawful employee discrimination or harassment based on race, color, religion, marital status, sex, national origin, age, sexual orientation, gender identity, disability, or status in any group protected by federal, state, or local law. Inquiries regarding the Equal Employment Opportunity policy can be addressed to:

Human Resources
Aurora University
347 S. Gladstone Ave
Aurora, IL 60506

Equal Opportunity Employment

Aurora University affords equal employment opportunities regardless of race, religion, color, sex, marital status, national origin, disability, sexual orientation, gender identity, or status in any group protected by federal, state, or local law. This policy extends to all employment practices and all employee types. Inquiries regarding the Equal Employment Opportunity policy can be addressed to:

Human Resources
Aurora University
347 S. Gladstone Ave
Aurora, IL 60506

Sexual Misconduct Policy (Title IX)

Aurora University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect. Aurora University does not discriminate, or tolerate discrimination, against any member of its community on the basis of race, color, national origin, ancestry, sex/gender, gender identity, age, religion, disability, pregnancy, veteran status, marital status, sexual orientation, or any other status protected by applicable federal, state, or local law in matters of admissions, employment, or in any aspect of the educational programs or activities it offers.

Sex discrimination, sexual misconduct (including sexual harassment, sexual violence, and sexual exploitation), and interpersonal violence (including dating violence, domestic violence, and stalking) are serious

offenses that have major consequences for the victim, the respondent, and campus community and are prohibited by Aurora University Policy Statements A-1 and A-2 in the A-Book (student handbook). Aurora University is committed to addressing sexual misconduct and will not tolerate any sexual misconduct in accordance with Title IX and other relevant federal legislation. For additional information regarding this policy, please visit www.aurora.edu/sexual-misconduct (<http://www.aurora.edu/sexual-misconduct/>).

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 the time of matriculation to graduation, or as provided under the Leave of Absence policy. However, the university reserves the right to modify or eliminate academic programs and course offerings and to modify academic requirements for all students at any time without prior notice and without incurring obligation of any kind. The university also reserves the right to modify its academic and administrative policies, regulations, and procedures, as well as tuition, fees, and conditions of payment, without prior notice at any time.

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

Waivers and Exceptions to Academic Regulations

No exceptions to academic regulations or waivers of academic requirements are recognized by the university except in those cases where a student has followed the university's procedures for obtaining such waiver or exception as published in the university's Academic Regulations and Policies. 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.

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. Please note that admission requirements to specific programs may be more rigorous and varied from those of the institution.

All correspondence about traditional undergraduate admission and campus visits should be addressed to the:

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

For further information about admission to the university, call 630-844-5533, admission@aurora.edu, or visit [aurora.edu](http://www.aurora.edu) (<http://www.aurora.edu>).

All correspondence about graduate admission should be addressed to the:

Center for Graduate Studies
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506-4892

For further information about admission to the university, call 630-947-8955, email AUadmission@aurora.edu or visit [aurora.edu](http://www.aurora.edu) (<http://www.aurora.edu>).

Information regarding admissions to fully online programs may be found at online.aurora.edu (<https://online.aurora.edu/>). Email at onlineinfo@aurora.edu or call 888-688-1147.

Center for Graduate Studies

The Center for Graduate Studies was established in 2004 to serve as a central location where adult and graduate students can obtain the information they need to make decisions about returning to school. It is an environment designed to make returning adults feel comfortable and confident when selecting Aurora University as their school of choice.

Specifically, the Center for Graduate Studies at Aurora University manages the enrollment processes for adult and graduate programs. This includes recruiting new adult and graduate students, communicating with current students, helping academic departments design new programs, and serving as liaisons between the student population and the university. The Center for Graduate Studies staff members understand the adult and graduate population. They are trained to provide unofficial evaluations of past college credits and to provide assistance to adults who want to return to school. The focus is on helping graduate students begin their programs, reach their goals, and realize their full potential.

The adult students who are interested in completing an undergraduate degree, enhancing an undergraduate degree with a certificate or endorsement, changing careers, or pursuing a master's certificate or degree feel at home in the Center for Graduate Studies. AU's adult and graduate programs are designed to fit an adult's busy schedule with classes offered during the day, in the evening, on weekends, or online. The high quality and relevant programs include small class sizes taught by professors dedicated to students and their fields of interest. The experiences adult and graduate students bring to the classroom enhance the learning environment.

The primary goal of the center is to provide comprehensive service to adult and graduate students. Committed to being as informative as possible when it comes to enrollment and academic information for students, enrollment representatives help adult and graduate students make the transition to academic life and understand the policies and procedures associated with returning to college. The center is also responsible for educational outreach to the corporate sector and the community, providing information about the opportunities available for adults at AU.

The center's mission is to provide adult and graduate students with the skills, resources, confidence, and peace of mind to make informed decisions when selecting Aurora University for continuing their

education. Because of the commitment to lifelong learning, staff members stay in close contact with students. The enrollment process for adult and graduate students is facilitated by:

- Acting as liaisons between students and the university
- Communicating with prospective and current students regarding their academic and professional goals
- Recruiting students and assisting them with their educational plans
- Assisting students during the application and registration process

The Center for Graduate Studies can be reached at 630-947-8955 or AUadmission@aurora.edu.

AU Online

AU Online was established in 2012 to serve adult undergraduate and graduate students unable to attend courses at Aurora University campus locations. The staff of AU Online, located at the Aurora University campus, manages all aspects of the student learning experience, including recruitment, enrollment, marketing, advising, financial aid counseling, faculty recruitment and development, course and program development, and instructional and academic support.

Potential and current students interested in taking their courses fully online will find staff ready to answer questions about curriculum, the online learning experience, transfer credit, financial aid, developing a program plan for graduation, and academic support so that they may make an informed decision about selecting an online program of study. AU Online programs are developed in coordination with the faculty at each of the Aurora University colleges (College of Education and Social Work, College of Liberal Arts and Business, and College of Health and Sciences) and have the same learning outcomes and accreditation as those offered at Aurora University campus locations. Many faculty members teach courses in both modalities, on campus and online. All AU Online faculty members are selected based upon their academic credentials and work experience so that students learn from practitioners in their fields of study. Additionally, AU Online faculty members are required to complete training in online learning methods and practice prior to teaching and continue to receive ongoing development and support through AU Online. Aurora University participates in the NC-SARA state authorization reciprocity agreement consortium. As a participating member, AU Online may offer online programs to students who live in all 50 states. Those interested in learning more about AU Online may email onlineinfo@aurora.edu or call 888-570-5070.

Graduate Admission

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

All correspondence about admission should be addressed to the:

Center for Graduate Studies
Aurora University
347 S. Gladstone Ave.
Aurora, IL 60506-4892

For further information about admission to the university, call 630-844-5294, email AUadmission@aurora.edu or visit [aurora.edu](http://www.aurora.edu) (<http://www.aurora.edu>).

General Graduate Admission Procedures

Admission to Aurora University graduate programs requires that students meet general university requirements for graduate admission, as well as various specific requirements of the particular program the student wishes to enter. General university requirements are detailed below. Refer to the individual program sections that follow for the additional requirements specific to each graduate program.

All applicants for graduate admission must submit:

1. A completed Application for admission. (Note: The application may be completed online at [aurora.edu/apply/](http://www.aurora.edu/apply/) (<http://www.aurora.edu/apply/>).)
2. Official sealed undergraduate transcripts noting a completed bachelor's degree from a regionally accredited institution. Any graduate-level transcripts sent directly to the Center for Graduate Studies. Some programs may require only specific transcripts to be submitted. Aurora University accepts official transcripts at AU-ETranscripts@aurora.edu (AU-ETranscripts@%20aurora.edu).
3. Letters of recommendation from persons able to attest to the student's academic and/or professional potential.

See the specific requirements of the program; some programs require letters of recommendation from specific individuals or letters addressing specific areas of preparation or competence.

Upon submission of satisfactory credentials for admission to graduate study at the university, the student's file is referred to the graduate program for consideration of the student's application for admission to that program.

General Graduate Academic Admission Requirements

1. A bachelor's degree from a regionally accredited institution in a field providing appropriate background for master's study in the student's chosen program. Students whose undergraduate backgrounds are in fields other than those in which they are seeking to enter graduate study may be required to complete deficiency or prerequisite coursework before beginning master's or doctoral courses.
2. An academic record indicative of a high probability of success in graduate study. An applicant with an undergraduate GPA of less than 2.75 on a 4.0 scale must be reviewed by a committee of master's program faculty. Individual programs may have higher admission standards.

Admission to Graduate Programs

Students admitted to graduate study at the university may only enter a specific program of study upon the approval of the program. Individual programs may require submission of additional credentials specific to the requirements of study in the program, and program-specific admission requirements may be more rigorous or varied than the general university requirements.

Cross-Listed Undergraduate/Graduate Courses

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

International Students

Aurora University welcomes students from countries outside the United States to earn undergraduate and graduate degrees. It is recommended that undergraduate international students enroll at the beginning of the fall semester. Students who are not U.S. citizens and do not hold a U.S. permanent resident visa (i.e., green card) must complete the international student admission process. Some programs may have additional requirements or deadlines. Please contact the Office of Admission for more information.

Admission requirements are as follows:

Application Deadlines

- Fall semester (August–December): June 1
- Spring semester (January–May): October 1
- Summer semester (May–August): February 1

Application Process for International Students

1. Apply online at here (<https://aurora.edu/admission/apply/>) or via the Common App (freshmen students only).
2. Official transcripts from schools attended in the United States must be sent directly to the Office of Admission as part of the admission process. Undergraduate applicants must request official transcripts from all secondary and/or post-secondary schools. Graduate applicants must request official transcripts from all post-secondary schools.
3. Certified copies of all official transcripts from international schools attended must be sent directly to the Office of Admission as part of the admission process.
4. Specific official certified evaluations of all academic transcripts of college-level credit from schools attended outside of the United States must be evaluated by one of the following companies: Educational Credential Evaluators, Inc. (ECE) OR World Education Service (WES). All evaluations must be sent directly to the Office of Admission by one of the two companies noted below. Students that have attended schools outside of the United States that provide academic transcripts in English may be waived from providing a foreign transcript evaluation.
 - If evaluating transcripts with Educational Credential Evaluators, Inc. (ECE) evaluations type must be a Course-by-Course Evaluation with original and/or authenticated education documents.

- If evaluating transcripts with World Education Service (WES), evaluation type must be an Evaluation Report and Verified Transcripts.
5. Official English competency test results (non-native speaking countries) must be sent directly to the Office of Admission. The minimum scores required for admission are as follows:
 - a. TOEFL paper-based: 550 or higher
 - b. TOEFL computer-based: 213 or higher
 - c. TOEFL Internet-based: 79 or higher
 - d. ELS level 109
 - e. IELTS: 6.5 or higher
 6. Students from English-speaking countries must submit an official score report from the American College Test (ACT) – minimum composite score of 19 (online college code = 0950); or equivalent Scholastic Aptitude Test (SAT).
 7. References must be academic or professional based (all items are required).
 - a. One letter of recommendation
 - b. One personal statement
 - c. Two references providing contact information (email preferred)
 8. International students applying for an I-20 Student Visa must submit the Statement of Financial Resources form as required by Aurora University and the guidelines from the Student and Exchange Visitor Program. This form must be signed and notarized and be accompanied by an original letter from a bank official certifying the availability of funds for study at Aurora University.
 9. Copy of current passport.
 10. Copy of I-94.
 11. Copy of visa only if applicants are currently in the U.S. or holding a valid U.S. visa.
 12. Additional documentation for graduate applicants may be required. Please contact the Center for Graduate Studies at 630-844-5294 for more information.

All materials must be received prior to the deadline date to be considered for admission to Aurora University. Students requiring an I-20 will not be eligible for need-based financial aid.

Once admitted to Aurora University, international applicants will need to submit the following items before I-20 will be issued:

1. Medical forms (including Immunization Records as required by the State of Illinois): All international students are required to submit a medical form (required by Illinois state law) with complete immunization records. Refer to the Health Services website (<https://aurora.edu/student-life/campus-services/wellness/>) for additional information. Be sure to seek out medical insurance through a private vendor.
2. Proof of international medical insurance: A copy of current medical insurance card is needed. If the international applicant does not have international medical insurance, the applicant should contact the Office of Admission for assistance.
3. \$1,000 non-refundable admission deposit: The deposit will be applied to the first semester's tuition payment.

Once admitted and Aurora University receives the above required items:

1. Form I-20 will qualify the non-immigrant applicant for an F-1 student visa. The university will only issue an I-20 after the applicant has met all international application requirements; has been approved for

admission to Aurora University, has submitted all required medical forms, provided proof of medical insurance, and submitted the non-refundable \$1,000 deposit. The official I-20 will be mailed to the student. It is the student's responsibility to schedule an appointment with their embassy to obtain a visa before coming to the United States.

2. There is no need-based financial aid available for international students requiring an I-20 visa.
3. Housing is limited to qualified undergraduate students. Graduate students must seek off-campus housing.

Special Admission Status

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 a student-at-large. The standard tuition rate applies, and financial aid is not available. A \$100 nonrefundable tuition deposit is required with registration for students-at-large.

Graduate Student-at-Large Status

A student who wishes to enroll in a graduate-level course, but is not seeking a degree, certificate, or credential may do so as a student-at-large. A maximum of six semester hours may be applied to master's degree programs at Aurora University. Enrollment in specific courses by students-at-large may be restricted by prerequisites or other requirements of individual graduate programs. The standard tuition rate applies, and financial aid is not available. A \$100 nonrefundable tuition deposit is required with registration for students-at-large.

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 admitted with conditions to the university at the discretion of the Admission Review Committee (undergraduate) or Graduate Program Director (graduate). Academic progress will be regularly reviewed. Undergraduate students in this admission status are required to participate in other programs or courses designed to help ensure academic success.

Decision Procedures and Relation to University Governance

1. Applicants for admission who meet the academic qualifications outlined above may be approved for admission by the Vice President for Enrollment, or a designee.
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, or designee, on the basis of guidelines issued by the Academic Standards Committee (undergraduate) or by the Graduate Program Director or designee on the basis of guidelines from the Graduate Affairs Committee (graduate).
3. Applicants with an incomplete application for admission may be approved on a provisional basis only by the Vice President for Enrollment or designee (undergraduate) or by the Graduate Program Director or designee (graduate).

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

Earning Multiple Graduate Degrees or Credentials

Credit earned in one post-baccalaureate program at Aurora University may be applied toward the requirements of a second program at the option of that program. In those cases, where application of this policy results in a student meeting all specific coursework requirements of a program without having completed the total number of credits required for completion, the graduate program faculty shall determine additional coursework to be completed by the student in order to fulfill the total credit hours required for the program.

Veterans

Aurora University participates in the Yellow Ribbon Program as well as other federal GI Bill[®] Benefits. The first step in utilizing veteran benefits is to apply through the U.S. 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.

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

Aurora University will not take any of the four following actions toward any student using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill[®] (Ch. 33), Veteran Readiness and Employment Service (VR&E) (Ch. 31), or Survivors' and Dependents' Educational Assistance (DEA) (Ch. 35) benefits, while their payment from the U.S. Department of Veterans

Affairs is pending to Aurora University within 90 days after the date on which the school certifying officials (SCO) certifies tuition and fees:

- Prevent enrollment
- Assess a late penalty fee
- Require they secure alternative or additional funding
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA's Certificate of Eligibility by the first day of class
- Provide written request to be certified
- Provide additional information needed to properly certify the enrollment as described in other institutional policies (see our VA School Certifying Official for all requirements).

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 official transcripts must be received by the university before admission can be processed. Students should request to have an updated official transcript sent to Aurora University of any courses that were in progress at the time of application to Aurora University once the courses have concluded.

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.

Term of Entry

The official terms of entry shall be summer, fall, and spring. Certain programs may further limit terms of entry. A degree-seeking undergraduate student whose first enrollment at Aurora University is in summer is governed by the academic 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.

Nontraditional 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 (ACE). In addition, Aurora University accepts credit earned based on qualified testing results through the CLEP, DANTES, IB (HL), and AP testing programs. Aurora University also awards credit for Life and Vocational experience. A maximum of 68 semester hours of prior community college plus nontraditional credit is allowed for transfer students.

Graduate Transfer of Credit

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

1. Graduate credit graded "B" or better may be transferred and applied to graduate programs at Aurora University with the approval of the Graduate Program Director. Coursework graded "Pass" or "Credit" may be transferred at the option of the Graduate Program Director. The individual graduate program shall establish the minimum grades required for acceptance of undergraduate prerequisite courses.
2. Graduate credit is transferred for application only to a specific graduate program; in the event that a student is subsequently admitted to a different graduate program, any graduate work completed at other institutions will be re-evaluated by the director of the new graduate program, and the transferred credit modified if necessary.
3. Transfer of credit once enrolled: Once the applicant has been accepted for enrollment in a graduate program at Aurora University, it is expected that he/she will complete all coursework for the degree or certificate at Aurora University. No coursework may be transferred to Aurora University after enrollment except upon prior, written approval of the Graduate Program Director or Academic Dean, and the receipt of an approved Petition for Prior Approval from the University Registrar, obtained prior to registration for courses to be transferred.

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 scholarships, grants, loans, and work study. In 2024–2025, the Office of Financial Aid assisted more than 6,100 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) at fafsa.gov (<https://studentaid.gov/h/apply-for-aid/fafsa/>) as soon as possible beginning October 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 and graduate students (depending upon availability of funds). In addition to need-based financial aid, Aurora University offers several academic scholarships for both freshman and transfer undergraduate students.

The Office of Career Services 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 20 hours worked per week.

Tuition and Fees

Graduate

Tuition

Aurora, AU Online, and University Center

Tuition Type	Tuition Cost per Semester
Student At Large	\$690 per semester hour
Graduate Business Programs (MBA, MPA, MSDM)	\$600 per semester hour
MSW, MSW/MBA, MSW/MPA, PEL, Addictions Programs	\$635 per semester hour
Doctoral (DSW) Program	\$750 per semester hour
Graduate Education Programs and Endorsements	\$505 per semester hour
Doctoral (EdD) Program	\$690 per semester hour
MS Athletic Training Program	\$700 per semester hour
Graduate Plus One Programs	\$10,250
Graduate 3+2 MS-ATR Program	
(FA/SP)	\$9,950
(SU summer internship semester)	\$4,975
MS Exercises Science	\$565 per semester hour
Master of Science in Nursing (MSN)	\$740
District Cohorts - Tiered Pricing	
Option A	\$415 per semester hour
Option B	\$335 per semester hour
Option C	\$260 per semester hour

The university may also assess fees for certain services, courses, field placements, or other ancillary expenses.

General Fees

Fee Type	Fee Amount
Course by Special Arrangement (CBSA)	\$130 per semester hour
Deferred Payment Fee	\$10 per semester hour
Regalia Fee (master's)	\$135
Regalia Fee (doctoral)	\$160
Parking Fine	\$20-25
Parking Permit	None
Replacement I.D. Card Fee	\$25
Returned Check Fee	\$25
Auditor Fee	50% of tuition
Student-at-Large Tuition Deposit (non-refundable)	\$100
Transcript, Online	\$5
Transcript, While-You-Wait Service	\$25
Life and Vocational Assessment Fee	\$125 per semester hour

Fees Charged per Course/Registration

Fee Type	Fee Amount
Athletic Training Laboratory	\$50
Athletic Training Practicum	\$50
EdD Research Software Licensing	\$50
Nursing Elsevier Fee (MSN)	\$500/semester
Nursing Clinical Fee	\$55 per semester hour
Nursing Laboratory Fee	\$55 per semester hour
MSW Field Placement Fee	\$50 per semester hour
Student Teaching Fee (Aurora only)	\$150

*Military Tuition Rates for AU Online Students Only - For active duty military, their spouses and dependents, National Guard members, and reservists, a grant equivalent to \$250 a credit hour for undergraduate and graduate courses. A 10% tuition discount for qualified veterans.

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

Student Services

Aurora Campus

Charles B. Phillips Library

Phillips Librar (<https://aurora.edu/academics/library/>)y is open 96 hours per week during the regular semester, with extended hours for the week leading up to final exams. The collection includes over 14,000 print volumes, access to over 170,000 eBooks, subscriptions to 60 databases which provide access to over 60,000 journals, access to over 72,000 streaming video and music files, and over 3,530 DVDs. The 13,000 sq. ft. space has seating for more than 250 students. The first floor encourages collaborative group work and popular among students are the rolling white boards that are used to practice presentations, work together on large assignments, and create mobile “rooms” for groups to gather. The second floor is dedicated to individual work, and students will find study carrels and a quieter environment to stay focused. There is a computer lab, and students have access to wireless network, printing and scanning. Student can reserve the Learning Lab which seats 12, and Room 204 which seats eight.

Campus Housing

Aurora University has seven on-campus residence halls — Centennial, Davis, Jenks, Memorial, Tucker, Watkins, and Wilkinson — with accommodations for approximately 700 residents in mostly double occupancy rooms. Priority for residential accommodations is given to undergraduate students. A limited number of single rooms are also available, with priority for these rooms given to returning residents. Some residence halls offer air conditioning. Tucker Hall - AU's newest residence hall - is the home of Aurora University's Pathways to Success program. Medical housing accommodation requests should be made with the Disability Resource Office and will be awarded based on space availability. Laundry facilities, fitness centers, community printers, and lounge areas with televisions are available in each residence hall.

Food Service

The university partners with Chartwells Food Service to provide service at three on-campus dining locations. Resident students may use their meal plan at both Tru Blu Dining and the Spartan Spot. Meal plan points may be used at Tru Blu Café. Tru Blu Dining, located in Alumni Hall, serves

breakfast, lunch, and dinner during the week; brunch and dinner are served on the weekends and select holidays. Dining at this location is offered in an unlimited-servings, cafeteria-style format. The Spartan Spot serves hot and cold menu items including grilled items. Located in the lower level of Stephens Hall, the Spot is also a social gathering place and study area. Tru Blu Coffee, located on the first floor of the Institute for Collaboration, offers a variety of specialty coffee drinks, grab and go snacks and sandwiches and a selection of fresh baked goods.

Student ID Cards

Students are issued an Aurora University photo identification card after registration. The ID card is required for the use of university facilities and services. There is a fee for replacement of lost or damaged resident and commuter student ID cards. Student ID cards are available at Campus Public Safety office. AU Online students may print enrollment verification from Self-Service.

Campus Public Safety

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

Emergency Preparedness

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

Athletics

Aurora University has a long history of excellence in intercollegiate athletics. A member of NCAA Division III, AU fields intercollegiate teams in football, men's and women's soccer, men's and women's basketball, baseball, men's and women's volleyball, softball, men's and women's cross country, men's and women's indoor and outdoor track and field, men's and women's lacrosse, men's and women's golf, men's and women's ice hockey, men's and women's wrestling and women's bowling — often with championship results. About 40 percent of resident students and 20 percent of the student body participate in intercollegiate athletics. Additionally, club programs are offered in cheerleading, ACHA D2 men's hockey, and ACHA D3 men's hockey.

Wackerlin Center for Faith and Action

The Wackerlin Center is the campus heart for service learning opportunities, leadership development programming, and campus ministry. The center's mission is to support and cultivate a student's journey of discovering their vocation through serving, leading, and believing. The Wackerlin Center serves as a connecting point for volunteer opportunities in the surrounding community through our bi-annual Morning of Service, Volunteer Fox Valley service sign-up initiative, and alternative spring break service trips. Additionally, the Leadership Education And Development (LEAD) program at the center is an experiential leadership cohort designed to teach basic leadership principles to students. To support our students in other meaningful ways and practice the principles of servant leadership, the center is home to

Libby's Place, an on-campus food pantry dedicated to serving students dealing with food insecurity, as well as the Spartan Attic for those students looking for professional clothing attire. The center also works alongside students to foster the spiritual needs of all, and cultivate understanding and insight on matters of faith and religion. Students of all faiths are equally welcomed in our common quest for meaning and purpose.

Campus Ministry

Campus ministries at AU are located in the Wackerlin Center for Faith and Action and coordinated through the University Chaplain. Student organizations that are reflective of campus ministry programming include Delight Ministries, Fellowship of Christian Athletes, InterVarsity Christian Fellowship, and Xperience Ministries. The University Chaplain works with these organizations and others, alongside AU faculty and staff as well as local community leaders, to offer worship services, small group discussions and celebrations, and observations of holy days for a variety of religious traditions. The chaplain is also available to talk with students about their spirituality through outreach events in the residence halls, common areas, and social events throughout campus, including a vocation-themed film series and other various seasonal activities.

Counseling Services

Counseling Services helps students work through the occasional social and personal problems associated with orientation to college life. Some common concerns are depression, anxiety, stress management, family concerns, educational/academic concerns, substance abuse, interpersonal difficulties (e.g., conflict with friends, roommates, or romantic partners), or concerns related to gender, sexual orientation, race, ethnicity, or culture. Contact Counseling Services for information on services available free of charge to students, as well as for referral information to services in the community.

Aurora University also offers TimelyCare - a virtual wellness provider that is available to all AU students at no cost. With the confidential services, students can talk to a medical professional, receive health coaching, access 24/7 crisis support and arrange ongoing counseling sessions with a licensed therapist.

Student Clubs and Organizations

Approximately 60 student clubs and organizations (<https://aurora.edu/student-life/activities/>) 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.

Health Services

The mission of Health Services is to enhance student learning and success by promoting, protecting and restoring student health and well-being. Within the department, registered nurses are available on campus weekdays for clinical assessment and treatment, consultation and referral, and immunization compliance. In addition, prevention and health education services are offered. All services are free and confidential.

Aurora University also offers TimelyCare - a virtual wellness provider that is available to all AU students at no cost. With the confidential services students can talk to a medical professional, receive health coaching, access 24/7 crisis support and arrange ongoing counseling sessions with a licensed therapist.

The Hill Center for Student Success

The Kimberly and James Hill Center for Student Success prepares students for meaningful and successful careers and lives through vocational exploration and career development. Career Services advisors support students as they explore and develop their distinctive strengths and aspirations, and then guide them as they transition to the workplace, graduate or professional school, or to service. Programs offered at the center include resume and job search workshops, interview preparation, individual appointments, and career conversations with alumni and employers.

The Crouse Center for Academic Advising

The Crouse Center for Academic Advising offers advising and mentoring services to support undergraduate students at the Aurora location. Academic advisors in the Crouse Center provide guidance to students throughout their enrollment at the university, helping them develop a thorough understanding of their academic program requirements as they plan, build, and complete bachelor's or master's degrees reflecting their talents and aspirations. Academic advisors are the resource for students who have questions about their academic progress (including adding or dropping courses, clarification regarding university rules and regulations, and graduation requirements).

Academic Support Center

The Academic Support Center (ASC) offers a variety of instructional resources to improve student success by providing high-quality, academic support to develop more engaged, confident, and skillful learners. Content-specific tutoring is available in a number of disciplines offered by professional staff and peer tutors supporting undergraduate classes. Weekly recitations, peer-assisted study sessions, one-on-one appointments, and drop-in programs are designed to help students achieve academic success. Writing specialists are available to consult with registered AU students at all levels. Through one-on-one, in-person or online appointments, staff members are available to guide students through the entire writing process (i.e., brainstorming, research, drafting, editing, proofreading, revision, and documentation). All services provided by the Academic Support Center are free to all university students.

Disability Resource Office

The Disability Resource Office (DRO) is designated to ensure access to education at Aurora University for all students with disabilities as mandated by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Its goal is to create learning environments that are accessible, equitable, inclusive, and empower students to participate in every aspect of academic and campus life. Aurora University is committed to compliance with all applicable federal laws regarding reasonable accommodation to address the environmental barriers. Students are responsible for self-identifying, requesting accommodations, and providing required documentation to the Disability Resource Office to determine eligibility. If a student requires individualized assistance devices or private health care personnel or services, the student is financially responsible.

Any student who believes the decisions related to the approval of accommodations are not reasonable, may appeal the determination following the Grievance Procedure below:

Grievance Procedure: In consultation with the Dean of Students, the Disability Resource Office, and the student's academic dean, the Associate Vice President for Academic Affairs will review the case material and work to resolve the student's complaint within 30 days.

The Associate Vice President for Academic Affairs may then direct the student back to the Disability Resource Office for follow-up.

University Center at McHenry County College

Academic Support

University Center students can access free professional writing support for all courses at all levels via the Aurora campus Academic Support Center (ASC). Subject tutoring for many undergraduate courses is also available via Zoom. To schedule an appointment, go to Academic SupportNet on Oka at <https://aurora.mywconline.com> (<https://aurora.mywconline.com/>). In addition, [www.Tutor.com](https://catalog.aurora.edu/graduate/student-services/file:///C:/Users/mtarling/Documents/1%20DEAN%202019/Faculty/Syl%20Guidelines/www.Tutor.com) (<https://catalog.aurora.edu/graduate/student-services/file:///C:/Users/mtarling/Documents/1%20DEAN%202019/Faculty/Syl%20Guidelines/www.Tutor.com>) is available for select access math and physics courses 24/7. Students must access [www.Tutor.com](https://catalog.aurora.edu/graduate/student-services/file:///C:/Users/mtarling/Documents/1%20DEAN%202019/Faculty/Syl%20Guidelines/www.Tutor.com) (<https://catalog.aurora.edu/graduate/student-services/file:///C:/Users/mtarling/Documents/1%20DEAN%202019/Faculty/Syl%20Guidelines/www.Tutor.com>) via their Moodle course shell for the free service provided by AU.

Library Services

Access to high quality scholarship in academic journals, magazines, eBooks and print books is provided through the AU libraries. Find these resources and other available services through the AU library website (<http://aurora.edu/library> (<http://aurora.edu/library/>)). Librarians can help you research and assist with obtaining articles and books. They are available for all students by chat at (<http://aurora.libanswers.com/>), text (630-796-7615), phone (630-844-7534), or by an online appointment with a librarian <http://libguides.aurora.edu/appointments> (<http://libguides.aurora.edu/appointments/>). Services for University Center campus students are available through the Aurora campus, including courier delivery of materials.

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 University Center location through planning, coordination, and support of emergency management preparation. In July of 2008, President Bush signed the Higher Education Act. Pursuant to that, campuses are mandated to enhance the safety and security of students, faculty, and staff by implementing a Campus Emergency Operation Plan. Through the Office of Emergency Preparedness, the University Center location continues to update its preparedness plans and policies taking advantage of the most recent best practices. At Aurora University, everyone is responsible for creating a safe environment, so it is important for students to report suspicious or threatening objects, people, or conditions to Campus Public Safety.

Academic Regulations and Procedures

All undergraduate and graduate studies are governed by the university-wide academic policies, regulations, and procedures described in this catalog. Specific undergraduate majors and graduate programs may have academic policies, regulations, and procedures that are stricter than the overall university academic policies, regulations, and procedures.

- Graduate Degree Requirements (p. 16)
- Degree Distinctions (p. 16)
- Time Limit for Completion of Graduate Degrees (p. 16)
- Code of Academic Integrity (p. 16)
- Classroom Conduct Policy (p. 18)
- Course Enrollment and Classroom Environment Policy (p. 18)
- Graduate Academic Standards (p. 19)
- Application of Academic Regulations (p. 19)
- Registration (p. 19)
- Petitions (p. 21)
- Special Educational Experiences and Credit (p. 21)
- Attendance Policy (p. 23)
- Academic Leave of Absence (p. 24)
- Medical Leave of Absence (p. 25)
- Military Accommodation (p. 28)
- Withdrawal (p. 28)
- Academic Measurement and Evaluation (p. 28)
- Grades (p. 29)
- Transcripts: Regulations Governing Issuance (p. 31)
- Graduate Student Classification and Definition (p. 32)
- Graduation Policies and Procedures (p. 32)
- Awarding Posthumous Degrees (p. 33)
- Financial Aid Rights and Responsibilities (p. 33)
- Satisfactory Academic Progress Procedures (p. 34)
- Family Educational Rights and Privacy Act of 1974 as Amended FERPA (p. 37)

Graduate Degree Requirements

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Degree Distinctions

There is often a distinction between the Bachelor of Arts (BA) and Bachelor of Science (BS) degrees. In general, a BA is typically awarded for degrees in the liberal arts and social sciences, with a goal

of providing a well-rounded education. A BS degree is typically awarded for completing degrees that emphasize mathematics and science, with a focus on courses required for professional or pre-professional programs.

Additionally, there are widely recognized degrees for some disciplines, such as the Bachelor of Science in Nursing (BSN) degree, and social work with the Bachelor of Social Work (BSW) degree.

For the graduate degree programs, in general, a Master of Arts (MA) is typically awarded for non-science degrees and a Master of Science (MS) degree is typically awarded for completing degrees that emphasize mathematics and science. Additionally, there are widely recognized degrees for some disciplines, such as the Master of Business Administration (MBA), Master of Public Administration (MPA), Master of Science in Nursing (MSN), and Master of Social Work (MSW) degrees.

Time Limit for Completion of Graduate Degrees

Time Limit for Completion of Graduate Degrees

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

Code of Academic Integrity

Code of Academic Integrity

Policy Statement F1: Code of Academic Integrity

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

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

In essence, this Code and any internal standards supplementing it prohibit dishonest and unethical behavior in the context of academic pursuit, regardless of intent.

Unacceptable conduct includes, without limitation:

Cheating - Cheating is obtaining, using or attempting to use unauthorized materials or information (e.g., notes, texts, or study aids) or help from another person (e.g., looking at another student's test paper, or communicating with others during an exam via talking, notes, texts, electronic devices or other study aids, unauthorized use of a cell phone or the internet), 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 (e.g., 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. (See under "Cheating" (p. 17) submitting identical or highly similar papers for credit in more than one course without prior permission from the course instructors is a violation.)

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.

Identity Fraud - Identity fraud involves the act of impersonating another person, or any other form of identity fraud, in any work submitted for evaluation for academic credit. Examples include the submission of work under the login credentials of someone else, or misrepresenting one's own identity during in-person work. Identity fraud will be processed as a second or egregious offense, which may lead to dismissal from the university. Students wishing to appeal the offense should follow the process identified under a Second, Egregious, or Referred Violation, below.

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. Allowing or facilitating the

impersonation of oneself, or any like form of such identity fraud, in any work submitted for evaluation for academic credit is deemed to be a facilitation offense which will be processed as a second or egregious offense, and may lead to dismissal from the university.

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 Follow 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 (p. 18)). Students notified by the faculty member, Office of Academic Affairs, or University 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 report the violation to the Office of Academic Affairs or University Registrar via the official electronic reporting system. This report will include a written summary of the violation; **the consequences and sanctions resulting from the violation consistent with the policies stated within the course syllabus;** and any interactions with the student regarding the violation. The faculty member will also provide to the Office of Academic Affairs or University 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 Office of Academic Affairs or University Registrar.
2. Within five business days of receipt of the violation, the Office of Academic Affairs or University Registrar will confirm the violation to be a first violation and eligible for appeal under Policy Statement F3 (below) (p. 18). If, in the judgment of the Office of Academic Affairs, in consultation with the reporting faculty, the violation is deemed to have been egregious, or if the violation is a second violation, the hearing procedure set forth below in the section entitled "Second or Referred Violation" shall be used. The faculty member shall be so notified.
3. The Office of Academic Affairs or University Registrar will then send the student an electronic notification informing the student that a violation has been reported and advising the student of future sanctions on the part of the university in the event of subsequent violation. The electronic notification 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 (p. 18), the faculty member's allegation shall be removed from the academic integrity violation file.

4. 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 Conduct and Integrity Committee in the event that the student appears before that body or faculty and administrators participating in an appeals process. The academic integrity violation file shall be destroyed upon the completion of the degree by the student.

Second, Egregious, or Referred Violation: In the event that a second violation is reported to the Office of Academic Affairs or University Registrar (or a violation is referred for hearing as set forth above), the Office of Academic Affairs or University Registrar shall inform the student of the allegation via electronic notification. This electronic notification shall inform the student that contact must be made with the Office of Academic Affairs or University Registrar within 10 business days from the date of the electronic notification to arrange a hearing before the Academic Conduct and Integrity Committee. Failure to do so shall be taken as acknowledgement that a violation has occurred and shall result in disciplinary action up to and/or including dismissal from the university (as determined by the Office of Academic Affairs). The student shall be permitted to attend class and other university-sponsored activities during the 10 business days following the electronic notification sent by the Office of Academic Affairs or University Registrar to the student or while a hearing is pending, unless such permission is revoked due to unusual circumstances, as determined by the Vice President for Academic Affairs. 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 jurisdictional dean or executive director shall not participate in the hearing. If the committee finds that a violation occurred, the student shall be immediately disciplined or dismissed from the university. If the committee finds that the violation did not occur, the allegation shall not be reflected on the student's record and documentation regarding the hearing process shall be maintained confidentially in the Office of Academic Affairs.

Note: As set forth above, the committee hearing procedure normally initiated by the second academic integrity violation may be triggered in the event of a first violation at the discretion of the Office of Academic Affairs. 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 Office of Academic Affairs and 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 Conduct and Integrity Committee. The student has one week from the date indicated on the electronic notification of Finding and Sanction to inform the University Registrar in writing of the appeal. The Academic Conduct and Integrity 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), or will rely upon written documentation provided by the student in cases where the student does not appear in person. The committee may also question the faculty member who reported the integrity violation.

The Academic Conduct and Integrity Committee shall make one of two decisions:

1. violation of the Code took place and the report remains in the academic integrity violation file; or
2. 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 Conduct and Integrity Committee shall be final. Imposed sanctions will be reviewed, and communicated to the student by the Office of Academic Affairs.

Appeal Procedure for Committee Decisions Resulting in Dismissal from University

A student who has already had a hearing before the Academic Conduct and Integrity Committee and been dismissed from the university may appeal the decision to the Provost and Executive Vice President for Academic Affairs. This step must be completed in the form of a written request to the Provost within one calendar week after the Academic Conduct and Integrity 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 Conduct and Integrity Committee shall be final. The ad hoc committee will then report back to the Academic Conduct and Integrity Committee on the final decision and its reasoning.

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 Academic Dean and/or the Dean of Students for further action. Course instructors may also impose class-related sanctions on the offending student.

Course Enrollment and Classroom Environment Policy

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

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

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

Graduate Academic Standards

(Effective beginning Fall 2025)

This Graduate Academic Standards Policy applies to warning and dismissal of graduate students from the university for reasons of academic performance as reflected in the student's Grade Point Average (GPA). Discipline or dismissal for violations of university conduct standards will be separately addressed under other university rules and regulations. This policy does not supersede or serve as a substitute for the university's grade appeal process. Students seeking to appeal individual grades must use that process and may not revisit individual grades using the following policy.

Good Academic Standing

Each graduate student's academic progress is reviewed at the end of each 16-week semester in which they have completed classes. Graduate students with a cumulative program grade point average (GPA) of 3.0 or **greater** on a 4.0 scale are in good academic standing at the university.

Graduate students majoring in certain programs may be expected to achieve higher academic standards. These standards are available to students through the office of each program.

Academic Warning and Dismissal

Graduate students whose cumulative GPA falls below 3.0 are placed on academic warning.

While on academic warning, graduate students must earn either a cumulative or a subsequent semester GPA of at least 3.0, otherwise they will be dismissed from the university due to academic performance.

Graduate students remain on academic warning until they earn a cumulative GPA of at least a 3.0, at which time the warning is removed from their record.

Dismissal Appeal

Graduate students dismissed from the university due to academic performance may appeal for reinstatement for the next semester. Instructions for submitting the appeal will be communicated to students at the time of their dismissal. The appeal will be reviewed by the Academic Conduct and Integrity Committee and one program representative designated by the jurisdictional dean, whose decision shall be final.

Returning to Aurora University

Graduate students who do not appeal their dismissal, or whose appeal is denied, are eligible to apply for reinstatement to the university after one semester has elapsed. To apply for reinstatement, graduate students

must complete an application and reinstatement form. This form will be reviewed by the Academic Conduct and Integrity Committee, whose decision shall be final.

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.

Registration

Graduate Registration Policy and Procedures

As soon as an application for admission has been approved, students are notified and asked to contact their graduate program office to make an initial appointment with a graduate advisor. All degree-seeking graduate students are required to consult with an academic advisor before registering for classes. As soon as the advisement appointment is completed, a student may register online. Students must be in compliance with the State of Illinois immunization requirements. Refer to Health Services website (<https://aurora.edu/student-life/campus-services/wellness/>) for additional information. Prior to registering online, the student must accept the responsibility for the programmatic consequences of the registration and agrees to be bound by all relevant university regulations. Students-at-large may register with the Office of the Registrar.

Student I.D. Cards

Students are issued an Aurora University photo identification card after registration. The card is valid while enrolled as a student at Aurora University. The I.D. card is required for the use of university facilities and services and for free or reduced-price admission to paid events on campus. There is a fee for replacement of lost or damaged I.D. cards. AU Online students may print verification from Self-Service.

Billing/Registration Policy

Students who have unpaid balances from prior terms may be placed on an Accounts Receivable (AR) hold. This includes students without an

approved and current payment plan, deferred payment plan, or sponsor billing arrangement. An AR hold may also be applied if a student has not paid their university balance by the university's published due date.

Payment of Tuition and Fees

Tuition and fees are assessed in accordance with university-approved policies. For specific payment terms, students should refer to the Financial Responsibility Agreement accepted at the time of registration.

Students approved for a university payment plan or deferred payment plan must comply with the terms of agreement to remain eligible for continued participation. Full details of these plans are available on the Student Accounts Office website (<https://aurora.edu/student-accounts/cost-payments.html>).

Official transcripts are issued only to students in good financial standing.

Students with an Accounts Receivable (AR) hold may request that official transcripts be sent directly to a third party, such as an employer or another institution, but they cannot be issued directly to the student until the hold is resolved.

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 Student Accounts Office. Specific information is provided on the Financial Responsibility Agreement signed/accepted at the time of registration. Refunds are, in all cases, governed by the actual date of submitting a drop notice, via Self-Service or in writing, or a Request for a Withdrawal/Academic Leave of Absence.

Graduate Late Registration

The normal registration period ends with the closing of the Office of the Registrar on the last university business day preceding the first day of the term or the first day of a class that officially begins at some point other than the beginning of a term. Students may late register only during the first 10% of the term and before the class has met for 10% of the published contact time. Specific deadlines are published in the schedule of classes or may be obtained on the Office of the Registrar's webpage (<https://aurora.edu/about/administration/registrar/registrar-forms.html>). It is the responsibility of a late-registering student to make up missed class work, and students are permitted to late register only with the understanding that their grades may be affected by work that cannot be made up.

Adding and Dropping Courses

Changing Courses

Once a student has registered for courses, he/she may make changes to his/her schedule up through the add/drop period, online via Self-Service. If the student is unable to make the changes in Self-Service, the student should complete a Registration Form with the appropriate changes and, after signing the form, turn it in to their student success/academic advisor or the Office of the Registrar. The Registration Forms are available from any advisor, in the Office of the Registrar, and online. Registration Forms for changes requested by the student must be initiated by the student.

Courses may be added only before and 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, see the Academic Calendar for Add/Drop/Withdrawal deadlines. Once a student has registered for courses, he/she can change the grading system from letter grade to Credit/No Credit or vice-versa in writing with the Office of the Registrar prior to the second week of the term.

It is the responsibility of the student to make certain that any schedule changes are completed by the specific deadlines for late registration, change of grading system, or withdrawal from courses. Aurora University reserves the right to administratively drop/withdraw those students who are not actively attending or pursuing course objectives as established by their instructors, who are enrolled in courses not consistent with placement testing and/or course prerequisites, who fail to pay their tuition and fees, or who receive sanctions resulting in dismissal from course(s) or the university. Changes initiated by the university are handled administratively by student success/academic advisors, the Office of Academic Affairs, or the University 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 for courses dropped during the remainder of the available partial refund period noted on the academic and/or registrar calendar. Consult the Academic and/or Registrar Calendar for specifics.

For courses scheduled outside of the regular semesters (i.e., Summer), the Office of the Registrar will calculate late registration and withdrawal deadlines and provide this information on the Office of the Registrar's website (<https://aurora.edu/about/administration/registrar/>).

Graduate Credit Load

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

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, the student can choose to waitlist the course in Self-Service or with the assistance of a student success/academic advisor. Students are admitted from the waiting list on the basis of need as determined by the Office of the Registrar in consultation with program chairs/directors 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 Office of the Registrar makes determinations prior to the start of the term. Students authorized to add the class are contacted by email when they have permission to register for the course. It is the responsibility of the student to register for the course during the 24-hour window of authorization. Failure to register within the allotted timeframe results in forfeiture of the seat in the course. Aurora University reserves the right to register students actively on a waitlist into the corresponding course. It is the responsibility of the student to remove himself/herself via Self-Service or with the assistance of a student success/academic advisor, from any waiting list for which he/she no longer wishes to be considered.

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.

Full-Time and Part-Time Enrollment

Students may enroll either full- or part-time at Aurora University; in some graduate programs, a student must declare his/her intention in order to be placed in the correct sequence of courses to complete the program on a full- or part-time basis. Full-time undergraduate enrollment is defined as a minimum of 12 credit hours per semester (24 credit hours per academic year). Full-time graduate enrollment is defined as a minimum of six credit hours per semester (12 credit hours per academic year).

Visitors

An individual who wishes to visit a class session may not do so without the prior approval of the university.

Petitions

Prior Approval Petition

It is expected that, once enrolled at Aurora University, a student will complete all coursework at AU. When a student wishes to register for coursework at another institution due to extenuating circumstances, or to take a correspondence course, or a CLEP examination, they must file a Petition for Prior Approval seeking approval from the University Registrar to make sure that the work they plan to do is not available at Aurora University, will be transferable, and is applicable toward their degree. This petition must be submitted for review prior to registering for coursework at other institutions. Students retaking courses for grade replacement must do so at Aurora University.

After completing a previously approved course for transfer, the student must have an official transcript sent to the Office of the Registrar. 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, they must fill out a General Petition stating their request and file it with the Office of the Registrar. The student should seek approval from the academic chair and dean/executive director or designate of the program in which the student is declared as a major, and/or of the subject area of the course in question, before submitting the petition to the Office of the Registrar.

The University Registrar approves general petitions in accordance with guidelines issued by the General Education Committee and in consultation with the Program Chair or Academic Deans and Administrative Dean, as appropriate. Contact the Crouse Center for Academic Advising or the Office of the Registrar for additional information.

Special Educational Experiences and Credit

Individual Study Petitions — Special petitions must be completed for Directed Study (DS), Independent Study (IS), and Courses by Special Arrangement (CBSA). These petitions must be completed with the instructor of record and approved by the Program Chair, Academic Dean, and Office of Academic Affairs prior to processing the registration for the individualized study course; standard registration deadlines apply. 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 their 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, Academic Dean, and Office of Academic Affairs. Regular tuition is charged.

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

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. During the first week of classes, the University Registrar must approve registration for Independent Studies on a case-by-case basis in consultation with the Instructor, Academic Dean, and Office of Academic Affairs. No Independent Studies will be approved after the first week of the term.

Course by Special Arrangement (CBSA) — 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, Academic Dean, and Office of Academic Affairs. An additional \$130 per semester hour fee is assessed in addition to regular tuition.

Directed Study (DS) — 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, Academic Dean, and Office of Academic Affairs. Regular tuition is charged.

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. Students pay normal tuition for internship and practica 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.).

In order for the student to receive credit for an academic internship/practica experience, the student must complete the minimum required number of clock hours per credit hours.

Credit Hours Attempted	Minimum Required Clock Hours
1 semester hours	49 hours
2 semester hours	97 hours
3 semester hours	145 hours
4 semester hours	193 hours
5 semester hours	242 hours
6 semester hours	290 hours
7 semester hours	338 hours
8 semester hours	387 hours
9 semester hours	435 hours
10 semester hours	483 hours
11 semester hours	531 hours
12 semester hours	579 hours
13 semester hours	627 hours
14 semester hours	676 hours

Internship Policies:

- The Internship Information Packet is located online. Additional guidance can be sought from a student's academic department. Students must meet with their faculty sponsor 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 beneficial.
- 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.
- 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, educational criteria, and a current executed affiliation agreement and Schedule A on file. 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.
- All students participating in an internship experience must have a cumulative GPA of at least 2.0. 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.
- 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.
- 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.
- A maximum of 14 semester hours of academic internship experience credit may be presented for graduation as part of general degree requirements.
- 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 as follows (academic departments may require earlier deadlines which supersede those listed below):
 - 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.
- 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 Academic Dean. The internship advisor or faculty sponsor 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.
- All internship sites must have a current executed affiliation agreement and Schedule A on file before a student can register for their internship at the site.
- An internship application must be completed and approved as an authorization to register for an internship experience.

13. Students should 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.
14. 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.

Practica Policies:

1. 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.
2. 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.
3. 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.
4. 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.
5. All practica are under the academic supervision of program faculty assigned by the Program Chair and approved through the normal mechanism for approval of faculty teaching assignments in the academic unit. The supervising faculty determines completion requirements and instructional design, monitor student progress, serve as the liaison between the university and the site, and are responsible for summary evaluation and grading of students enrolled in practica.
6. Contact hours and duration shall be determined by the program faculty but shall adhere to the minimum clock hour conversions above (p. 22).
7. Grading systems for practica are determined by the program faculty. Completion requirements and evaluation methods must support the grading system chosen for a practicum.
8. 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. 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.

Course Descriptions

Catalog course descriptions are included in published catalogs. Descriptions of independent studies, directed studies, and internships are contained in the petition by which the learning experience was approved. Course descriptions and outlines of selected topics courses are provided by the sponsoring department at the time the course is submitted for the course schedule and are permanently available in Colleague, the

student information system (SIS). Descriptions of courses by special arrangement do not differ from published catalog descriptions.

Class Attendance

Class Attendance

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 their own policy in each of their classes. Each instructor is highly encouraged to maintain a record of attendance history. Students must comply with attendance requirements established by financial aid sources regardless of the attendance policy established by the instructor.

Attendance Policy Considerations for Special Circumstances

In the event that CDC-endorsed community health concerns or other extraordinary circumstances cause the university to transition to remote learning in part or total, the following attendance policy will apply.

Synchronous class sessions attended remotely are treated as in-person class sessions for the purpose of attendance. Appropriate attendance for these class sessions will require that the student's device camera is on with the student clearly visible. The attendance policy listed in the course syllabus will remain in force. Visibility of the student shall serve as evidence of attendance during the remote instruction period.

1. Isolation – In the event that a student has tested positive for a communicable disease necessitating implementation of this policy, they must isolate at their residence for the duration of time prescribed by the CDC or relevant regulatory authorities. During this time, the student may attend class via Zoom and engage remotely in learning activities as they are able, and if the class structure allows. Should the student be too ill to attend remotely, or the class structure prohibit such remote attendance or engagement, the class sessions missed shall be excused. A student may return to class from isolation when cleared by the university to do so.
2. Documentation – Should a physician's recommended isolation time exceed that prescribed by the CDC or other relevant regulatory authorities, documentation must be provided to the university. Once provided, the Special Circumstance Attendance Policy will honor the physician's recommendation in the determination of excused absences.
3. Make-up Work – At minimum, a student whose absences are excused shall be able to make up all work and assignments missed during their illness. Faculty members may authorize additional time at their discretion.
4. Extended Absence for Illness – Students may petition for an "Incomplete" grade if they were passing the course prior to the first related absence. Such requests are subject to customary administrative approvals. The university completion deadline for the "Incomplete" grade shall apply.

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 (CBSA), may be considered at the discretion of the instructor.

Definitions and Academic and Procedural Considerations Regarding Attendance

1. "A student representing the university": The student must be duly recognized by the manager or advisor of the event. A list of student participants should be forwarded to the Office of Academic Affairs.
2. "University-sponsored events": The manager or advisor of the event or activity shall submit to the Chief Academic Officer (CAO) a list of events and have them approved as eligible for inclusion under this policy. This definition normally includes intercollegiate athletics, 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

1. Registering University-Sponsored Events and Participants: At least one week prior to the start of each academic term, the managers or advisors of all university-sponsored events provide to the Office of Academic Affairs a schedule of those events during that term for which a student may be granted an authorized absence. Rosters of those students duly registered to participate in each event should be forwarded to the Office of Academic Affairs 48 hours before the scheduled event. The Office of Academic Affairs will maintain a record of all approved events and registered participants. The manager or advisor will provide all participating students with a schedule of the days and times of all events during that term for which the student may need to request an authorized absence.
2. 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.
3. 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.).

4. 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 student success/academic advisors in order to anticipate, minimize, and plan for any potential conflicts with classes.

Academic Leave of Absence

Academic Leave of Absence and Re-admission

Students who have begun their coursework at Aurora University and must interrupt their course of study for one term (excluding summer) will be able to return the following semester with no additional action needed. Students who have begun their coursework at Aurora University and must interrupt their course of study for more than one term (excluding summer) must file an Academic Leave of Absence (LOA) form in order to be able to resume studies according to the conditions described below.

1. Academic leaves may be granted for up to two academic years (four terms excluding summer).
 - a. Students on an approved LOA for no more than two consecutive terms (excluding summer) will generally be allowed to return under the catalog that was in effect when they were last enrolled as long as this does not result in an obligation on the part of the University to provide coursework or programs that have been altered or discontinued in the interim.
 - b. Students on an approved LOA for three to four consecutive terms (excluding summer) will be required to return under the catalog in effect at the time of their return.
 - c. Students on an approved LOA that has expired after four consecutive terms (excluding summer) must apply for readmission through the Office of Admission.
 - d. Students who interrupt their studies for one academic term (excluding summer) without an approved LOA and need to extend their leave for additional terms must submit a LOA prior to the end of the second week of the second term of absence.
 - e. For students who begin an approved LOA before the end of the second week of the term, the counting of consecutive terms will begin with the current semester. For students who begin an approved LOA after the end of the second week of the term, the counting of consecutive terms will begin with the next semester (excluding summer).
2. Students who are on an active LOA and are ready to return must complete and submit a "Return from Academic Leave of Absence" form located on the Office of the R (<https://aurora.edu/about/administration/registrar/registrar-forms.html>) registrar web page (<https://aurora.edu/about/administration/registrar/>) prior to the beginning of the desired term to return. Students whose LOA has expired must contact the Office of Admission.

3. Students who plan to attend another institution during a LOA must submit a Petition for Prior Approval. Without the Petition for Prior Approval on file, enrollment at any other institution of post-secondary education during a leave of absence from Aurora University automatically cancels all provisions of the leave of absence.
4. Submission of a completed Academic Leave of Absence/Withdrawal form will result in the cancelation of all future course registrations. When applicable, if a student indicates they do not intend to complete the current semester, the student will be withdrawn from all current semester coursework in accordance with University regulations.

Medical Leave of Absence

Student Leaves of Absence Policy - Voluntary or Involuntary

Voluntary Medical Leave of Absence (MLOA)

The purpose of a voluntary medical leave of absence (MLOA) is to provide a student with time away from Aurora University for treatment of a physical or mental health condition that impairs a student's ability to function successfully or safely as a member of the University community. The authority to grant an MLOA and permission to return from an MLOA resides with the Dean of Students, or their designee. This policy applies to all undergraduate and graduate students.

Aurora University has designed this policy to ensure that students are given the individualized consideration and support necessary to address their particular circumstances. This policy is designed to provide for a flexible and individualized process to facilitate student requests for MLOA, with the goal of having students return to the University and successfully complete their studies.

This policy is intended for the benefit of students who experience unanticipated medical situations during an academic semester. Students who wish to Withdraw or take a non-medical Leave of Absence can do so by completing a Leave of Absence/Withdrawal Form via the Self-Service portal. Questions about withdrawing or taking a non-medical Leave of Absence can be directed to the Crouse Center for Academic Advising or the Office of the Registrar.

MLOA Approval Process

A student who is experiencing physical or mental health issues that are interfering with his or her academic course work and/or ability to participate in campus life may request MLOA by following the process outlined below.

1. **Initial Discussion of Potential Accommodations or Leave.** A student experiencing physical or mental health issues that are interfering with his or her academic course work and/or ability to participate in campus life should feel free to contact Health Services, Counseling Services, Disability Resource Office, or the Dean of Students to explore whether an MLOA is appropriate. Depending upon the circumstances, the University and student may discuss whether reasonable accommodations, modifications, or academic adjustments are available that may permit the student to continue his or her studies without the need to take MLOA.
2. **Request for Medical Leave of Absence.** If, after completing the preliminary process above, the student is interested in pursuing a Medical Leave of Absence, the student should fill out and submit to the Dean of Students a **Request for Medical Leave of Absence** form, with appropriate documentation from a licensed physician or mental health professional regarding the student's need to take a medical

leave. At the student's request, the University will assist the student in obtaining the necessary MLOA Request form, completing it, and contacting different University representatives and offices (such as Health Services or Counseling Services) who may have useful information or be able to provide documentation that assists in preparation of the Request.

3. **Determination.** As soon as possible after receiving the Request and documentation, the Dean of Students or their designee will notify the student in writing of the determination. Upon approving a request for a medical leave, the student will also be informed of the status of the student's current coursework and withdrawal from classes.

If the student begins such a leave during a semester, the student will generally be assigned "withdrawal" grades without academic penalty for all pending classes (even if the normal deadline for withdrawal has passed). Where a student has made significant academic progress in an enrolled course or courses, however, the student has the option of requesting an "incomplete" in lieu of withdrawal. The determination whether to allow an "incomplete" in these circumstances will be made by the Dean of Students in consultation with the Chief Academic Officer or designee. On-campus residents beginning MLOAs will normally be expected to vacate the residence hall within 48 hours of the granting of a request for MLOA; the University will assist the student in making such arrangements. Tuition and room charges for a student taking MLOA will be reviewed the appropriate departments and adjustments will be made to the student's account to provide the student with the greatest benefit financially.

4. **Timing of Determination.** The Dean of Students will act as quickly as possible in deciding whether to grant a Request for MLOA, so that any student experiencing difficulties due to a medical or mental health condition may promptly begin his or her requested leave and obtain the support he or she needs.
5. **Timing of Request for MLOA.** To obtain an MLOA for the current semester, students are encouraged to request an MLOA and complete a **Request for Medical Leave of Absence** form on or before the final day of classes. However, the University may, in its discretion, grant a retroactive MLOA.

Involuntary Leave of Absence Purpose and Scope of Policy

It is the policy of Aurora University to foster a campus environment that is conducive to learning, promotes the University's educational purposes, maintains reasonable order, and protects the rights and safety of all members of the University community. In extraordinary circumstances the University may place a student on an involuntary leave of absence or take other appropriate action, including disciplinary action, for reasons of personal or community safety, subject to the procedure outlined below. This policy applies to all University students and to all University locations, programs, and activities. In addition to utilizing this policy, the University also reserves the right to take action under the University's disciplinary procedures. This policy does not preclude the University from exercising its discretion to remove or dismiss a student from the University, its programs or activities, or University-owned facilities as a result of the violation of other Aurora University policies, procedures, rules, or regulations. Students with medical or mental health conditions are subject to the same conduct requirements applicable to all Aurora University students and may be subject to appropriate discipline, including removal from the University.

Policy

A student may be required to take an involuntary leave of absence from Aurora University and/or be involuntarily removed from the University's

programs, activities, or facilities if the University determines that, for any reason, (a) the student presents a danger to the fulfillment of the mission of the University or to the life, health, welfare, safety, or property of any member of the University community or other person; or (b) the student's conduct renders him or her unable (i) to function safely or effectively in the University's programs, activities, or facilities without harming himself or herself, harming one or more other individuals, causing a disruption, or (ii) to be helped by mental or physical medical treatment.

Such circumstances may include, but are not necessarily limited to, engaging in physical or sexual violence, activity involving illegal drugs or other controlled substances, disruptive conduct, conduct that threatens the safety of others, or conduct that demonstrates an inability to care for oneself.

The procedure outlined below will be initiated (i) only after reasonable attempts to secure a student's voluntary cooperation for a leave of absence have been pursued; or (ii) if a student refuses to agree to, or does not adhere to reasonable conditions established for, the student's return or reinstatement to the University, continued presence on campus, or continued presence in University housing or other University program or activity.

Procedure

The Dean of Students or designee may be alerted to a student's concerning or troubling conduct from a variety of sources on campus and may take action accordingly. If the Dean of Students deems it appropriate, this procedure may be initiated, subject to any modifications that the University deems appropriate in its discretion. Any pending disciplinary proceedings will usually be suspended pending a meeting with the student and evaluation of the student under this procedure, but this is a matter reserved to the University's discretion.

1. **Information gathering.** Upon initiation of this procedure, the Dean of Students will consult on a confidential basis with others in the campus community who have knowledge regarding the student's conduct and circumstances and other appropriate persons with knowledge about the student's condition and circumstances (e.g., parents, healthcare providers) to determine whether the student is able to comply with this policy.
2. **Initial meeting with student/possible voluntary leave.** If practicable under the circumstances, the Dean of Students will schedule a meeting with the student as part of the information gathering process. The student may be accompanied by a non-attorney advisor. At any time, the Dean of Students may discuss with the student whether the student wishes to take a voluntary leave (i.e. medical leave of absence, leave of absence or withdrawal) and may also attach appropriate reinstatement conditions to the granting of any such leave, to the extent such conditions are deemed necessary or appropriate for purposes of adhering to the conduct standards set forth in this policy.
3. **Individualized assessment.** Any determination that a student's conduct is inconsistent with the standards set forth in this policy shall be based on an individualized assessment. This assessment shall be based upon the best available objective evidence, which may include available medical information.
4. **Interim involuntary leave.** If the University concludes that a student presents an immediate danger (a) to the fulfillment of the mission of the University or to the life, health, welfare, safety, or property of any member of the University community or other person, or (b) demonstrates a serious inability to function safely or effectively in the University's programs, activities, or facilities without an immediate risk of harming himself or herself or others, the Dean of Students may

withdraw the student or restrict the student's access to classes and/or campus for an interim period before a final determination is made.

5. **Considering an involuntary leave.** If the review process outlined above does not (a) result in the student's decision to take a voluntary leave or (b) the Dean of Students' determination that no further proceedings are warranted, the Dean of Students shall then determine whether, under all of the individual circumstances of the case, the University wishes to consider an involuntary leave of absence (or other non-interim involuntary action). If the Dean of Students determines that the matter should be handled as an involuntary leave of absence (or other non-interim involuntary action), the Dean of Students shall proceed to make a final determination as follows.
6. **Final determination.** In making a final determination, the Dean of Students will consider any information obtained during the preliminary review, as well as any other information that the student submits or that the Dean of Students deems relevant. The Dean of Students will also afford the student, who may be accompanied by a non-attorney advisor, an opportunity to be heard to the extent that such a meeting is possible. The Dean of Students may also consult with other University representatives and appropriate health care providers on a confidential basis in making an individualized judgment based upon all of the facts and circumstances.
7. **Possible evaluation.** As part of this final determination, the Dean of Students may require the student to schedule an evaluation by a qualified, licensed medical and/or mental health professional within and/or outside the University, with the student responsible for any costs of such evaluation and with the results of that evaluation to be shared with the Dean of Students, the student, as well as with Director of Health Services and/or Director of Counseling Services, as applicable. The University maintains a list of local treatment providers with experience in conducting these evaluations and will provide the list to the student as a resource. The Dean of Students shall consider the results of this evaluation and other information collected in making a final determination.
8. **Communicating the final decision.** Any decision by the Dean of Students to require an involuntary leave of absence (or other non-interim involuntary action) shall be communicated to the student in writing as soon as possible after the decision is rendered. The student has a right to be informed of the pertinent information upon which the decision is based, as well as the contemplated length of the leave, which will be determined on a case-by-case basis. The conditions under which a student may return to or seek readmission at the University will also be determined on a case-by-case basis and be specified in writing at or near the time that the decision is issued.
9. **Appeal.** Students have the right to appeal the Dean of Students' decision in an involuntary leave situation. Any student appeal should be made in writing to the Senior Vice President for Student Success within seven (7) days of the student's receipt of the written decision from the Dean of Students. The grounds for appeal should be set forth in writing. The student may submit supporting documentation or other information in support of the appeal. The Senior Vice President for Student Success will decide the appeal as soon as is practicable and will issue a written decision regarding the appeal. That decision shall be final.

Reinstatement after a Leave of Absence

A student on an approved MLOA or Involuntary Leave of Absence must be reinstated by the Dean of Students before the student may register for classes and resume coursework at Aurora University. Until such time as the student is reinstated, a student on an approved MLOA or Involuntary

Leave of Absence retains his or her student status with the University per the following stipulations:

- Students on an approved MLOA or Involuntary Leave of Absence for no more than two consecutive semesters (excluding summer) will generally be allowed to return under the catalog that was in effect when they were last enrolled as long as this does not result in an obligation on the part of the university to provide coursework or programs that have been altered or discontinued in the interim.
- Students on an approved MLOA or Involuntary Leave of Absence for more than two consecutive semesters (excluding summer) will be required to return under the catalog in effect at the time of their return.
- For students who begin an approved MLOA or Involuntary Leave of Absence before the end of the second week of the semester, the counting of consecutive semesters will begin with the current semester. For students who begin a MLOA after the end of the second week of the semester, the counting of consecutive semesters will begin with the next semester (excluding summer).
- For students on an approved MLOA or Involuntary Leave of Absence who have existing approved incomplete/deferred grades, the original deadline for completion of work for an X or I grade will be maintained unless an extension is approved by the Office of Academic Affairs before or at the time of the approval of the MLOA. Alternatively, the existing X or I grade may also be converted to a W grade if approved by the Dean of Students in consultation with Academic Affairs.

When a student is interested in returning to the University following an approved MLOA or Involuntary Leave of Absence, the student should take the following steps to initiate the reinstatement process.

1. Contact the Dean of Students. The student should first contact the Dean of Students (for reinstatement from an MLOA or for reinstatement from an Involuntary Leave of Absence) to communicate the student's interest in returning to the University, as far in advance of the desired return date as is reasonably possible. The student must complete and submit to Dean of Students a Reinstatement Form (and housing application, if applicable). The University requests that students submit any request for reinstatement and any supporting materials by July 15 for consideration for the Fall Semester and by December 1 for the Spring Semester. Summer courses may continue dependent on medical recommendation. This schedule will help ensure that the Dean of Students have adequate time to review the student's request for reinstatement and make a determination. If materials are received shortly after the applicable deadline, if information is missing, or if the University needs additional time to process the student's request, the University may elect to treat the request as one to return for the following semester rather than the semester originally identified by the student. However, the University will make every effort to be flexible and attempt to honor a student's request to return for the desired semester.
2. Information Requested by Health Services and/or Counseling Services. Depending upon the circumstances underlying the student's original MLOA or Involuntary Leave of Absence, and pursuant to the Dean of Students' discretion, Health Services and/or Counseling Services may be consulted in evaluating a request to return. The University will determine on a case-by-case basis what information, if any, Health Services and/or Counseling Services may require to assess a student's readiness to return following a leave of absence. Depending upon the nature and individual circumstances surrounding a particular student's leave of absence, the University may require

information demonstrating that the student has the capability to handle day-to-day functioning in the University academic and living environment, with or without reasonable accommodations.

Any decision whether to require this information will be made on an individualized basis and will be conveyed to the student, to the greatest extent possible, at the time the student is placed on Leave. There are many ways in which a student might be able to demonstrate his or her readiness to handle day-to-day functioning, including but not limited to information from medical providers or documentation from a reliable adult (non-family member) who has had significant interaction with the student during the leave of absence. Such information, if required, (a) should include an assessment of the student's ability to successfully complete coursework, internships, or other academic requirements and to participate safely in University programs and activities; and (b) the basis for any recommendation that the student is ready to return to University.

3. Determination. The Dean of Students will evaluate the information provided by the student as well as any information provided by Health Services and/or Counseling Services and make a determination whether the student may return to the University. Reinstatement is based on the student's readiness to manage a full-time course load (minimum of 12 credits for undergraduates; minimum of 6 credits for graduate students) or a comparable course load to the load that the student managed prior to his or her leave. The student will be notified in writing of the determination. Factors the Dean of Students will typically consider include but are not necessarily limited to:
 - a. Evaluation and recommendation by the student's treatment provider, Health Services, and/or Counseling Services;
 - b. The student's demonstrated ability to engage in productive and realistic academic planning;
 - c. The student's ability to participate safely and independently in the University's programs and activities;
 - d. The student's personal statement included on the Reinstatement Form;
 - e. Any coursework completed or employment during the MLOA or Involuntary Leave of Absence; and
 - f. Any other factors that the Dean of Students deems relevant under the student's particular circumstances.

Negative Recommendation. If, upon review, Health Services and/or Counseling Services submits a recommendation to the Dean of Students that a student is not ready for return, or if the Dean of Students otherwise concludes that the student is not ready to return, the student will be advised of this negative determination in writing, at which time the University will also explain the concerns underlying the negative determination and, as appropriate, set forth recommendations that will enhance the student's chance of a positive determination the next time the student's request is considered. A student may appeal a negative recommendation to the University by submitting an appeal letter in writing to the Senior Vice President for Student Success within 10 calendar days of receiving notice of the negative recommendation. The student may also submit any information he or she believes to be relevant to the appeal. The Senior Vice President for Student Success will review the student's submission and notify the student in writing of the University's final determination as to whether the student will be permitted to return as requested.

Returning Students. Upon reinstatement, the Dean of Students will notify appropriate campus offices of the student's return to classes and campus.

Military Accommodation

Military Activation Policy (Military Accommodation)

Students who are in the military, military reserves, or the National Guard of the United States and who are called to active duty and are ordered to relocate¹, have three options available that they may consider with their advisor in determining their enrollment status with the University:

1. Applicants to the University who have accepted an offer of admission but who have not yet registered in a degree program will be permitted to enroll for the next appropriate semester following their discharge from active duty, provided the University receives adequate notice of the applicant's intent to re-enroll. The applicant to reapply for admission nor to pay an additional application fee. Any prepaid admission deposits, tuition, room or board charges will be refunded.
2. Students may withdraw from all courses in which they are enrolled as of the effective date of the order to report to active duty. If this option is chosen, a full credit of all tuition and fees will be made to the student's account. Students will receive a pro-rated credit of dining service and of housing contract charges. Financial aid awards that were credited to students' accounts will be recovered by the University in the amount of tuition and fees, dining or housing credit, as financial aid regulations require that if the student withdraws prior to completing 60% of a payment period or term and the student has federal financial aid a recalculation of aid must take place.
3. Students may take a grade of Incomplete in all courses if the student receives the official order past the point of 60% of total course engagement time. The remaining course work to be completed will be noted on the Petition for Incomplete Grade form and affirmed by the student and the appropriate faculty member, for each course in which the student is enrolled. Students will receive a pro-rated credit of dining service and housing contract charges.

¹ Although this policy pertains primarily to the reserves and National Guard, the same options will be offered to active duty personnel who are transferred unexpectedly out of the area as a result of the President of the United States activating reserve or National Guard units.

Should the student fail to pursue any of the three options, they will be subject to standard financial aid and other university policies and processes that guide the handling of students who cease academic engagement mid-term.

Request a Military Accommodation

To initiate any of the options above, and request a Military Accommodation, students must:

1. Provide a copy of their active duty orders to the University Registrar, in the form of a formal correspondence on unit letterhead signed by the commander. The formal correspondence must include unit commander contact information, and verification of duration and location of pending assignment. The orders will be kept in the student's permanent file in the Office of the Registrar along with the withdrawal form and any petitions for incompletes.
2. File a Military Leave of Absence Form with the Office of the Registrar.

3. File Petitions for Incomplete Grades if that option is chosen.
4. A copy of a duly executed power of attorney will be required by the University before processing the withdrawal or incomplete form for a student, when that process is initiated by any person other than the student. It is recommended that a power of attorney be filed for any activated student to address any unanticipated situation.
5. The student's advisor should be notified of the activation.
6. The student must give oral or written notice of her intent to return to school within three years after the completion of the period of service. A student hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the period needed for recovery from the illness or injury.

Return Following Separation from Active Duty

In alignment with federal requirements, the University will readmit a service member with the same academic status held at the time of their last attendance or at the time of acceptance for admission. To initiate the process to return following separation from active duty:

1. The student must give oral or written notice of her intent to return to school within three years after the completion of the period of service. A student hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the period needed for recovery from the illness or injury.
2. A student who opted for a full withdrawal from courses at the point of their activation/deployment, may register for the next available term following the notification of their intent to re-enroll. If a notification of intent occurs less than 14 days prior to the start of the next available term, registration in that term will be subject to administrative approval from the office of Academic Affairs.
3. A student who opted to receive "I" grades in their course work at the point of their activation/deployment, must complete any pending course work related to Incomplete grades, thus allowing for the conversion of the "I" grade to a regular grade, by no later than the end of the eighth week of the semester after their return, and before the student will be allowed to register for additional coursework.

Withdrawal

Students wishing to discontinue their studies at Aurora University are expected to submit a Withdrawal form through Self-Service. Students who subsequently wish to resume their studies at the University must apply for readmission through the Office of Admission and are subject to the academic catalog and regulations prevailing at the time of readmission.

Academic Measurement and Evaluation

Academic Measurement and Evaluation

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

Grades

Graduate Grading System - Types and Definitions - Letter Evaluation: A, B, C, F

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

a. Letter Grades - A, B, C, F

Grade	Quality Points per Semester Hour	Description
A	4	Excellent. Denotes work that is consistently at the highest level of achievement in a graduate college or university course.
B	3	Good. Denotes work that consistently meets the high level of college or university standards for academic performance in a graduate college or university course.
C	2	The lowest passing grade. Denotes work that does not meet in all respects college or university standards for academic performance in a graduate college or university course.
F	0	Failure. Denotes work that fails to meet graduate college or university standards for academic performance in a course.

b. Credit/No Credit: CR/NCR

Grade	Quality Points per Semester Hour	Description
CR	(quality points not calculated in grade point average)	Pass. Denotes pass with credit at least at the level of "C" work, in graduate courses that are graded CR/NCR
NCR	0	No credit. Denotes work that fails to meet graduate college or university standards for academic performance at least at the level of "C" work.

c. Pass/No Pass: P/NP¹

Grade	Quality Points per Semester Hour	Description
P	(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 P/NP.
NP	(quality points not calculated in grade point average)	No Pass. Denotes work that fails to meet college or university standards for academic performance at least at the level of "C" work.

¹ The P/NP grading basis is made available only under special circumstances that are clearly delineated by faculty and the university administration.

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

Change of Grading System

Students may change between the letter grade system and credit/no credit grading system by filing a general petition with 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.

Incomplete Grades – Regulations and Procedures

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

1. A grade of "I" may be assigned by the instructor only if the student has filed a Petition for Incomplete/Deferred Grade form. This petition form, which is available on the Office of the Registrar webpage (<https://aurora.edu/about/administration/registrar/registrar-forms.html>), must be completed and signed by the student, the instructor, Jurisdictional Academic Dean, and Office of Academic Affairs.
2. 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.
3. The Petition for Incomplete/Deferred Grade must be filed by the deadline specified by the Office of the Registrar for submission of final grades.
4. Completion dates for "I" grades must be on or before the last day of the fourteenth 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 noon on the Tuesday following the completion deadline (Tuesday of week 15), the grade will revert to an "F" or "NCR". Instructors report grades to replace "I" grades in writing to the Office of the Registrar using the Change of Grade form located on SpartanNet (<https://aurora.edu/au/faculty/handbook.html>).
5. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension

beyond the deadline established in section 4. Such petitions must be filed with the Office of Academic Affairs on or before the deadline for completion originally specified in the petition for an "I" grade. Petitions approved by the Office of Academic Affairs must be received by the Office of the Registrar on or before the original deadline for filing of the grade.

6. 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 Office of the Registrar.
7. 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 2.0, the student's warning status, and the permanent record thereof, will be changed accordingly.
8. In the case of an approved voluntary or involuntary leave of absence, the original deadline for completion of work will be maintained unless an extension is approved by the Office of Academic Affairs. A leave of absence does not automatically extend the completion deadline for the "I" grade.

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 travel study, field experiences, clinical experiences, practica, internships, student teaching, independent study, application or research projects, and sequential courses for which a deferred grading situation has been contracted at the initiation of the experience.

1. A grade of "X" may be assigned by the instructor only if the student has filed a Petition for Incomplete/Deferred Grade form. This petition form, which is available on the Office of the Registrar's webpage (<https://aurora.edu/about/administration/registrar/registrar-forms.html>), must be completed and signed by the student, the Instructor, Jurisdictional Executive Director or Dean, and Office of Academic Affairs.
2. The petition must specify the reason the deferred grade is needed, the work to be completed, a timetable for completion, and the date by which all work must be turned in to the Instructor.
3. The Petition for Incomplete/Deferred Grade form must be filed by the deadline specified by the Office of the Registrar for submission of final grades.
4. In the event that a course or other learning experience is planned to extend beyond the academic term, the student(s) enrolled will be given a deferred grade "X" at the end of the term. The permanent grade will be posted when received from the instructor, and by the expiration of the "X" grade petition.
5. Completion dates for "X" grades must be on or before the last day of the fourteenth week 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 noon on the Tuesday following the completion deadline (Tuesday of week

15), the grade will revert to an "F" or "NCR". Instructors report grades to replace "X" grades in writing to the Office of the Registrar using the Change of Grade form located on SpartanNet (<https://aurora.edu/au/faculty/handbook.html>).

6. In extraordinary circumstances, the instructor may, upon receiving written documentation from the student, petition for an extension beyond the deadline established in section 5. Such petitions must be filed with the Dean of Academic Administration on or before the deadline for completion originally specified in the petition for an "X" grade. Petitions approved by the Office of Academic Affairs must be received by the Office of the Registrar on or before the original deadline for filing of the grade.
7. 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.
8. 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.
9. In the case of an approved voluntary or involuntary leave of absence, the original deadline for completion of work will be maintained unless an extension is approved by the Office of Academic Affairs. A leave of absence does not automatically extend the completion deadline for the "X" grade.

Change of Permanent Grades

1. Permanent grades (A, B, C, D, F) may be changed by the instructor who originally issued the grade to correct computational or clerical errors.
2. Changes of permanent grades must be approved by the Academic Dean before they are forwarded to the Office of the Registrar, and must include an explanation for the change.
3. Changes in permanent grades arising from clerical or computational errors must be received by the Office of the Registrar no later than 30 days following the date when the original permanent grade was filed with the Office of the Registrar.
4. 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.
5. 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.
6. 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 Registrar:

Term GPA — A=4, B=3, C=2, D=1, F=0, NCR=0, CR=Not Calculated into GPA. Based only on courses taken in a given term at Aurora University, the unit of credit is multiplied by the quality points assigned to the

grade earned. The sums are then added and the total quality points divided by the calculable credit units producing the Term GPA. (If a course is repeated only the higher grade is calculated into the GPA and only academic credit from one can be counted toward graduation.)

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 merit scholarship eligibility and by the Office of 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.

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

A student has the right to appeal a course grade if they feel that the grade was assigned capriciously. Capricious grading is the only rationale for a grade appeal. A student may not appeal a grade based on a disagreement about grading criteria or concerns about the judgment of the faculty member.

Capricious grading, as that term is used herein, is limited to one or more of the following:

1. the assignment of a grade on some basis other than performance in the course; or
2. the assignment of a grade to a particular student by different standards than were applied to other students in that course; or
3. the assignment of a grade using standards other than those that the students had been led to reasonably expect would be used to judge their work.

The evaluation of the quality of a student's academic performance in participation in class and on assignments that the student turns in is one of the primary professional responsibilities of university faculty members; it is solely and properly their responsibility. It is essential for the standards of the academic programs at Aurora University and the integrity of the degrees conferred by this university that the professional judgments of faculty members not be subject to inappropriate pressures or other interference.

It is necessary, however, that any course grade be based on evidence of the student's performance in that course, that the student have access to the evidence, that the instructor be willing to explain and interpret the evidence to the student, and that a grade be determined in accordance with announced standards. These standards must be announced and put in writing for each class at the beginning of each term. While the standards for evaluation used in a course may change during a course as the faculty member judges to be appropriate based on the performance of the students, changes to guidelines for evaluation during a course should be as minimal as is possible and must be announced to the students in advance of the application of the new standards. It is never appropriate for a faculty member to retroactively alter the standards that have been applied to work that has already been turned in.

Appeal Procedures:

A student who believes his/her term grade is capricious may seek clarification and, where appropriate, redress, as follows:

1. The student shall confer with the Instructor, informing the Instructor of questions concerning the grade, and seeking to understand fully the grounds and procedures the Instructor has used in determining the grade. The aim of such a conference is to reach mutual understanding about the grade, the process by which it was assigned, and to correct errors, if any, in the grade. The student should do this within two weeks of receiving his/her final grade.
2. If after consultation with the Instructor, the student believes that a grade was assigned capriciously, the student shall confer with the Jurisdictional Chair, who shall consult and advise with both the Instructor and student separately or together, in an effort to reach an understanding and resolution of the matter.
3. If Steps 1 or 2 do not resolve the problem, the student may submit a petition in writing to the Jurisdictional Dean. This petition must be submitted to the Dean not later than the end of the fourth week of the term following that for which the grade is being appealed, excluding the summer term.

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 that 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.

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.

Decision:

The Dean shall make one of these decisions:

1. That the grade was not assigned capriciously and shall stand as assigned.
2. That the grade was assigned capriciously and should be changed. The Dean shall then assign a new grade. The Dean may involve another faculty member with appropriate professional qualifications to review the work of the student and recommend a new grade. The Dean shall authorize the Registrar to make the grade change.

The result of either shall be final.

Transcripts: Regulations Governing Issuance

1. Official transcripts bearing the signature of the University Registrar and seal of the university for purposes of transfer of credit, certification, or employment reference are issued by direct mail or electronically 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 that are placed into a student's hands or sent directly to students 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, 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 obligations to the university are resolved. While an Accounts Receivable (AR) hold is in place, official transcripts may only be released directly to potential employers or other approved third parties.
7. In cases of suspension, dismissal, and expulsion (or the equivalent), the transcript will be noted with the following:
 - a. The general type of infraction (academic or disciplinary);
 - b. The department initiating the students separation from the institution; and
 - c. The effective dates or date/term ranges of students separation from the institution, if applicable.
8. A transcript legend is included with each official transcript.

Graduate Student Classification and Definition

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

Classification	Definition
G1	First-year graduate student (less than 18 semester hours)
G2	Second-year graduate student (18 or more semester hours)
G3	First-year doctoral student
G4	Second-year doctoral student
PG	Post Graduate (with master's or doctoral degree seeking second degree or certificate)
GA	Student-at-Large (not admitted and not seeking degree (may earn no more than six semester hours))
AU	Auditor (not admitted and taking courses without credit)
PR	Provisional (attending classes but admission procedures incomplete)

Graduation Policies and Procedures

Application for Graduation Status

1. Each candidate who has an anticipated completion date within the current academic year will submit an Application for Graduation via Self-Service. An exception to this are the doctoral candidates who must apply for graduation only AFTER successful defense of their dissertation through their department. Submitting an Application for

Graduation does not guarantee graduation, as notation of degree is driven by completion of degree requirements.

2. Applications must be submitted by the deadline indicated on the application together with the graduation fee.
3. There are annual commencement ceremonies at the end of both the fall and spring semesters. Students with a summer completion date should consult the Commencement web page (<https://aurora.edu/commencement/>) regarding commencement options. The application deadlines and schedules are available on the Commencement web page (<https://aurora.edu/commencement/>).

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

Candidates for graduation must have all official transcripts from other institutions; results of examination scores; Life and Vocational Experience credit; portfolio credit; and removal of temporary grades (incompletes or deferred grades) submitted to the Office of 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 deferred to the next term, even though the student may have already participated in the ceremony.

Completion of Degree Requirements

Aurora University confers (awards) degrees six times each academic year. The conferral date corresponds to the last day of the semester or term. Students completing all degree requirements prior to the conferral date may request from the Office of the Registrar a letter of degree completion including the anticipated conferral date for purposes of employment. Some, but not all, employers will accept the degree completion letter until the official AU transcript showing the degree conferred is available.

Participation in Commencement Ceremonies

Students must comply with all of the above regulations in order to receive their diploma and to participate in the commencement ceremonies. Students planning to graduate should give special attention to their progress in their final semester courses.

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 degree conferral and the commencement ceremony. Those students who have not completed such arrangements to the satisfaction of the Student Accounts Office will not receive their diploma until the debt is resolved.

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.

To Receive Diplomas

In order to receive a diploma, students must complete all degree requirements satisfactorily and be current in all financial obligations to the university.

Awarding of Posthumous Degrees

Aurora University may confer posthumous baccalaureate and graduate degrees upon students deceased prior to but nearing formal completion of all degree requirements being pursued.

1. Eligibility: To be eligible for the award of an Aurora University degree posthumously, the student generally must have met the following criteria:

- Been enrolled in undergraduate or graduate degree programs at Aurora University at the time of their death (summer excluded), or their continuous enrollment was interrupted by their injury, illness, deployment, etc.
- Have earned a minimum of 75% of the undergraduate degree requirements. The graduate student must have completed at least 75% of the graduate degree requirements. For graduate degrees requiring a research project (dissertation or thesis), the student should have commenced the research process. Other criteria may be considered at the discretion of the Chief Academic Officer.
- Have been in good disciplinary, financial, and academic standing with the University.

2. An approved posthumous degree shall be awarded consistent with the regular degree conferral cycle of the University.

3. If a posthumous degree is awarded,

- The deceased student's name may be listed in the next Commencement Program, parenthetically noted "Posthumous."
- There also shall be a notation of the posthumous award on the transcript.

Posthumous Degree Award Procedure

The following procedures shall be used in reviewing requests for and awarding posthumous degrees:

- The request for the awarding of a posthumous degree may be initiated by the deceased student's family or friends. Requests also may be initiated by the Jurisdiction Dean or other academic administrator.
- The request must be in writing with a copy of the student death notification (e.g., state death notification form, newspaper article, funeral service program) and sent to the student's Academic Dean. Contact information of the requestor is required.
- The Academic Dean will contact the University Registrar, who will confirm eligibility.
- In consultation with the school's faculty, the Academic Dean shall recommend awarding the degree to the Chief Academic Officer.
- The determination that a posthumous degree is to be awarded shall be made by the Chief Academic Officer, subject to the President of the University's review and determination.
- Upon receiving a decision from the Chief Academic Officer, the Academic Dean or other designated University administrator shall notify the individual who made the original request of the decision. If the posthumous degree is approved, that party shall also be

responsible for providing the details for the diploma presentation or availability.

- The President, Chief Academic Officer, and/or Academic Dean will make a personal presentation to the family. If a presentation is not possible or desired, the diploma may be made available to an appropriate family or another representative by the Office for Academic Affairs or Office of the President.

Financial Aid Rights and Responsibilities

This information is accurate at all Aurora University locations and subject to change without prior notice.

1. A student has the right to know the criteria used to determine his/her financial need and the aid he/she has been awarded. A student also has the right to decline any or all of the awarded aid.
2. Students must apply for financial aid every year. Aurora University highly recommends completing the Free Application for Federal Student Aid (FAFSA) at fafsa.gov (<https://studentaid.gov/h/apply-for-aid/fafsa/>) as soon as possible beginning October 1, 2024. Students turning in financial aid paperwork and completing their 2025-26 financial aid file after May 1, 2025, may incur late fees and/or penalties.
3. If a student has been selected for verification, he/she must submit requested items to the Office of Financial Aid. Verification must be completed before any financial aid, including loans, can be credited to their account. Please Note: The verification process may take longer if FAFSA corrections are required. Corrections to FAFSA information may result in changes to a student's financial aid eligibility, which a student would be notified of via a revised financial aid offer letter.
4. 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 he/she has extenuating circumstances, he/she may complete a Special Circumstance or Dependency Override Request. The Office of Financial Aid reviews completed requests weekly. These forms are available [here \(https://aurora.edu/admission/financialaid/forms/25-26.html\)](https://aurora.edu/admission/financialaid/forms/25-26.html) under "Petitions and Appeals."
5. A student must maintain Satisfactory Academic Progress (SAP) in order to receive federal, state, and institutional financial aid. For additional information, refer to the Satisfactory Academic Progress Procedures (<https://aurora.edu/admission/financialaid/satisfactory-academic-progress.html>).
6. Definitions of Enrollment per Semester:

Type	Undergraduate	Graduate - Doctoral
Full-time	12 or more credits	6 or more credits
Three-quarter time	9 - 11 credits	5 credits
Half-time	6 - 8 credits	3 - 4 credits
Less than half-time	< 6 credits	< 3 credits

7. Definitions of Academic Level: A student's academic level is a factor in determining their Federal Direct Subsidized/Unsubsidized Student Loan eligibility.

Academic Level	Credit Hours
Freshman	0 - 29 hours
Sophomore	30 - 59 hours

Junior	60 - 89 hours
Senior	90+ hours

8. Each student has a cost of attendance that is based on direct and indirect costs. **Direct costs** are those costs billed by the university. Your actual tuition and fee charges and housing and food charges (if living on campus) will reflect on your billing statement (e-Bill). **Indirect costs** are common school expenses that a student may incur while attending college. These are NOT billable costs, but these costs are taken into account when determining your eligibility for financial aid. Indirect costs are based on the costs experienced by the average student and can vary based on individual spending decisions. Specific direct charges can be found at Tuition and Fees (<https://aurora.edu/tuition/>), and cost of attendance by student academic level and program can be found on the Office of Financial Aid Page (<https://aurora.edu/admission/financialaid/>).
9. No federal or state aid will be awarded to a student who owes a refund or repayment on a Federal Pell Grant or Federal Supplemental Educational Opportunity Grant (SEOG) or who is in default on a Federal Direct Subsidized/Unsubsidized Student Loan, Federal Direct PLUS Loan, or Federal Perkins Loan.
10. All financial aid received in excess of a student's need and/or cost of attendance must be returned/repaid. The total of any financial aid programs designated as applicable toward tuition only cannot exceed the direct cost of tuition.
11. If a student or other individual misreports information or alters documents to fraudulently obtain federal funds, this will result in the cancellation of aid and referral to the U.S. Department of Education's Office of Inspector General.
12. The Student Accounts Office will apply federal and state financial aid to allowable charges such as tuition, fees, housing, and meal plan as well as authorized miscellaneous charges per the Financial Responsibility Agreement form. Excess funds, if applicable, will be refunded to the student and/or parent within 14 calendar days from when the credit balance becomes available. **If a student receives a refund of credit and then has a reduction in financial aid, adds additional classes, incurs additional charges, or withdraws from all courses, 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 Student Accounts Office.
13. A student's enrollment in a program of study abroad approved for credit by AU may be considered enrollment at AU for the purpose of applying for assistance under the FSA programs. The student must complete the Study Abroad Consortium Agreement Application and Contract.
14. Students are responsible for reporting any of the following to the Office of Financial Aid:
 - a. Change in enrollment
 - b. Change in living arrangements
 - c. Change in academic level
 - d. Receipt of tuition benefits/reimbursement from outside source
 - e. Receipt of an external scholarship
15. You will receive a more accurate offer letter for an academic year if you register up front for all of your classes. It is especially important to register for all modules in a semester before that semester begins.
16. Summer financial aid requires a separate institutional application in addition to the FAFSA for the applicable academic year. Applications will be available beginning in November. If eligible for summer aid, he/she will receive an offer letter. He/She will also be notified if he/she is not eligible for aid during the summer term. Notifications begin in March once registration opens. Additional items may need to be submitted if requested.
17. If borrowing a Federal Direct Subsidized/Unsubsidized Student Loan for the first time, a student must complete an Entrance Counseling session. He/She 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. It is important for the student to recognize their obligation to repay loans.
18. A student's loan disbursement dates have been predetermined by AU. Students enrolled in a semester or a modular program will have one scheduled loan disbursement each semester of attendance. Summer semester loan disbursements are based on summer course dates. The student's loan disclosure statement from the U.S. Department of Education will indicate his/her anticipated disbursement dates and amounts. Students will be notified by the Student Accounts Office via their AU email accounts upon arrival of their loan disbursement(s). Students can manage their federal loans at studentaid.gov (<https://studentaid.gov>).
19. Tuition Refund Policy: Refer to the "Payment of Charges/Fees/Promise to Pay" section of the Financial Responsibility Agreement form on the Student Accounts webpage for additional information. **Withdrawing from courses may reduce or eliminate financial aid based on a student's final enrollment.**
20. Housing and meal plan charges are subject to a different refund policy, which is determined by the Office of Residence Life.
21. A student's eligibility for financial aid may be affected if he/she withdraws from any or all of his/her 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, the student utilizes the "Withdraw from Aurora University" or "Request an Academic Leave of Absence" links located in Self-Service.
22. Return of Federal Funds Policy: Students who receive Title IV funds and withdraw from classes up through the 60% point in a period of enrollment may no longer be eligible for the full amount of federal aid. Title IV (federal aid) includes: Federal Direct Subsidized/Unsubsidized Loans, Federal Direct PLUS Loans, Pell Grant, Supplemental Educational Opportunity Grant (SEOG), and Iraq and Afghanistan Service Grant. Additionally, students may be eligible for a post-withdrawal disbursement if, prior to withdrawing, the student earned more federal financial aid than was disbursed. Further details regarding the federal returns calculations are available in the Withdrawals and Return of Federal Title IV Funds policy at aurora.edu/returnfunds (<https://aurora.edu/admission/financialaid/withdrawals-and-return-of-title-iv-funds.html>) and the Office of Financial Aid.

This information is accurate at all Aurora University locations and subject to change without prior notice.

Satisfactory Academic Progress Procedures

When a student receives federal or state aid, federal guidelines require that the student makes progress toward his/her degree in order to

continue to receive federal or state financial aid. This requirement is called Satisfactory Academic Progress (SAP).

The Satisfactory Academic Progress Policy addresses the student's academic progress during all semesters of enrollment at Aurora University, including summer, whether or not financial aid was received during the semesters. At Aurora University, this policy applies to federal, state, and need-based institutional aid as well as institutional merit-based aid.

Policy Overview

There are three parts to the Satisfactory Academic Progress policy. Students need to comply with all requirements to remain eligible for aid, as explained in the following:

1. Qualitative Regulations – Grade Point Average (GPA)

The Satisfactory Academic Progress policy requires that the student maintain a minimum cumulative grade point average (GPA) in order to remain eligible for financial aid.

Undergraduate Students: Undergraduate students must achieve a minimum total cumulative GPA of 2.0 by the end of the spring semester to be eligible for financial aid for any subsequent semesters.

Graduate Students: Graduate students must achieve a minimum total cumulative GPA of 3.0 by the end of the spring semester to be eligible for financial aid for any subsequent semesters.

2. Quantitative Regulations - Pace of Completion

The Satisfactory Academic Progress policy contains a quantitative component, meaning that a student is required to make steady progress toward their degree or aid-eligible non-degree program. Students must complete at least two-thirds (66.67%) of all courses attempted to maintain quantitative eligibility for aid.

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

3. Academic Program Completion

Maximum Timeframe

Undergraduate Students: To earn a bachelor's degree at Aurora University, students must complete a minimum of 120 semester hours. Students may receive financial aid for up to 150% of the hours required to complete their program. For most undergraduate programs, the maximum is considered to be 180 credit hours. 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 a student changes majors, courses previously completed may be included in the 150% completion rate. The student is expected to complete their program within the maximum timeframe. In limited circumstances appeals will be considered.

Timely Completion of Degree: Students enrolled in a graduate or aid-eligible non-degree program must complete the requirements for the program in the specified timeframe. Students who exceed the timeframe may not be eligible for aid and can appeal.

Degree Completion Requirement: Federal financial aid is limited to a student's degree requirements. Once a student has earned a degree, they

can no longer receive federal or state aid with restrictions on institutional funds. This is accurate even if a student has not applied for graduation or the degree has not been officially conferred. Undergraduate students who are pursuing a double major or minor cannot receive aid once all degree requirements have been met for one undergraduate degree.

What Happens If A Student Falls Below the SAP Requirements?

Schools are required to monitor SAP at least once annually. Aurora University reviews SAP after the spring semester for all programs. Students that are in Suspension status will be sent a letter and email notifying them of their status and that they have the right to appeal.

Financial Aid Suspension

A student's financial aid is suspended if after the spring semester he/she fails to meet the minimum Satisfactory Academic Progress requirements for one or more of the following reasons:

1. The student is below the minimum cumulative GPA requirement for the student's academic level: and
2. The student is below the 66.67 % minimum course completion rate (Pace of completion).

A student's financial aid is also suspended if at any time:

1. The student failed to meet the requirements of their academic plan.
2. The student is a readmitted student or a first-time financial aid applicant and previous coursework is below the minimum Satisfactory Academic Progress threshold, and because of this the student would be ineligible for aid unless they successfully appeal.
3. The student has exceeded the maximum timeframe limits for their degree.

How to Appeal Financial Aid Suspension

If a student has been suspended from financial aid eligibility because of failure to meet the minimum SAP requirements, and he/she feels that severe, extenuating or unusual circumstances have kept them from making progress toward their degree, he/she may appeal.

To appeal, the student must submit to the Office of Financial Aid a completed **Appeal for All Aid form** (<http://www.aurora.edu/financialaidforms/>). The appeal should include all of the items below. Additional documentation may be requested in the review process.

1. Identify in Section 2 the circumstance(s) that kept the student from meeting the satisfactory academic progress standards in the past.
2. He/She must provide in the letter the following:
 - The circumstance(s) affecting his/her academics
 - When the circumstance(s) occurred
 - The duration of the circumstance(s)
 - How the circumstance affected the student's ability to complete their coursework
 - What has changed that will allow them to achieve future academic success
 - Specific steps they will take to ensure the university of their future academic success
3. Attach documentation that supports the appeal.

Appeals must be submitted by the first day of the academic term for which you are seeking reinstatement.

The student's appeal will be considered by University Officials and he/she will receive an email notifying the student of the outcome of their appeal.

If the appeal is Approved—The student will receive an academic plan. The academic plan will list specific semester requirements and what must be accomplished during the probationary semester to continue to receive financial aid in the following semester. The student's financial aid will be reinstated on a probationary status for the appropriate semester in accordance with federal, state and university regulations and processing requirements/deadlines, and the availability of funds. The academic plan will remain in place until the student has successfully reached the minimum requirements outlined as long as the minimum semester requirements are met.

If the appeal is Denied—The student may continue without federal, state and institutional financial aid, and appeal for reinstatement after the student has demonstrated progress towards earning their degree by improving their cumulative GPA and/or credit hour completion rate so that they are meeting the minimum requirements. Sometimes Private loans may be an option for a student to finance their tuition charges while their federal and state aid is suspended.

Submission of an appeal does not guarantee reinstatement of your eligibility.

Please note that academic or admission reinstatement does not constitute reinstatement of financial aid eligibility.

Definitions and Policies Related to Satisfactory Academic Progress

Attempted Credit Hours

All credit-bearing courses are calculated into the student's "hours attempted" for financial aid purposes. This means they are included in determining the pace of completion percentage as well as counting toward the 150% maximum timeframe eligibility. This includes:

- Accepted transfer credit (regardless of whether you received aid for the courses, and regardless of their treatment in the student's current AU degree requirements); note that credit earned through study abroad consortium or other consortium agreement is treated as transfer credit. Please note transfer credits are not included in the calculation of the student's GPA.
- Test credit
- Other types of academic credit
- Repeated courses

Successfully Completed Credit Hours

Courses with a passing grade (A, B, C, D, P, or CR) are considered to be successfully completed.

Courses with a non-passing grade (F, W, I, X, NP, or NCR) are considered to be not successfully completed.

Policy on Incompletes, Audits, Non-Credit Remedials, and Withdrawals

Aurora University will not allow incomplete, non-credit remedial, and withdrawal courses to be considered as credits successfully completed,

but will consider them as courses attempted and therefore count them in the maximum timeframe.

Students who receive an Incomplete or Deferred Grade for a course while on SAP probation will be reviewed on an individual basis. Students in this situation are monitored in conjunction with the Registrar's Office for final grades, and then the files are evaluated as to progress. If needed, any required adjustment to their financial aid is made upon notification of the final grade.

Non-credit remedial courses are counted toward the minimum amount of courses required for financial aid eligibility.

Aurora University does not offer withdrawal pass and withdrawal fail courses.

Audited courses do not earn academic credit and are not eligible for financial aid payment. As such, they are not evaluated in the review of the student's satisfactory academic progress.

Withdrawal grades are considered to be not successfully completed, and negatively impact satisfactory academic progress. This includes official withdrawal grades W, which are not calculated in the grade point average, as well as unofficial withdrawals that result in the grade of an F which is calculated in the grade point average.

Impact of Dropping/Failing Courses

Though a student may receive Federal Title IV aid for retaking a course that had previously been dropped or failed, both the first and second attempts are counted toward the quantitative requirement (see item 2). This means that repeatedly withdrawing from and/or failing courses may negatively impact a student's quantitative progress (pace of completion) over the long term and result in the student failing to meet SAP requirements.

Retaking Coursework

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

Federal regulations specify that you may not receive aid more than once for repeating a course previously passed, even if you are required to retake the course to fulfill degree requirements. For example, if you receive a "D" grade in a course and you are required to repeat the course to achieve a grade greater than a "D", you may receive financial aid for only one repeat of the course.

Changing Programs of Study

As outlined in the academic catalog, students wishing to change programs of study (majors) need to complete a Declaration of Major form. The student is encouraged to meet with an academic advisor and a financial aid counselor. The student is expected to complete his/her program within the maximum timeframe. In limited circumstances, appeals will be considered.

Double Majors

As outlined in the academic catalog, students may pursue multiple majors. The student would need to complete the Declaration of Major form for both programs, and if approved, the student is encouraged to meet with an academic advisor and a financial aid counselor. The student is expected to complete the multiple majors within the maximum timeframe.

A student's financial aid eligibility ends once all requirements for a first bachelor's degree are met even if the requirements for the second or additional program have not been met.

Second Undergraduate Degree

Students pursuing a second undergraduate degree are eligible only for federal student loans at the undergraduate level. Students seeking a second undergraduate degree are subject to the maximum timeframe limit for undergraduate study.

This information is accurate at all Aurora University locations and subject to change without prior notice.

Family Educational Rights and Privacy Act of 1974 as Amended FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal statute, that took effect on November 19, 1974. Specifically, this statute governs:

- student access to records maintained by educational institutions
- release of such records

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Aurora University receives a request for access. 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 student is considered "in attendance" at Aurora University as of the official first day of the term in which the student is first enrolled.
 - a. At Aurora University the records of attending students include the general file in graduate program office, the permanent academic record in the Office of the Registrar, financial records in the Student Accounts Office, the financial aid files in the Office of Financial Aid, and where appropriate, the files in the School of Education.
 - b. The files of former students are found in the Office of Alumni Relations, Office of the Registrar and, where appropriate, in the School of Education.
 - 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 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 right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. 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. The right to provide written consent before Aurora University discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. 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, whom the university has determined to have legitimate educational interests, officials of other schools in which a student seeks to enroll, parents of "income tax dependent" students, appropriate government officials, accrediting organizations, in response to a legal subpoena and to certain others if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
 - a. Excepted from this requirement is "directory information," including the student's name, address, telephone number, email address, photograph/electronic image, date and place of birth, major field of study, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, 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 in writing that all of the information designated should not be released without his/her prior written consent. New requests or cancellations must be submitted by the end of the first week of classes for the given term. After that date, the university cannot guarantee that the student's directory information will not appear in a printed publication. This announcement constitutes such public notice.
 - c. "School officials" include
 - i. persons employed by Aurora University in an administrative, supervisory, academic, research, or support staff position (including but not limited to law enforcement unit personnel, attorneys, counselors, and health staff);
 - ii. persons serving on the board of trustees; or
 - iii. persons (including students) serving on an official university committee, such as a disciplinary or grievance committee.

- iv. A school official also may include a volunteer, contractor, consultant or other party outside of Aurora University
 - who performs an institutional service or function for which the university would otherwise use its own employees,
 - who is under the direct control of the university with respect to the use and maintenance of education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks, and
 - who is subject to the obligation not to disclose PII from any education record without the prior written consent of the student.
- d. "Legitimate educational interests" include performing a task or engaging in an activity related to
 - i. one's regular duties or professional responsibilities,
 - ii. a student's education,
 - iii. the discipline of a student,
 - iv. a service to or benefit for a student,
 - v. measures to support student success, and
 - vi. the safety and security of the campus.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Aurora University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, DC 20202

Questions may also be directed to the University Registrar in the Office of the Registrar at registrar@aurora.edu.

Programs

- Athletic Training (MS) (p. 38)
- Business Administration (MBA) (p. 40)
- Computer Science (MSCS) (p. 43)
- Criminal Justice (MS) (p. 44)
- Curriculum and Instruction: Teaching Diverse Learners (MA) (p. 44)
- Doctor of Education (EdD) (p. 45)
- Doctor of Social Work (DSW) (p. 49)
- Educational Leadership with Principal Endorsement (MA) (p. 52)
- Educational Technology (MA) (p. 53)
- Exercise Science (MS) (p. 54)
- Master's Entry into Nursing Practice (MSN) (p. 55)
- Mathematics Education (MA) (p. 57)
- Public Administration (MPA) (p. 58)
- Reading Instruction with Endorsement (MA) (p. 60)
- Social Work (MSW) (p. 61)
- Social Work/Business Administration (MSW/MBA) (p. 66)
- Social Work/Public Administration (MSW/MPA) (p. 67)
- Teaching - Elementary Education (MA) (p. 69)
- Teaching (MA) (p. 70)
- Director of Special Education Endorsement (p. 71)
- Professional Educators License (PEL) with School Social Work Endorsement (p. 71)
- Supplemental Course Listings (p. 72)

Athletic Training (MS)

Master of Science Program Description

Athletic training is an allied health profession dedicated to the prevention, care, and rehabilitation of injuries to people who are physically active. Potential employment opportunities include working in high schools, colleges, universities, sports medicine clinics, hospital-based physical therapy clinics, fitness centers, industrial health care facilities, law enforcement, the military, and professional sports.

The Master of Science degree in Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The graduate program prepares students to successfully pass the Board of Certification (BOC) examination, and become eligible for state licensure. Students will participate in a rigorous academic program and diverse clinical practicums that include rotations to physical therapy clinics, high schools, colleges, hospitals, and physician offices.

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

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

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

The 3+2 Dual Degree students, that have met the admissions requirements, will be accepted into the program following the spring semester of their third year. Aurora University maintains the right to admit only the most highly qualified students from those who have met the admission requirements. Students are encouraged to review Aurora University's Policy for Students with Disabilities found in the university catalog. Admission requirements and technical standards for athletic training students are found in the Athletic Training Program Policies and Procedures Handbook and on the program website.

Master of Science in Athletic Training - 2 year option

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

- Biology
- Anatomy and Physiology
- Psychology
- Statistics

- Physics
- Chemistry

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

Admission Requirements

Masters of Science in Athletic Training 3+2 Program Admission Requirements

- Minimum undergraduate cumulative GPA of 3.0 prior to beginning the 5000-level athletic training classes
- Complete all pre-requisite course requirements with a "C" or better

Masters of Science in Athletic Training 2 Year Program Admission Requirements

- Minimum undergraduate cumulative GPA of 3.0 at the point of application
- Complete all pre-requisite course requirements with a "C" or better

Entrance Requirements

Master of Science in Athletic Training Entrance Requirements

After admission into the Athletic Training Program, and prior to students taking 5000-level athletic training classes, the following documents must be submitted:

- TB Test - within six months of entrance
- Proof of current Immunizations or waiver
- Technical Standards Form completed
- Criminal Background Check
- Drug Screen

Program Requirements

Code	Title	Credits
Required Courses		
ATR-5100	Principles of Athletic Training ¹	2
ATR-5200	Emergency Medical Response I ¹	2
ATR-5250	Emergency Medical Response II ¹	2
ATR-5300	Clinical Human Anatomy ¹	2
ATR-5400	Diagnosis of the Lower Extremity ¹	4
ATR-5410	Diagnosis of the Upper Extremity ¹	4
ATR-5420	Diagnosis of the Head and Spine ¹	2
ATR-5550	Therapeutic Interventions I ¹	4
ATR-5600	Principles of Taping, Bracing and Protective Equipment ¹	2
ATR-5750	Clinical Experience Internship I ¹	3
ATR-5760	Clinical Experience Internship II ¹	3
ATR-5770	Clinical Experience Internship III	3
ATR-6200	Psychosocial and Behavioral Healthcare	2
ATR-6300	Performance Enhancement for Activity and Sport	2
ATR-6400	Administration of Athletic Training	4
ATR-6500	Medical Aspects of Athletic Training	4
ATR-6550	Therapeutic Interventions II	4

ATR-6750	Clinical Experience Internship IV	3
ATR-6760	Clinical Experience Internship V	3
ATR-6800	Clinical Application of Evidence Based Practice	2
ATR-6900	Patient-Centered Care	4
Total Credits		61

¹ These courses will be taken during the fourth year by students who are admitted to the Master of Science in Athletic Training Dual Degree 3 + 2 Program.

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Retention Requirements

Students must earn a "B" or better in all didactic and practicum courses.

In addition, students taking didactic classes in the Athletic Training Program must demonstrate acceptable performance in two specific areas:

- **Written Academic Performance:** Students must earn a minimum of 70% average across all written exams within each course. If a student fails to earn a 70% average, the student will earn an automatic "F" in the course.
- **Skills-based and Practical Performance:** Students must earn a minimum of 80% average across the skills-based or practical exams within each course. If a student fails to earn an 80% average, the student will earn an automatic "F" in the course. For each individual skill-based or practical exam, if a student earns below a 70% the student will be required to retake the exam to show proficiency in the skills.
- However, the original exam score will be recorded in the student's grade calculation. The only class where the retake will replace the original grade is in ATR 5400 Diagnosis of the Lower Extremity, for the first skills-based exam, which is the first exam within the entirety of the program. Only those students who fall below 70% will be allowed to complete a retake.

Should a student be readmitted into the program, courses in which a student received grades of C or F cannot be used to meet the graduation requirements of the graduate program and must be repeated. A required retake will extend the time to graduation for the student. Courses may only be retaken once.

Learning Outcomes

1. **Evidence-Based Practice:** The student will develop an appreciation for the integration of best practices in athletic training. As a practitioner this includes incorporating into their practice the best available evidence, clinical skills, and the needs of the patient to maximize patient outcomes. An understanding of evidence-based practice concepts and their application is essential to sound clinical decision-making and the critical examination of athletic training practice.
2. **Prevention and Health Promotion:** The student will develop proficiency in implementing strategies and programs to prevent the incidence and/or severity of injuries and illnesses and optimize their clients'/patients' overall health and quality of life. These strategies and programs also incorporate the importance of nutrition and physical activity in maintaining a healthy lifestyle and in preventing chronic disease (e.g. diabetes, obesity, cardiovascular disease).
3. **Clinical Evaluation And Diagnosis:** The student will develop proficiency in the areas of clinical examination skills in order to accurately diagnosis and effectively treat their patients. The clinical examination is an on-going process, repeated to some extent each time the patient is treated. The development of these skills requires a thorough understanding of anatomy, physiology, and biomechanics. Athletic trainers must also apply clinical-reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, and formulate a differential diagnosis.
4. **Acute Care of Injuries And Illnesses:** The student will develop proficiency and understanding in the areas of acute care and illnesses. Athletic trainers are often present when injuries or other acute conditions occur or are the first healthcare professionals to evaluate a patient. For this reason, athletic trainers must be knowledgeable and skilled in the evaluation and immediate management of acute injuries and illnesses.
5. **Therapeutic Interventions:** The student will develop proficiency and understanding necessary to assess the patient's status using clinician-and patient-oriented outcome measures. Based on this assessment and with consideration of the stage of healing and goals, a therapeutic intervention is designed to maximize the patient's participation and health-related quality of life.
6. **Psychosocial Strategies and Referral:** The student will develop proficiency and understanding to be able to recognize clients/patients exhibiting abnormal social, emotional, and mental behaviors. Coupled with recognition is the ability to intervene and refer these individuals as necessary. Additionally, athletic trainers appreciate the role of mental health in injury and recovery and use interventions to optimize the connection between mental health and restoration of participation.
7. **Healthcare Administration:** The student will develop proficiency and understanding to function within the context of a complex healthcare system. Integral to this function is an understanding of risk management, healthcare delivery mechanisms, insurance, reimbursement, documentation, patient privacy, and facility management.
8. **Professional Development and Responsibility:** The student will develop proficiency and appreciation for professional development

and responsibility. The provision of high quality patient care requires that the athletic trainer maintain current competence in the constantly changing world of healthcare. Athletic trainers must also embrace the need to practice within the limits of state and national regulation using moral and ethical judgment. As members of a broader healthcare community, athletic trainers work collaboratively with other healthcare providers and refer clients/patients when such referral is warranted.

Business Administration (MBA)

Master of Business Administration

The MBA program is offered on the Aurora Campus, in the full-time Plus One format, and online.

Program Description

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

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

MBA Plus One Program

In addition to the online MBA programs, AU offers a selective MBA Plus One program designed for early career professionals. The MBA Plus One program is a full-time, day cohort version for completing the MBA program, generally intended for students who have completed their bachelor's degree within 24-36 months preceding the start of the cohort.

Since the MBA Plus One program is designed for early career professionals with typically fewer years of professional experience, the cohort emphasizes not only MBA content found in the evening and online MBA programs but development of professional skills and dispositions through a required professional experience.

The MBA Plus One program and registration for its courses are limited to students admitted to the MBA Plus One program. As a cohort, all MBA Plus One students are required to successfully complete a prescribed MBA curriculum that achieves the same program learning outcomes of the general MBA. In the evening and online modalities of the MBA program, students have the flexibility to choose any combination of approved elective coursework to meet the degree requirements. Given the highly focused nature on early career academic and professional development in the MBA Plus One program, a student's elective options are more narrowly prescribed and focused to align with a specific professional pathway. Students seeking to fulfill the MBA degree requirements through other courses than those prescribed by the MBA Plus One will be required to receive special dispensation from the Program Director.

Admission Requirements

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

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

MBA Program Detail

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

The Master of Business Administration is offered in the regular (Online) and a Full-Time Plus-One format. The program requirements for each are listed below.

Program Requirements - MBA (Online)

The MBA degree requires 36 semester hours: 18 semester hours of required core courses plus 18 semester hours from electives and/or selected topics courses. Students who wish to focus their elective options can earn a concentration in Marketing and/or Leadership. (Students can complete one of the concentrations, both of them or neither.)

Code	Title	Credits
Required Core Courses		
MBA-6020	Marketing Management	3
MBA-6030	Leadership and Organizational Behavior	3
MBA-6045	Budgeting and Financial Management	3
MBA-6075	Operations Management	3
MBA-6085	Ethics and Decision Making	3
MBA-6100	Strategic Management	3
Selected Courses		
Select 18 semester hours of approved elective coursework of the following: ^{1,2}		18
To earn a concentration in MARKETING, students must select the following courses as part of their 18 semester hours of selected coursework.		
Marketing Concentration		
MKT-6119	Consumer Insight for Marketing Decisions	
MKT-6330	Marketing Analytics and Data Storytelling	

MKT-6530	Brand and Campaign Planning
To earn a concentration in LEADERSHIP, students must select 9 semester hours from the course options below as part of their 18 semester hours of selected coursework.	
Leadership Concentration	
MBA-6200	Human Resource Management
MPA-6350	Nonprofit Management and Leadership
MBA-6550	Comprehensive Healthcare Management
MBA-6610	Leading Organizational Development
MBA-6620	Leading Strategically
MBA-6630	Leading High-Functioning Teams
Students who do not wish to focus their selected coursework must select 18 credit hours from the course options below.	
MBA-6050	Corporate Finance
MBA-6090	Applied Business Research
MBA-6130	Economics
MBA-6200	Human Resource Management
MBA-6250	Data Analytics
MBA-6310	Design Thinking
MBA-6350	Nonprofit Management and Leadership
MBA-6380	Communication Management
MBA-6500	Global Business Immersion
MBA-6520	Project Management Planning
MBA-6530	Project Management Execution
MBA-6540	Entrepreneurial Management
MBA-6550	Comprehensive Healthcare Management
MBA-6560	Leadership of Not-For-Profit Organizations
MBA-6610	Leading Organizational Development
MBA-6620	Leading Strategically
MBA-6630	Leading High-Functioning Teams
MBA-6810-9	Selected Topics in Bus Administration
MBA-6940	MBA Internship
MPA-6170	Applied Research, Insights, and Evaluation
Total Credits	36

¹ MBA students may also select up to four 6000-level ACC, HLS, MPA, MKT, and PED graduate courses to fulfill the MBA elective requirements (maximum total of 12 non-MBA elective semester hours).

² Not all electives are offered at all locations. Consult the schedule of classes each term to identify which electives are currently being offered.

Program Requirements - MBA Plus One Program (Aurora Campus)

The MBA degree requires 36 semester hours: 24 semester hours of required core courses plus 12 semester hours from a selected track.

Code	Title	Credits
Required Courses		
MBA-6020	Marketing Management	3
MBA-6030	Leadership and Organizational Behavior	3
MBA-6045	Budgeting and Financial Management	3
MBA-6075	Operations Management	3

MBA-6085	Ethics and Decision Making	3
MBA-6100	Strategic Management	3
MBA-6200	Human Resource Management	3
MBA-6940	MBA Internship	3
Required Professional Track		
Select one of the following approved tracks: ¹		12
Strategic Management Track		
MBA-6050	Corporate Finance	
MBA-6250	Data Analytics	
MBA-6380	Communication Management	
MBA-6520	Project Management Planning	
Marketing and Brand Management		
MKT-6330	Marketing Analytics and Data Storytelling	
MKT-6370	Marketing Strategies and Project Management	
MKT-6430	Strategic Brand Management	
MKT-6470	Mktg Innovation & Immersion	
Healthcare Track		
HCA-6150	Executive Leadership Skills for the C Suite	
HCA-6200	Healthcare Finance	
HCA-6300	Healthcare Information Management	
MBA-6550	Comprehensive Healthcare Management	
Sport Management Track		
SPM-6220	Networking and Career Options in the Sports World	
SPM-6240	Sport Ticket Sales	
SPM-6430	Sport Partnership Marketing Sales	
SPM-6450	Interdisciplinary Relationships in the Sports World	
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Attendance Policy

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

Academic Standards and Evaluation

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

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

Residency Requirement

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

Learning Outcomes

1. The student will demonstrate a mastery of communication appropriate to the field of business administration. The student will master the ability to participate in and contribute to the business decision-making process, including the ability to communicate with diverse audiences.
2. The student will demonstrate master's-level competency in effective collaboration in the context of business administration. The student will demonstrate an ability to collaboratively lead, motivate, and manage a diverse workplace within and across organizations, nonprofit institutions, and community stakeholders.
3. The student will demonstrate master's-level competency in business administration research and analysis. The student will be able to engage in data driven decision-making in the context of business administration. The student will master the ability to analyze, synthesize, think critically, solve problems, and make decisions.
4. The student will demonstrate a master's-level competency in ethical decision-making. The student will be able to articulate and apply a corporate social responsibility values perspective, including the ability to identify ethical dilemmas and systematically apply ethical principles to identify appropriate courses of action.
5. The student will demonstrate a masters-level competency in the discipline of business administration. The student will be able to demonstrate expertise in foundational and contemporary business administration theories and research (e.g., marketing, organizational behavior, financial management, managerial accounting, operations management, and strategic planning).
6. The student will master the ability to apply disciplinary knowledge. The student will be able to demonstrate the ability to apply the functional areas of business as a manager (e.g., marketing, organizational behavior, financial management, managerial accounting, operations management, and strategic planning).

Computer Science (MSCS)

Master of Science

This program is offered on the Aurora campus.

Program Description

The Master of Science in Computer Science (MSCS) is more than a traditional program— it's a catalyst for innovators seeking to lead in a rapidly evolving digital world. With a curriculum that emphasizes foundational knowledge, emerging technologies, and sustainable strategic approaches, students gain the expertise and leadership skills to redefine how technology serves society. From programming to policy, this program prepares graduates to create a lasting impact at the intersection of technology and innovation.

Program Features and Goals

- **Innovative Curriculum** — The MSCS program stands out through its innovative pedagogy, combining experiential learning, interdisciplinary approaches, and cutting-edge technology to prepare students for leadership in the ever-evolving tech landscape. This dynamic curriculum fosters creativity and critical thinking, empowering students to shape the future of technology in transformative ways.
- **Strategic Technology Leadership** - Students will develop skills in technology strategy and sustainable innovation, empowering them to lead digital transformation initiatives that address societal needs and promote global progress.
- **Interdisciplinary Integration**—The program takes a holistic approach and incorporates interdisciplinary principles from business, ethics, and systems thinking to ensure that graduates can approach challenges with a broader perspective.
- **Hands-On Learning** — Through project-based coursework, capstone experiences, and exposure to real-world case studies, students will translate theory into practice, tackling complex problems with creativity and rigor.
- **Focus on Emerging and Disruptive Technologies** - Courses are tailored to examine the societal, organizational, and ethical implications of rapidly evolving technologies, preparing graduates to evaluate and shape policies, frameworks, and innovations that drive technological and human progress.
- **Global and Sustainable Impact** - Recognizing the role of technology in shaping the future, the program emphasizes the development of solutions that are not only innovative but also sustainable, fostering a positive and lasting impact on communities and the environment.

Program Structure

The MSCS program requires students to complete a total of 36 credits, comprising 27 core credits and 9 elective/specialization credits. Typical students must take 9 credit hours each semester, with program completion in 2 years. Courses will be offered in a hybrid format.

Curricular Practical Training

For students seeking practical experience, the MSCS program includes a Curricular Practical Training (CPT) component. CPT provides students with the opportunity to apply their knowledge in real-world settings through internships or cooperative learning experiences with industry

partners. This practical experience ensures graduates are well prepared for immediate and impactful contributions to their organizations.

Program Requirements

Code	Title	Credits
Core Requirements		
CSC-5010	Foundations of Emerging Technologies	3
CSC-5050	Ethics and Sustainability in Tech Policy	3
CSC-5100	Big Data Technologies and Architectures	3
CSC-5150	Computer Systems Architecture and Engineering	3
CSC-5200	Cyber-Physical Systems and Security	3
CSC-5300	Cloud Computing	3
CSC-5400	Human-Computer Interaction	3
CSC-5500	Machine Learning and Large Language Models	3
CSC-5600	Advanced Programming Paradigms	3
Specialization Courses		9
Students must complete either the Cybersecurity track or the Data Science track		
Cybersecurity		
CSC-5700	Supply Chain and BlockChain Resistance	
CSC-5800	Incident Response & Digital Forensics	
CSC-5900	Cloud Security and Infrastructure Protection	
CSC-5911	Curricular Practical Trng Tech Fields ¹	
Data Science		
CSC-5750	Data Visualization, Storytelling, and Communication	
CSC-5850	Big Data Analytics and Cloud Computing	
CSC-5950	Data Engineering & Scalable Systems	
CSC-5911	Curricular Practical Trng Tech Fields ¹	
Total Credits		36

¹ This course is required for students pursuing a practical component to their track. It may be taken once each semester the student is enrolled, and must be started in the first year in order to complete 3 semester hours.

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.

8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

- 1. Students should be able to apply concepts from machine learning, secure computing architectures, big data technologies, and cloud computing to solve real-world challenges.
- 2. Students should be able to develop technology strategies that address societal needs focusing on sustainable innovation.
- 3. Students should be able to integrate interdisciplinary principles from business, ethics, and systems thinking to approach technological challenges.
- 4. Students should be able to evaluate implications of emerging technologies on communities and the environment.

Criminal Justice (MS)
Master of Science

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

Program Description

The Master of Science in Criminal Justice degree is designed for students seeking careers in criminal justice and public sector security agencies. This comprehensive program will provide students with the academic background to pursue a rewarding career in wide variety of agencies and enable them to be significant in the lives of others. Potential careers include police officers, investigators, special agents, probation/parole professionals, and emergency management officials. This unique program offers flexibility and insight into the most current topics and challenges facing criminal justice agencies. Students can choose one of two concentrations that will provide more focused knowledge and skill development: Leadership and Administration, or Psychology and the Law.

This graduate program is offered in a Plus-One format. The requirements include successful completion of 30 hours of coursework consisting of six core courses, three concentration courses, and a three credit-hour high impact learning experience.

Program Requirements ¹

Code	Title	Credits
Foundation Courses		
CRJ-5150	Crime Causation Theory	3
CRJ-5180	Seminar in Criminal Justice	3
CRJ-5190	Ethics and Diversity in Criminal Justice	3
CRJ-5200	Applied Data Analysis	3
CRJ-5250	Problem Solving - Planning, Analysis, and Assessment	3
CRJ-5940	High Impact Professional Experience	3
MBA-6030	Leadership and Organizational Behavior	3
Concentration		
Select one of the following concentrations:		9
Leadership and Administration		
CRJ-5025	Cyber Security in the Information Age	

or CRJ-5055	Disaster Preparedness and Emergency Management
CRJ-5170	Criminal Justice Administration and Leadership
CRJ-5300	Problem-Solving Courts in an Adversarial System
Psychology and the Law	
PSY-5010	Advanced Psychopathology
PSY-5020	Law and Mental Health
PSY-5030	Trauma and Crisis Intervention
Total Credits	30

¹ Optional Elective: REC-2XXX: FAA Drone License Exam Prep (1 credit).

Graduate Degree Requirements

- 1. Completion of all coursework specified by the graduate program.
- 2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
- 3. Submission of all pre-graduation materials required by the graduate program.
- 4. Acceptance of thesis or other required final project by the graduate program.
- 5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
- 6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
- 7. In the case of certification programs, submission of all governmental forms.
- 8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

- 1. Students will demonstrate an understanding of the criminological causes of crime.
- 2. Students will demonstrate insight into the most current topics and challenges facing criminal justice agencies.

Curriculum and Instruction: Teaching Diverse Learners (MA)

Master of Arts

This program is available on the Aurora and Woodstock Center campuses.

Program Description

This program offers a path to a Master of Arts in Curriculum and Instruction: Teaching Diverse Learners degree, along with Illinois State Board of Education issued endorsements for Learning Behavioral Specialist 1 (LBS1) and English as a Second Language (ESL). This program will enable students to develop enhanced teaching strategies, focusing specifically on diverse learners in a PK-12 school setting.

Courses will focus on planning, instruction, and assessment practices for students with special learning and language needs. Additionally, courses will address curriculum development for and researched-based approaches to serve special populations.

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

Admission Requirements

Applicants seeking to enter the program must submit:

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://www.aurora.edu/auapply) (<http://www.aurora.edu/auapply/>)).
- Official transcripts from all previous undergraduate and graduate institutions attended
- One letter of reference from an individual able to attest to the student's academic and/or professional potential
- Personal statement of past professional experience and future educational goals
- Current resume

Additional Requirements Include:

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

Program Requirements

Code	Title	Credits
Required Core Curriculum		
EDU-6061	Scholarship Applied to Teaching	3
EDU-6115	Foundations for Language Minority Education of Diverse Learners	3
EDU-6125	Linguistics for Teaching Diverse Populations	3
EDU-6200	Cross Cultural Curriculum for Diversity	3
EDU-6221	Methods and Materials for Teaching Diverse Learners	3
EDU/SPED-6501	Assessment of Diverse Learners: Special Education and ESL	3
EDU/SPED-6545	Collaboration, Differentiation, Instruction, and Transition for Diverse Learners	3
EDU-6630	Curriculum Development and Evaluation	3
SPED-6515	Characteristics and Identification of Disabilities and the Law for Diverse Populations	3
SPED-6525	Cognitive Development and Disabilities of Diverse Learners	3
SPED-6555	Prosocial and Problematic Behavior Strategies for Diverse Learners	3
SPED-6565	Strategies and Assistive Technology for Students with Multiple Disabilities and Diverse Learners	3
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

- Candidates will demonstrate content knowledge in their program.
- Candidates will demonstrate the ability to plan instruction.
- Candidates will demonstrate the ability to provide a supportive environment for student learning.
- Candidates will demonstrate success in clinical placements.
- Program will demonstrate ability to produce effective educators.

Doctor of Education (EdD)

Doctor of Education

These programs are offered in the AU Online format:

Instructional Leadership: Coaching and Mentoring

Leadership in Educational Administration: Superintendent Endorsement

Advanced Standing: Leadership in Educational Administration for Principal Endorsed

Advanced Standing: Leadership in Educational Administration for Superintendent Endorsed

Leadership in Higher Education Administration

Program Description

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

Faculty members make an effort to create a collegial, friendly, and collaborative environment that supports doctoral-level study. Faculty members in the EdD program all possess the highest degree in their field and hold considerable expertise in their subject areas. Because full-time faculty teach only in the doctoral program, they are able to give extensive professional and academic advisement to students. Other professors across campus and within the School of Education teach courses and participate in dissertation committee work. Adjunct faculty members all possess a terminal degree, and are current practitioners in the field of P-20 education, and are recognized as leaders and experts in their subject areas.

The curriculum is designed to provide a comprehensive program for students. The courses and assignments are carefully coordinated and sequenced to facilitate student growth from course to course. Graduates will possess expertise in the area of leadership, instruction, change management, equity in education, and educational research.

The EdD program has the expressed purpose of developing scholar-practitioners. This is accomplished by melding theory, academic study, and practice into course readings, assignments, and dissertation studies. All candidates receive a strong grounding in research and inquiry. It is possible to specialize in quantitative or qualitative methods, as well as historical, philosophical, and theoretical methods of inquiry. Candidates are expected to conduct research in areas relevant to their practice and to apply research appropriately.

Curriculum/Schedule

Candidates following the full EdD plan who seek to complete their degrees in three years will complete six courses each year as follows. Candidates on the lengthened plan can take courses on a part-time basis within the six-year limit to complete coursework. EdD courses are offered in a 100% asynchronous format with optional weekly synchronous sessions offered by the instructor.

Admission Requirements

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

- A completed Application for Admission (aurora.edu/auapply (<http://www.aurora.edu/auapply/>)).
- At least two references including:
 - A person familiar with the candidate's academic work.
 - A person familiar with the applicant's professional leadership work, such as a manager, a principal, a department chair or school board chair.
- One set of official transcripts for all graduate study, showing completion of an appropriate master's degree from a regionally accredited university and, if applicable, all courses that led to the superintendent's endorsement.
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations and other relevant information relating to the applicant's leadership

background. Note: Candidates should refer to the web page <https://aurora.edu/academics/graduate/edd/admission-requirements.html> to ensure that their curriculum vitae or resume addresses the concerns of the admission committee.

- A personal statement, approximately 1,000 to 2,000 words in length, describing present goals and interests and showing their connection to prior experiences and to the EdD program.

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

Advanced Standing Students

Leadership in Educational Administration for Superintendent Endorsed/Advanced Standing

Students who possess a valid ISBE superintendent endorsement and are employed as a school leader or are ABD (all but dissertation) for from a regionally accredited doctoral program of study in education may apply for advanced standing for up to one-half of the semester hours (30 semester hours) in approved transfer credit toward the EdD Program. Advanced standing students are required to take 30 semester hours of research-related coursework. Should there be less than 30 semester hours of transfer credit, students will be required to take elective courses designated by the program to fulfill the total of 60 semester hours required for the doctorate in education. Special admission procedures and standards may apply to advanced standing applicants. (For additional information on advanced standing, please refer to the EdD Policy Handbook).

Leadership in Educational Administration for Principal Endorsed/Advanced Standing

Students who have two master's degrees, including a Master of Arts in Educational Leadership (MAEL) degree and a second education-related master's degree, possess a valid ISBE principal endorsement and are employed as a school leader, teacher, or are ABD (all but dissertation) from a regionally accredited doctoral program of study in education may apply for advanced standing for up to one-half of the semester hours (30 semester hours) in approved transfer credit toward the EdD Program. Advanced standing students are required to take 30 semester hours of research-related coursework. Should there be less than 30 semester hours of transfer credit, students will be required to take elective courses designated by the program to fulfill the total of 60 semester hours required for the doctorate in education. Students pursuing this pathway would not receive the superintendent endorsement, but they could complete those requirements at a later date. Special admission procedures and standards may apply to advanced standing applicants. (For additional information on advanced standing, please refer to the EdD Policy Handbook).

Program Requirements for the EdD Program

- Minimum of 60 semester hours (beyond the master's degree): 30 hours of content related coursework, 30 hours of research coursework and dissertation hours
- Committee approved final dissertation that has been orally defended and published on the ProQuest database

- Successful completion of qualifying self-assessment and comprehensive examinations
- Completion of all requirements within three years (minimum) or six years (maximum) from first enrollment
- No 7000 or 8000 level course grade below a B will be accepted toward an EdD degree at Aurora University

Leadership in Higher Education Administration (EdD)

Code	Title	Credits
EDU-7235	Fundamentals of Enrollment Management	4
EDU-7420	Institutional Governance Structures & Leadership	4
EDU-8175	Institutional Diversity & Equity	4
EDU-8530	Historical Foundations of Higher Education	3
EDU-7310	Proseminar in Educational Research	4
Milestone: Qualifying Self-Assessment		
EDU-8010	Introduction to Educational Research Designs	4
EDU-8300	Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting	3
EDU-8100	Quantitative Educational Research	4
EDU-7165	Ethical and Legal Issues of Adult Learning Contexts	4
EDU-8315	Adult Learning and Higher Education Internship	2
EDU-8520	Seminar in Higher Education Administration	3
Milestone: Comprehensive Exams		
EDU-8190	Qualitative Research in Education	4
EDU-8225	Philosophies of Adult Learning	3
EDU-8420	Dissertation Seminar	4
EDU-8800	Dissertation	10
Milestone: Dissertation Defense		
Total Credits		60

Instructional Leadership: Coaching and Mentoring (EdD)

Code	Title	Credits
EDU-7133	Organizational Theory and Change Management	4
EDU-7310	Proseminar in Educational Research	4
EDU-7325	Curriculum and Assessment for K-12 Regular Education	3
EDU-7410	Instructional Coaching and Adult Learning in Professions	5
EDU-8170	Equity, Diversity, and Justice in Education	3
Milestone: Qualifying Self-Assessment		
EDU-7355	Curriculum and Assessment for Special Populations	3
EDU-7500	Effective Principles of Mentoring and Professional Conversations	3
EDU-8010	Introduction to Educational Research Designs	4

EDU-8100	Quantitative Educational Research	4
EDU-8460	Instructional Practices and Learning Theories for School Improvement	4
EDU-8163	Instructional Leadership Internship Supervision and Teacher Development	2
Milestone: Comprehensive Exams		
EDU-8190	Qualitative Research in Education	4
EDU-8255	Program Evaluation and Data Analysis for School Improvement	3
EDU-8420	Dissertation Seminar	4
EDU-8800	Dissertation	10
Milestone: Dissertation Defense		
Total Credits		60

Leadership in Educational Administration Program for Superintendent Endorsed (EdD)

Code	Title	Credits
EDU-7133	Organizational Theory and Change Management	4
EDU-7335	Advanced School District Finance	3
EDU-7325	Curriculum and Assessment for K-12 Regular Education	3
EDU-7310	Proseminar in Educational Research	4
EDU-7365	Advanced School Law and Human Resources PK-12	3
Milestone: Qualifying Self-Assessment		
EDU-8010	Introduction to Educational Research Designs	4
EDU-7355	Curriculum and Assessment for Special Populations	3
EDU-8100	Quantitative Educational Research	4
EDU-7345	Advanced Operations and System Management	3
EDU-7715	Illinois School District Superintendent Internship I	2
EDU-7330	Equity, Ethics, and Excellence in School District Leadership Intensive I	1
EDU-7510	School District Superintendent and Board Policy	3
EDU-7725	Illinois School District Superintendent Internship II	2
EDU-7340	Equity, Ethics, and Excellence in School District Leadership Intensive II	1
Milestone: Comprehensive Exams		
EDU-8190	Qualitative Research in Education	4
EDU-7735	Illinois School District Superintendent Internship III	2
EDU-7350	Equity, Ethics, and Excellence in School District Leadership Intensive III	1
EDU-8420	Dissertation Seminar	4
EDU-8800	Dissertation	9

Milestone: Dissertation Defense

Total Credits	60
----------------------	-----------

Leadership in Educational Administration for Principal Endorsed (EdD)

Code	Title	Credits
MAEL Principal Prep Courses		
EDU-6510	Educational Leadership and Organizational Theory	3
EDU-6515	Technology for School Leaders	3
EDU-6525	The Leader's Role in Human Resources and Supervision of Staff	3
EDU-6530	The Leadership Role in Curriculum Development, Instruction, Assessment, and Evaluation	3
EDU-6535	The Leader's Role in School-Community Relations	3
EDU-6565	The Leader's Role in Fiscal Management	3
EDU-6570	School Leadership and the Law	3
EDU-6575	School Leadership and the Law for Special Populations	3
EDU-6580	The Leader's Role in School Improvement Learning	3
EDU-6585	Introduction to the Internship	3
EDU-6590	Internship for Educational Leadership I	3
EDU-6595	Internship for Educational Leadership II	3
Research coursework taken for Advanced Standing		
EDU-7310	Proseminar in Educational Research	4
EDU-8010	Introduction to Educational Research Designs	4
EDU-8100	Quantitative Educational Research	4
EDU-8190	Qualitative Research in Education	4
EDU-8420	Dissertation Seminar	4
EDU-8800	Dissertation	1-10

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive

residency requirements, including requirements that specific coursework be completed at Aurora University.

Annual Progress

After their first 27 credit hours completed, candidates submit a Milestop One self-reflection on their progress toward the EdD program outcomes. Immediately prior to taking Dissertation Seminar, students must pass a comprehensive examination to continue in the program.

Deadlines for Final Dissertation Defense

Semester	Oral Defense Date	ProQuest Publication Date
December Graduation	November 1	December 1
May Graduation	March 15	April 15
August Graduation	July 1	August 1

Learning Outcomes

1. Foundational Knowledge and Practice:
 - Doctoral students will demonstrate mastery of social and psychological foundations of education within their major subfield of educational administration, curriculum and instruction, and adult learning and higher education.
 - Doctoral students will demonstrate mastery of contemporary issues of equity as well as the institutional and pedagogical implications of diverse populations in learning environments.
 - Doctoral students will demonstrate multiple perspectives in understanding the impact of learning technologies on society and education, and competence in the use of technologies to enhance research, teaching, and learning.
2. Research Knowledge and Practice:
 - Doctoral students will demonstrate that they can critically read, evaluate, and apply both theoretical and empirical research to problems arising from practice.
 - Doctoral students will demonstrate that they can plan, design, and conduct qualitative and quantitative research methodology research project to address problems arising from practice.
 - Doctoral students will demonstrate knowledge of current research trends and seminal researcher contributions to the major subfields (i.e. leadership, curriculum, learning, administration) within the field of education.
 - Doctoral students will successfully defend an individually written dissertation that contributes to the field of education.
 - Doctoral students will be active professionals in professional and academic organization giving presentations at conferences, as well as publishing, initiating, and leading projects within their communities, schools, and districts.
3. Specialized Content Knowledge and Practice:
 - Doctoral students in the leadership in educational administration demonstrate mastery of leadership and administration related to curriculum and assessment for general education, special education, English learners, and gifted education, administration of district-wide technology initiatives, issues of school improvement and effectiveness for K-12 settings, organizational theory and education change, advanced school finance, educational law, advanced operations, human resource and systems management, and advanced educational policy analysis.

- Doctoral students in the leadership in instructional leadership: coaching and mentoring demonstrate mastery coaching models, mentoring, professional conversations, adult learning theories, curriculum leadership and assessment for general education, special education, English learners, and gifted education, organizational theory, and education change theory, curriculum implementation, program evaluation, advanced curriculum models to include inquiry and problem based learning, and comparative and international educational trends.
 - Doctoral students in adult learning and higher education will demonstrate mastery of the theories and practice of adult learning, curriculum implementation, program evaluation, organization and policy of higher education, strategic planning and governance within higher education, contemporary issues of higher education administration, and comparative and international educational trends.
4. Internship and Partnership Competency:
- Doctoral students will demonstrate mastery in leading collaborative efforts with a variety of stakeholders (i.e other professionals, administration, faculty, families, and communities) for the betterment of educational settings.

Doctor of Social Work (DSW)

Doctor of Social Work

Not accepting applications at this time.

Program Description

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

DSW Program Options

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

Admission Requirements

Not accepting applications at this time.

- The student must have an MSW degree from a Council on Social Work Education (CSWE) accredited program or a master's degree in a related area such as counseling psychology, human services, marriage, and family therapy, etc.
- The student's GPA must be 3.0 on a 4.0 GPA scale.
- The student must have at least three years of social work experience, pre-, concurrent- or post-MSW.
- The student must submit:
 - Two letters of recommendation
 - One set of official transcripts for all graduate studies, showing completion of an appropriate master's degree from a CSWE accredited program
 - A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/

or presentations, and other relevant information relating to the applicant's leadership background

- A writing sample demonstrating an understanding of Clinical Social Work Theory and Practice
- The qualified applicant may also go through a personal interview with the admissions committee upon the committee's discretion

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

Application Considerations

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

Provisional Admission

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

Program Requirements

Not accepting applications at this time.

Code	Title	Credits
Year One Courses		
SWK-7100	The History of Psychological Theory and Practice	3
SWK-7150	The History of Clinical Social Work Knowledge and Practice	3
SWK-7200	Clinical Seminar I	6
SWK-7250	History of Social Policy	3
SWK-7300	Clinical Seminar II	6
SWK-7350	Organizational Analysis	3
Year Two Courses		
SWK-7400	Clinical Seminar III	6
SWK-7450	Teaching Clinical Social Work Theory and Practice	3
SWK-7500	Clinical Seminar IV	6
SWK-7810-9	Selected Topics in Social Work ¹	9
Year Three Courses		
SWK-8100	Research Methodology I	3
SWK-8150	Data Analysis	3
SWK-8200	Research Methodology II, Dissertation Planning	3
SWK-8250	Data Analysis II	3

SWK-8800	Dissertation Supervision	4
Total Credits		64

¹ Three 3-semester hour courses

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

DSW Clinical Seminar and Clinical Oral Requirements

In the fall semester of their first year, the doctoral student will consult with the Director of the DSW program to secure his or her clinical preceptorship. The clinical preceptorship will begin in the spring semester of the first year in the doctoral program and run for four consecutive semesters. In addition to a four-course clinical seminar sequence, the doctoral student is required to concurrently spend eight hours a week in a preceptorship, including one hour of weekly consultation. The doctoral student may use his or her place of employment for the preceptorship with the approval of the Director of the DSW program. At the end of the four-course sequence, the doctoral student will construct a comprehensive paper describing the client being presented in a clinical oral examination. This paper will be distributed to the clinical oral committee consisting of three members; the doctoral student's clinical preceptor, the Director of the DSW Program, and a social work faculty member chosen by the student and approved by the Director of the DSW program. The doctoral student will present his or her clinical case to the committee, demonstrating mastery of a particular clinical theory and its application in clinical practice. The committee will cast a vote of pass or fail at the completion of the clinical oral and discussion. The doctoral student will need at least two out of three favorable votes to pass.

DSW Comprehensive Exam

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

DSW Dissertation Process

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

The doctoral student will then embark upon the clinical dissertation. This process includes successfully completing the four-course research sequence, developing a successful clinical and/or leadership dissertation proposal, securing university Institutional Review Board (IRB) approval, gathering and analyzing data, and defending the completed clinical dissertation.

Students will work closely with and under the guidance of their Dissertation Chair to develop the clinical and/or leadership dissertation proposal, which will ultimately be orally presented to the dissertation committee for approval. Once approved, the doctoral student must secure Institutional Review Board approval for research on human subjects and may proceed to gather data. Once all data has been gathered, analyzed and the clinical dissertation has been written, the doctoral student will present an oral defense of his or her study to the committee and the public.

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

Deadline for Dissertation Defense

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

Learning Outcomes

1. Demonstrate Ethical and Professional Behavior
 - Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice with individuals, families, groups, communities and organizations.
 - Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas.
 - Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior.
 - Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession.

- Social workers also understand the role of other professions when engaged in inter-professional teams.
 - Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.
 - Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
2. Engage Diversity and Difference in Practice
 - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.
 - Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.
 - Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
 3. Advance Human Rights and Social, Economic, and Environmental Justice
 - Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.
 - Social workers understand the global interconnections of oppression and human rights violations and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights.
 - Social workers understand strategies designed to eliminate oppressive environmental, economic, social, and cultural human rights are protected.
 4. Engage in Practice-informed Research and Research-informed Practice
 - Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.
 - Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. They also understand the processes for translating research findings into effective practice.
 5. Engage in Policy Practice
 - Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.
 - Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.
 - Social workers understand their role in policy development and implementation within their practice settings at the micro-mezzo, and macro levels and they actively engage in policy practice to effect change within those settings.
 - Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.
 6. Engage with Individuals, Families, Groups, Organizations, and Communities
 - Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
 - Social workers value the importance of human relationships.
 - Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities.
 - Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.
 - Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.
 - Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
 7. Assess Individuals, Families, Groups, Organizations, and Communities
 - Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.
 - Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities.
 - Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness.
 - Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process.
 - Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
 8. Intervene with Individuals, Families, Groups, Organizations, and Communities
 - Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
 - Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities.
 - Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies.

- Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals.
 - Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
- Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.
 - Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.
 - Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in evaluating outcomes.
 - Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
10. Teach Clinical Social Work Effectively
- While not a Council on Social Work Education competency, the School of Social Work has added effective teaching as a program outcome because all students take a class on teaching and practice teaching while in the program.

Educational Leadership with Principal Endorsement (MA)

Master of Arts

This program is available on the Aurora campus.

This program is offered in the traditional and AU Online format.

Program Description

The Master of Arts in Educational Leadership (MAEL) program will lead to a Principal Endorsement. The MAEL with the Principal Endorsement is designed for candidates who wish to prepare to become a principal, assistant principal, or director of special education.

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

Admission Procedures – Qualification for Admission

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

All candidates seeking admission to the Principal Endorsement Program must:

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

Admission Requirements

- A completed Graduate Application for Admission (aurora.edu/auapply (<http://www.aurora.edu/auapply/>)).
- Transcripts (official & sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu
- A current resume documenting required teaching and leadership experience
- A recommendation from your current district superintendent, as well as a recommendation from your current building principal addressing all of the following:
 - Implementing data analysis skills, resulting in instructional revisions and increased student learning/achievement¹
 - Documenting strong oral/written communication and interpersonal skills¹
 - Demonstrating strong leadership skills in a current role or the capacity to assume a significant leadership role in the school and/or community environment¹

¹ Collect artifacts that you will bring to your interview that document these areas

Following receipt of the above documents, the candidate is required to attend an interview and orientation to the program.

Programs Requirements

Code	Title	Credits
EDU-6510	Educational Leadership and Organizational Theory	3
EDU-6515	Technology for School Leaders	3
EDU-6525	The Leader's Role in Human Resources and Supervision of Staff	3
EDU-6530	The Leadership Role in Curriculum Development, Instruction, Assessment, and Evaluation	3
EDU-6535	The Leader's Role in School-Community Relations	3
EDU-6565	The Leader's Role in Fiscal Management	3
EDU-6570	School Leadership and the Law	3
EDU-6575	School Leadership and the Law for Special Populations	3
EDU-6580	The Leader's Role in School Improvement Learning	3
EDU-6585	Introduction to the Internship	3
EDU-6590	Internship for Educational Leadership I	3

EDU-6595	Internship for Educational Leadership II	3
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

Learning Outcomes

1. Candidates will demonstrate content knowledge in their program.
2. Candidates will demonstrate the ability to plan an appropriate environment.
3. Candidates will demonstrate success in Clinical Placements.
4. Candidates will demonstrate ability to provide a supportive environment for student learning.
5. Candidates will demonstrate the dispositions necessary for professional educators.
6. Programs will demonstrate ability to produce effective educators.

Educational Technology (MA)

Master of Arts

This program is available on the Aurora and Woodstock Center campuses.

Program Description

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

Admission Requirements

All candidates seeking admission to the Educational Technology Program must:

- Possess a valid Illinois professional educator license (early childhood, elementary, secondary, special PreK–12, or preschool-age 21)
- Be in a current full-time teaching position, and have one or more years of teaching experience in a PreK–12 setting
- Complete a Graduate Application for Admission ([aurora.edu/auapply](http://www.aurora.edu/auapply) (<http://www.aurora.edu/auapply/>))
- Provide transcripts (official, sealed in envelope) from the last degree earned: undergraduate degree indicating a GPA of 2.75 or higher or a graduate degree indicating a GPA of 3.0 or higher, both based on a 4.0 scale. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- A current resume documenting required teaching and leadership experience
- Supply a recommendation from your current building principal or direct supervisor

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

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

Program Requirements

Code	Title	Credits
EDU-6060	Scholarship Applied to Teaching	3
EDU-6070	Introduction to Action Research	3
EDU-6210	Planning and Developing Instructional Media I	3
EDU-6215	Planning and Developing Instructional Media II	3
EDU-6220	Computer Applications in Education	3
EDU-6225	Assessment and Evaluation with Technology	3
EDU-6230	Managing the Instructional Technology Program	3
EDU-6235	Leading Staff Development in Educational Technology	3

EDU-6240	Distance Learning	3
EDU-6250	Issues and Trends in Instructional Design and Technology	3
EDU-6610	Educational Leadership	3
EDU-6630	Curriculum Development and Evaluation	3
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

Learning Outcomes

1. Candidates will demonstrate content knowledge in their program.
2. Candidates will demonstrate the ability to plan instruction.
3. Candidates will demonstrate the ability to provide a supportive environment for student learning.
4. Candidates will demonstrate success in clinical placements.
5. Program will demonstrate ability to produce effective educators.

Exercise Science (MS) Master of Science

This program is offered in an Online format.

Program Description

The Master of Science in Exercise Science (MSES) prepares candidates for mid- and high-level positions in a variety of fitness, sports, and health care settings working with diverse populations. The MSES core curriculum provides students with a strong foundation in the areas of exercise physiology, sports nutrition, sports psychology, research methods, and program organization and administration. Based on this foundation, students develop expertise in Clinical Exercise Physiology. Through additional course work students will be qualified to sit for the American College of Sports Medicine's (ACSM) Clinical Exercise Physiologist (CEP) exam.

Admission Requirements

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

Program Prerequisites:

- Anatomy and Physiology
- Exercise Physiology

The Master of Science in Exercise Science is offered in an Online format. The program requirements are listed below.

Program Requirements - MSES

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

Program Prerequisites:

- Anatomy and Physiology
- Exercise Physiology

Code	Title	Credits
Required Core Courses		
EXS-5010	Research Methods in Exercise and Sport	3
EXS-5020	Nutrition for Sports Performance	3
EXS-5030	Applied Sports and Exercise Psychology	3

EXS-5040	Management in Exercise and Sport	3
EXS-5100	Advanced Exercise Physiology	3
EXS-5110	Advanced Exercise Physiology Lab	3
Specializations		
Select one of the following specializations:		12
Sports Performance Specialization		
EXS-5250	Advanced Methods of Strength and Conditioning	
EXS-5260	Program Evaluation and Analysis	
EXS-5270	Applied Biomechanical Principles	
EXS-5400	Exercise Physiology Graduate Internship	
Clinical Exercise Physiology		
EXS-5350	Advanced Exercise Assessment and Prescription	
EXS-5360	Advanced Cardiovascular Physiology and ECG Interpretation	
EXS-5370	Advanced Clinical Exercise Physiology	
EXS-5400	Exercise Physiology Graduate Internship	
Total Credits		30

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

Candidates will:

1. Synthesize and critically analyze scientific literature in the field of exercise science and communicate clearly and concisely in both the written and oral forms.
2. Select and administer the appropriate health-related and sport-specific assessments to evaluate individuals across diverse populations and health conditions.
3. Create, implement and modify various programs and interventions to improve the overall health and wellbeing of various populations.
4. Understand the role of various psychological variables (personality, motivation, stress) and their impact on exercise and sport performance.

5. Evaluate the role of nutrition on the disease process, disease prevention, and exercise and sport performance.
6. Demonstrate effective management practices and professional behavior that aligns with ethical standards in the field of exercise science.

Master's Entry into Nursing Practice (MSN)

Program Overview

The Master's Entry into Nursing Practice program prepares those who hold a non-nursing baccalaureate degree for the practice of nursing. As such, the student will earn the degree of Master of Science in Nursing (MSN) degree after successful completion of the program. In the program, students will develop an understanding of the discipline of nursing in order to provide care in the four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care). Additionally, students will achieve advanced expertise in nursing leadership, health care policy, ethics, informatics, evidence-based practice, and interprofessional collaboration. Successful completion of the six-semester graduate degree program qualifies graduates to apply to take the National Council Licensure Examination-RN (NCLEX-RN), required for licensure as a registered professional nurse (RN). The Master's Entry into Nursing Practice program attracts early to mid-career individuals who desire a new career path. Graduates of direct-entry programs are prized by employers who value the layers of skill and education these graduates bring to the workforce.

Admission Requirements

Admissions Requirements	Non-AU Applicants	AU Alumni (*graduated from AU within 5 years of application)
A baccalaureate degree X in any field from a regionally accredited institution with a minimum cumulative GPA of 3.00 on a 4.00 scale		X
Prerequisite courses completed prior to the start of the first term, with a "C" or better: 1) Introductory Statistics, 2) Anatomy & Physiology I & II, 3) Microbiology, 4) General Chemistry with lab, and 5) a psychology or sociology course	X	X
Official transcripts from X all undergraduate and graduate institutions attended		Center for Graduate Studies will request applicant's official AU transcripts on their behalf

A current professional resume or curriculum vitae	X	X
If applicant has ever been issued a professional license by the Illinois Department of Financial and Professional Regulation (IDFPR), license must be in good standing	X	X
Three letters of recommendation that can speak to: 1) The candidate's integrity and potential for success in a graduate program, 2) At least one letter must be from a direct supervisor or faculty member	X	Waived
A personal essay addressing candidate's professional attributes, ability to manage a rigorous curriculum and career goals (max. 500 words)	X	Waived
Students who submit all required admission materials and meet acceptance criteria, but are missing prerequisite courses, may be admitted on a provisional basis. This admission is pending receipt of final, official transcripts notating successful completion of all prerequisite coursework.	X	X

Program Requirements

Code	Title	Credits
Required Courses		
NUR-5100 & NUR-5101Z & NUR-5102Z	Principles of Nursing I and Principles of Nursing I Lab and Principles of Nursing I Clinical	6
NUR-5105	Introduction to Professional Nursing and Interprofessional Collaboration	2
NUR-5135	Advanced Physiology and Pathophysiology	4
NUR-5165 & NUR-5166Z	Advanced Physical Assessment and Advanced Physical Assessment Lab	4
NUR-5200 & NUR-5201Z & NUR-5202Z	Principles of Nursing II and Principles of Nursing II Lab and Principles of Nursing II Clinical	6
NUR-5220	Advanced Pharmacology	4

NUR-5230 & NUR-5232Z	Mental Health Nursing and Mental Health Nursing Clinical	4
NUR-5310	Scientific Inquiry and Research	3
NUR-5320	Nursing Informatics	3
NUR-5400 & NUR-5402Z	Medical Surgical Nursing I and Medical Surgical Nursing Clinical	7
MTH-5420	Applied Statistical Methods	3
NUR-5480	Leadership and Professional Role Development	3
NUR-5500 & NUR-5502Z	Medical Surgical Nursing II and Medical Surgical Nursing II Clinical	6
NUR-5520 & NUR-5522Z & NUR-5523Z	Nursing Care of the Family and Nursing Care of the Family OB Clinical and Nursing Care of the Family Pediatric Clinical	7
NUR-6430 & NUR-6432Z	Clinical Prevention and Population Based Practice and Clinical Prevention and Population Based Practice Clinical	4
NUR-6500	Health Care Policy and Ethical Principles	3
NUR-6630 & NUR-6632Z	Practicum: Role Concentration and Practicum: Role Concentration Clinical	5
NUR-6640	Preparation for Professional Practice	1
Total Credits		75

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

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

1. Integrate theory from nursing, arts and sciences in the planning and delivery of patient-centered, population-focused care.
2. Identify and utilize best practice evidence to inform practice in education, leadership, care coordination, and management of quality care outcomes.

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

Mathematics Education (MA)

Master of Arts

Not accepting applications at this time.

This program is offered by AU Online.

Program Description

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

The program focuses on deepening the participants' understanding of mathematical concepts and the connections among the various branches, so they are understood as a coherent whole through the K–12 mathematics curriculum. It is designed to introduce teachers to the development of mathematical content standards through the grade levels. It seeks to train them to develop and implement standards-based curricula with deep connections to both previous and later mathematical study. The program further emphasizes effective mathematical reasoning and the development of mathematical reasoning and behaviors in the K-12 curriculum. The content courses are designed to increase the participants' self-efficacy with school mathematics and higher-level mathematics and to enhance their teaching with additional depth and breadth of content. Each course integrates teaching methods and content seamlessly and emphasizes the pedagogy of the particular course content.

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

Program Goals

- Train teachers to design and implement curriculum based on mathematics content and practices standards

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

Program Requirements

Not accepting applications at this time.

Code	Title	Credits
Required Courses in Mathematics		
MTH-5010	Numbers and Mathematical Thinking	3
MTH-5020	Statistics and Probability	3
MTH-5030	Understanding and Teaching Algebra	3
MTH-5040	Understanding and Teaching Geometry	3
MTH-6010	Calculus Concepts and Applications I	3
MTH-6030	Applications in STEM	3
MTH-6060	Calculus Concepts and Applications II	3
Select six semester hours of the following:		6
MTH-6020	Mathematical Connections	
MTH-6040	Technology in Mathematics Classrooms	
MTH-6810-9	Selected Topics in Mathematics	
Required Courses in Mathematics and Science Education		
NSM-5400	Curriculum Development and Assessment in Mathematics and Science	3
NSM-5900	Field Experience in STEM	1
NSM-6100	Educational Research in Mathematics and Science I	3

NSM-6200	Educational Research in Mathematics and Science II	3
Total Credits		37

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

1. **Mathematical Understanding**
 - a. Working understanding of basic insights and methods in a broad variety of mathematical areas
 - b. Clear understanding of key concepts and reasoning
 - c. Application of mathematics in a broader STEM context
2. **Educational Principles**
 - a. Working understanding of Mathematical Practices
 - b. Ability to use technology and online resources appropriately and effectively
3. **Written Communication**
 - a. Clear and precise formulation of definitions and theorems
 - b. Efficient and coherent presentation of arguments in the form of proofs and/or data
 - c. Organization of individual results into a coherent conclusion or theory
4. **Research Skills**
 - a. Searching the literature
 - b. Reading and understanding of mathematical research (definitions and statements of results)
 - c. Organizing information from disparate sources

Public Administration (MPA) Master of Public Administration

This program is available on the Aurora campus and the University Center location.

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

Program Description

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

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

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

MPA Plus One Program

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

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

Admission Requirements

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

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

MPA Program Detail

Aurora University's MPA program accepts students from all academic backgrounds and an undergraduate degree in public administration is not

required. There are no prerequisite courses required for admission to the MPA program. In the interest of ensuring student success, the program director may require limited foundational coursework for students whose academic and/or experiential backgrounds suggest they would benefit from such preparation. Decisions about required foundational courses are made collaboratively with students and are based on a review of academic transcripts, professional experience, and the results of a personal interview.

The Master of Public Administration is offered in the regular (Evening or Online) and a Full-Time Plus-One format. The program requirements for each are listed below.

Program Requirements - MPA

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

Code	Title	Credits
Required Core Courses		
MBA-6130	Economics	3
MPA-6110	Administration of Public Institutions	3
MPA-6120	Public Policy and Analysis	3
MPA-6130	Government and Community Relations	3
MPA-6140	Public Finance and Budgeting	3
MPA-6170	Applied Research, Insights, and Evaluation	3
MPA-6200	Advanced Seminar in Applied Public Administration	3
Selected Courses		
Select 15 semester hours of approved elective coursework of the following: ^{1,2}		15
MPA-6350	Nonprofit Management and Leadership	
MPA-6360	Grant Writing, Philanthropy, and Advancement	
MPA-6450	Public Safety Administration	
MPA-6460	Public Sector Law and Civil Liability	
MPA-6640	Principles of Community and Economic Development	
MPA-6810-9	Selected Topics in Public Administration	
MPA-6940	MPA Internship	
Total Credits		36

¹ MPA students may also select up to two non-MPA classes in ACC, MBA, or MKT graduate programs to the MBA elective requirements (maximum total of six non-MBA elective semester hours).

² Since MBA-6130 Economics is part of the MPA core course requirements, it does not count toward MPA elective courses.

Program Requirements - MPA Plus One

Code	Title	Credits
Required Courses		
MBA-6130	Economics	3
MBA-6310	Design Thinking	3
MPA-6110	Administration of Public Institutions	3
MPA-6120	Public Policy and Analysis	3
MPA-6130	Government and Community Relations	3

MPA-6140	Public Finance and Budgeting	3
MPA-6170	Applied Research, Insights, and Evaluation	3
MPA-6200	Advanced Seminar in Applied Public Administration	3
MPA-6350	Nonprofit Management and Leadership	3
MPA-6450	Public Safety Administration	3
MPA-6940	MPA Internship	6
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Attendance Policy

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

Academic Standards and Evaluation

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

At the graduate-level, a "C" grade indicates less than complete mastery of the content of a course. Only two grades of "C" are accepted at the graduate-level in the MPA program. If a "C" is received within the first three courses, the student may be removed from the program by action of the Program Director.

Residency Requirement

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

Learning Outcomes

1. Students will experience professional development and demonstrate personal progress in professional comportment. This means their work will look as much as realistically possible like a professional MPA's work.
2. Students will gain professional experience working on real-world problems in order to build skills and competency for working in the public sphere.

Reading Instruction with Endorsement (MA)

Master of Arts Program Description

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

Thirty-six semester hours are required for the Master of Arts in Reading Instruction (MARI) degree. Thirty semester hours involve coursework designated to develop candidates' content knowledge and skills related to reading instruction and program leadership. The remaining six semester hours are spent in a supervised clinical experience involving assessment and instruction with struggling readers (EDU-6410 Practicum in Reading).

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

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

Admission Requirements

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

Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.

- A current resume documenting required teaching and leadership experience
- A recommendation from your current building principal or direct supervisor

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

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

Program Requirements

Code	Title	Credits
Required Courses		
EDU-6300	Professional Research in Literacy Learning	6
EDU-6310	Effective Word Study Instruction	3
EDU-6320	Effective Comprehension Instruction	3
EDU-6330	Literacy in the Content Area	3
EDU-6340	Assessment of Literacy Learning	3
EDU-6350	Teaching Reading to Diverse Learners	3
EDU-6370	Texts for Children	3
EDU-6380	Supervision and Administration in Literacy I	3
EDU-6390	Supervision and Administration in Literacy II	3
EDU-6410	Practicum in Reading	6
Total Credits		36

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Attendance Policy

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

Academic Standards and Evaluation in Graduate Education Programs

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

Learning Outcomes

1. Candidates will demonstrate content knowledge in their program.
2. Candidates will demonstrate the ability to plan instruction.
3. Candidates will demonstrate the ability to provide a supportive environment for student learning.
4. Candidates will demonstrate success in clinical placements.
5. Program will demonstrate ability to produce effective educators.

Social Work (MSW)

Master of Social Work

This program is available on the Aurora campus, and the Woodstock Center location.

This program is offered in the traditional and AU Online format.

Program Description

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

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

In the clinical specialization curriculum, students enter the specialization-level courses in social work theory, policy and practice; psychopathology, advanced social work electives; and advanced social work research. Field instruction during the concentration year consists of approximately 20 clock hours per week (300 clock hours per semester) during each semester for a total of 600 clock hours for the academic year. Students may pursue a track during the specialization curriculum.

MSW Program Options

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

Admission Requirements

- The student must have a bachelor's degree from a regionally accredited institution with an average GPA of 3.0 on a 4.0 scale. Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- Commitment to high standards of personal and professional conduct, as reflected in the NASW Code of Ethics.
- Students must submit the following:
 - A completed Graduate Application for Admission (aurora.edu/auapply) (<http://www.aurora.edu/auapply/>)
 - Two letters of recommendation from individuals familiar with the professional or academic abilities of the student.
 - A professional Statement of Purpose.
 - A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional activities, honors, professional publications and/or presentations, and other relevant information relating to the applicant's experiences.
 - All transcripts from previous institutions and previous degrees.
- Upon admission to the program, a background check must be completed by the student prior to beginning course work.
- Personal characteristics indicative of the capacity for professional practice as evidenced by:
 - personal maturity
 - a high level of personal integrity, readiness to identify with the values and ethical principles of the social work profession
 - commitment to social justice and to improvement of the condition of vulnerable and oppressed groups

Admission Review Process

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

Application Considerations

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

Provisional Admission

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

Conditional Acceptance

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

Advanced Standing Students

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

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

Program Requirements

Code	Title	Credits
Generalist Curriculum		
Social Welfare		
SWK-6140	Social Welfare Policy and Institutions	3
Human Behavior and Social Environment		
SWK-6180	HBSE I: Building Professional Social Work Competence	3
SWK-6185	HBSE II: Theories of Human Development II: Life Course Development	3
Social Work Practice Theory and Methods		
SWK-6370	Social Work Practice With Individuals and Families	3
SWK-6381	Social Work Practice With Groups	3
SWK-6382	Social Work Practice With Communities and Organizations	3
Research		

SWK-6250	Social Work Research Methods	3
Generalist Field Instruction		
SWK-6730	Field Instruction I: Generalist Internship	3
SWK-6740	Field Instruction II: Generalist Internship	3
Specialization Curriculum		
Social Work Practice and Policy		
SWK-6500	Social Work Perspectives on Psychopathology	3
SWK-6511	Evidence-Based Clinical Social Work Practice	3
SWK-6521	Psychotherapy in Clinical Social Work Practice	3
SWK-6533	Advanced Social Policy	3
SWK-6575	Diversity, Equity, Inclusivity in Social Work Practice	3
Advanced Field Instruction		
SWK-6750	Field Instruction III	3
SWK-6760	Field Instruction IV	3
Social Work Electives		
Social work electives may be used to complete tracks or coursework of interest.		12
Total Credits		60

Optional Track Coursework

(not all tracks are offered at all locations):

Track in Addictions

The Addictions Track prepares students to work with populations impacted by substance use within a primary substance abuse treatment setting. The coursework focuses on educating students about various aspects of substance use, challenging some of their own biases regarding this population, and learning specific clinical skills to help the various sub-populations of substance use. Within the clinical concentration, students complete a field internship at an approved addictions site. Upon successful completion of this track, students are eligible to take the Illinois Certified Alcohol and Other Drug Abuse Counselor (CADC) examination for state licensure. Students interested in declaring the Addictions Track must meet with the Coordinator to complete an interview and required declaration paperwork. Additional coursework (SWK-5600 Co-Occurring Substance Use and Mental Health Disorders) will assist the student in pursuing credentialing as a Board registered Co-occurring Substance Use and Mental Health Disorder Professional (CODPI). Students interested in pursuing the CODP I credential must consult with the Addictions Track Coordinator.

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

Code	Title	Credits
SWK-6340	Psychopharmacology of Substance Use Disorders	3
SWK-5420	Addictions Counseling I	3
SWK-6400	Addictions Counseling II	3
Total Credits		9

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

The graduate Leadership Administration track is designed for students who wish to add depth of knowledge about effective management of organizations to their professional studies. Instruction contemplates the leadership of individuals, teams, and entire organizations. The program introduces academic theory about organizational behavior and supplements that theory with practical applications designed to provide the student with tools supporting excellence in management practice.

Courses leading to the graduate Leadership Administration track prepares students to take positions of authority in both for-profit and not-for-profit human service agencies. Courses endeavor to create synergy between students' social work and business skills. Leadership graduates might help design the structure of organizations and teams, create operating protocols, measure performance, or even establish new agencies. Program graduates will be skilled in creating goals, diagnosing program successes and failures, and evaluating the efficiency and effectiveness of programs. Many social work programs require talented management; recipients of the leadership certificate offer distinctive skills that employers find very attractive.

Aurora University has a rich history in social work education. It is also home to the well-respected Dunham School of Business. It is natural that these two imposing educational forces combine to provide the social work profession with managers especially equipped to maximize the effectiveness of social work organizations.

To complete the Leadership Administration track in the MSW, students are required to complete the following courses. Please refer to the MBA section of the graduate catalog for course details.

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

Code	Title	Credits
Required		
MBA-6030	Leadership and Organizational Behavior	3
MBA-6200	Human Resource Management	3
MPA-6350	Nonprofit Management and Leadership	3
Total Credits		9

Track in Child Welfare

The courses in the Child Welfare Track will not only serve to educate our students; they will also continue to promote the field of child welfare and social work. Graduates with the track will gain competitive positions aimed directly at serving the needs of children and families involved in the child welfare system.

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

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

Upon completion of the course work, child welfare field work and successfully passing the four DCFS required exams students will be considered eligible for the Child Welfare Employee License (CWEL). Prior to declaring the track or immediately after declaring the track the student must meet with the child welfare coordinator to review the track requirements.

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

Code	Title	Credits
SWK-6700	Effects of Trauma on Children	3
SWK-6720	Social Work with Vulnerable Children and Families	3
SWK-6725	Child Welfare Services	3
Total Credits		9

Track in Forensic Social Work

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

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

Code	Title	Credits
SWK-5300	Forensic Social Work	3
SWK-6720	Social Work with Vulnerable Children and Families	3
SWK-6721	Mediation	3
Total Credits		9

Track in Gerontology

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

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

Code	Title	Credits
SWK-6010	Medical Social Work	3
SWK-5100	Social Work Gerontology: Assessment and Intervention	3
SWK-5110	Social Work Gerontology: Biology and Health of Aging	3
Total Credits		9

Internship with aging populations to be completed in the advanced year. For students wishing to obtain the Health Care Track in addition to the Gerontology Track, one additional Health Care elective is needed.

Track in Health Care

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

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

Code	Title	Credits
Required		
SWK-6010	Medical Social Work	3
Selected		
Select two of the following:		6
SWK-5100	Social Work Gerontology: Assessment and Intervention	
SWK-5110	Social Work Gerontology: Biology and Health of Aging	
SWK-5250	Infertility and Assisted Reproduction	
SWK-5600	Co-Occurring Substance Use and Mental Health Disorders	
SWK-5620	Social Work Practice With the Exceptional Child	
SWK-6030	Bereavement Counseling	
SWK-6035	Hospice	
SWK-6045	Psychiatric Hospital Social Work	
SWK-6050	Self-Injury and Eating Disorders	
SWK-6055	Oncology	
SWK-6340	Psychopharmacology of Substance Use Disorders	
SWK-6581	Mindfulness in Clinical Social Work	
SWK-6710	Expressive Therapy for Children	
Total Credits		9

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

Track in Military and Veteran Social Work

The Military and Veteran Social Work track immerses students in the culture, values, and traditions of the U.S. Military. Throughout the two course series, students learn how to build therapeutic relationships with active duty military personnel and veterans, how to assess for mental health and substance use conditions, and best practices for interventions and clinical treatments.

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

Code	Title	Credits
SWK-5350	Military Social Work Culture, Customs, and Traditions	3
SWK-6170	Clinical Social Work Practice With Military and Veteran Populations	3
Total Credits		6

Track in School Social Work - Policy and Procedures for Illinois Professional Educator License with School Social Work Endorsement (excluding Post Graduate MSW students)

1. All graduate social work students interested in taking coursework toward the Illinois Professional Educator License with School Social Work Endorsement must be in good standing with the School of Social Work and will be required to complete the following procedures:
2. While school social work students are recommended to complete the School Social Work Content exam in the fall of their Specialization MSW placement, a passing exam score must be posted to the student's ELIS account before the student is eligible for licensure.
3. Secure a field placement in the public school setting by actively seeking an internship. Since internships in the school setting are very competitive, it is recommended that students begin to look between January - March of the academic year preceding the specialization-year (school) field placement. Only MSW Specialization placements can be completed in public school districts, under the supervision of a school social worker who has their Professional Educator License, in order to qualify for the school social work track and the Illinois Professional Educator License in Social Work.

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

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

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

Code	Title	Credits
SWK-5620	Social Work Practice With the Exceptional Child	3
SWK-6410	School Social Work Policy and Practice I ²	3
SWK-6420	School Social Work Policy and Practice II ³	3
SWK-6755	Field Instruction for School Social Work Track I	3
SWK-6756	Field Instruction for School Social Work Track II	3
Total Credits		15

¹ Recommended to be taken prior to SWK-6650 Advanced PEL School Field Instruction I

² Fall Course

³ Spring Course

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.

3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Specific Program Components

Internships (Field Instruction)

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

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

Program Academic Policies

Student Evaluation

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

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

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

Four-Year Limit

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

Credit for Life Experience

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

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

Learning Outcomes

Students will:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Code	Title	Credits
Generalist Curriculum		
Social Welfare		
SWK-6140	Social Welfare Policy and Institutions	3
Human Behavior and Social Environment		
SWK-6150	HBSE I: Theories of Human Development I	3
SWK-6160	HBSE II: Theories of Human Development II	3
Social Work Practice Theory and Methods		
SWK-6370	Social Work Practice With Individuals and Families	3
SWK-6381	Social Work Practice With Groups	3
SWK-6382	Social Work Practice With Communities and Organizations	3
Research		
SWK-6250	Social Work Research Methods	3
Generalist Field Instruction		
SWK-6730	Field Instruction I: Generalist Internship	3
SWK-6740	Field Instruction II: Generalist Internship	3
Specialization Curriculum		
Social Work Practice and Policy		
SWK-6500	Social Work Perspectives on Psychopathology	3
SWK-6511	Evidence-Based Clinical Social Work Practice	3
SWK-6521	Psychotherapy in Clinical Social Work Practice	3
SWK-6533	Advanced Social Policy	3
Advanced Field Instruction		
SWK-6750	Field Instruction III	3
SWK-6760	Field Instruction IV	3

Social Work Electives

Social work electives may be used to complete tracks or coursework of interest. 15

Total Credits 60

Social Work/Business Administration (MSW/MBA)

Master of Social Work/Master of Business Administration

This program is offered in the AU Online format.

Program Description

The Dual Master of Social Work/Master of Business Administration (MSW/MBA) program is designed to enable graduate students to expand the scope of their studies and simultaneously pursue the MSW and MBA degrees. Social service agencies need social work professionals who also have the skills, knowledge and ability to expertly lead. To meet such a need, the School of Social Work and MBA program have teamed to provide MSW students who are earning the Leadership Administration track an opportunity to simultaneously earn their MBA degree.

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

The foundation of the MSW/MBA dual degree program is the MSW curriculum. Students who complete the MSW Leadership Administration track* (which is composed of three specific MBA courses totaling nine semester hours) may apply those hours to their MBA studies as well. Students must successfully complete all MSW and MBA courses in order to graduate with both degrees.

Program Requirements - Master of Social Work

Code	Title	Credits
Generalist Curriculum		
Social Welfare		
SWK-6140	Social Welfare Policy and Institutions	3
Human Behavior and Social Environment		
SWK-6180	HBSE I: Building Professional Social Work Competence	3
SWK-6185	HBSE II: Theories of Human Development II: Life Course Development	3
Social Work Practice Theory and Methods		
SWK-6370	Social Work Practice With Individuals and Families	3
SWK-6381	Social Work Practice With Groups	3
SWK-6382	Social Work Practice With Communities and Organizations	3

Research

SWK-6250 Social Work Research Methods 3

Generalist Field Instruction

SWK-6730 Field Instruction I: Generalist Internship 3

SWK-6740 Field Instruction II: Generalist Internship 3

Specialization Curriculum**Social Work Practice and Policy**

SWK-6500 Social Work Perspectives on Psychopathology 3

SWK-6511 Evidence-Based Clinical Social Work Practice 3

SWK-6521 Psychotherapy in Clinical Social Work Practice 3

SWK-6533 Advanced Social Policy 3

SWK-6575 Diversity, Equity, Inclusivity in Social Work Practice 3

Advanced Field Instruction

SWK-6750 Field Instruction III 3

SWK-6760 Field Instruction IV 3

Social Work Elective

Select 3 semester hours of SWK coursework: 3

Leadership Administration Track Courses ¹

MBA-6030 Leadership and Organizational Behavior ² 3

MBA-6200 Human Resource Management ² 3

MPA-6350 Nonprofit Management and Leadership ² 3

Total Credits 60

¹ Must obtain a "B" or higher in all track courses

² Students who complete the MSW Leadership Administration track (which is composed of MBA-6030 Leadership and Organizational Behavior, MBA-6200 Human Resource Management, and MPA-6350 Nonprofit Management and Leadership, totaling nine semester hours) may apply those hours to their MBA studies as well.

Program Requirements - Master of Business Administration

Code	Title	Credits
Required Courses		
MBA-6020	Marketing Management	3
MBA-6030	Leadership and Organizational Behavior ¹	3
MBA-6045	Budgeting and Financial Management	3
MBA-6075	Operations Management	3
MBA-6085	Ethics and Decision Making	3
MBA-6100	Strategic Management	3
Required Elective Courses		
Select 15 semester hours of the following:		15
MBA-6050	Corporate Finance	
MBA-6090	Applied Business Research	
MBA-6130	Economics	
MBA-6200	Human Resource Management ¹	
MBA-6250	Data Analytics	
MBA-6310	Design Thinking	
MBA-6380	Communication Management	

MBA-6500	Global Business Immersion	
MBA-6520	Project Management Planning	
MBA-6530	Project Management Execution	
MBA-6540	Entrepreneurial Management	
MBA-6550	Comprehensive Healthcare Management	
MBA-6560	Leadership of Not-For-Profit Organizations	
MBA-6610	Leading Organizational Development	
MBA-6620	Leading Strategically	
MBA-6630	Leading High-Functioning Teams	
MPA-6170	Applied Research, Insights, and Evaluation	
MPA-6350	Nonprofit Management and Leadership ¹	
Total Credits		33

¹ Students who complete MBA-6030 Leadership and Organizational Behavior, MBA-6200 Human Resource Management, and MPA-6350 Nonprofit Management and Leadership, totaling nine semester hours) may apply those hours to their the MSW Leadership Administration track.

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

Master of Social Work

Students will:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities

- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Master of Business Administration

1. The student will demonstrate a mastery of communication appropriate to the field of business administration. The student will master the ability to participate in and contribute to the business decision-making process, including the ability to communicate with diverse audiences.
2. The student will demonstrate master's-level competency in effective collaboration in the context of business administration. The student will demonstrate an ability to collaboratively lead, motivate, and manage a diverse workplace within and across organizations, nonprofit institutions, and community stakeholders.
3. The student will demonstrate master's-level competency in business administration research and analysis. The student will be able to engage in data-driven decision-making in the context of business administration. The student will master the ability to analyze, synthesize, think critically, solve problems, and make decisions.
4. The student will demonstrate a master's-level competency in ethical decision-making. The student will be able to articulate and apply a corporate social responsibility values perspective, including the ability to identify ethical dilemmas and systematically apply ethical principles to identify appropriate courses of action.
5. The student will demonstrate a masters-level competency in the discipline of business administration. The student will be able to demonstrate expertise in foundational and contemporary business administration theories and research (e.g., marketing, organizational behavior, financial management, managerial accounting, operations management, and strategic planning).
6. The student will master the ability to apply disciplinary knowledge. The student will be able to demonstrate the ability to apply the functional areas of business as a manager (e.g., marketing, organizational behavior, financial management, managerial accounting, operations management, and strategic planning).

Social Work/Public Administration (MSW/MPA)

Master of Social Work/Master of Public Administration

This program is offered in the AU Online format.

Program Description

The Dual Master of Social Work/Master of Public Administration (MSW/MPA) program is designed to enable graduate students to expand the scope of their studies and simultaneously pursue the MSW and MPA degrees. Government, public sector, nonprofit, and social service agencies are in need of social work professionals who also have the skills, knowledge and ability to expertly lead. To meet such a need, the School of Social Work and MPA program have teamed to provide MSW students who are earning the Leadership Administration track an opportunity to simultaneously earn their MPA degree.

Students in the program will receive substantial public administration education that compliments their social work education and will prepare

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

The foundation of the MSW/MPA dual degree program is the MSW curriculum. Students who complete the MSW Leadership Administration track* (which is composed of three MBA and MPA courses totaling nine semester hours) may apply those hours to their MPA studies as well. Students must successfully complete all MSW and MBA/MPA courses in order to graduate with both degrees.

Program Requirements - Master of Social Work

Code	Title	Credits
Generalist Curriculum		
Social Welfare		
SWK-6140	Social Welfare Policy and Institutions	3
Human Behavior and Social Environment		
SWK-6180	HBSE I: Building Professional Social Work Competence	3
SWK-6185	HBSE II: Theories of Human Development II: Life Course Development	3
Social Work Practice Theory and Methods		
SWK-6370	Social Work Practice With Individuals and Families	3
SWK-6381	Social Work Practice With Groups	3
SWK-6382	Social Work Practice With Communities and Organizations	3
Research		
SWK-6250	Social Work Research Methods	3
Generalist Field Instruction		
SWK-6730	Field Instruction I: Generalist Internship	3
SWK-6740	Field Instruction II: Generalist Internship	3
Specialization Curriculum		
Social Work Practice and Policy		
SWK-6500	Social Work Perspectives on Psychopathology	3
SWK-6511	Evidence-Based Clinical Social Work Practice	3
SWK-6521	Psychotherapy in Clinical Social Work Practice	3
SWK-6533	Advanced Social Policy	3
SWK-6575	Diversity, Equity, Inclusivity in Social Work Practice	3
Advanced Field Instruction		
SWK-6750	Field Instruction III	3
SWK-6760	Field Instruction IV	3
Social Work Elective		
Select 3 semester hours of SWK coursework:		3
Leadership Administration Track Courses ¹		
MBA-6030	Leadership and Organizational Behavior ²	3

MBA-6200	Human Resource Management ²	3
MPA-6350	Nonprofit Management and Leadership ²	3
Total Credits		60

¹ Must obtain a "B" or higher in all track courses

² Students who complete the MSW Leadership Administration track (which is composed of MBA-6030 Leadership and Organizational Behavior, MBA-6200 Human Resource Management, MPA-6350 Nonprofit Management and Leadership) totaling nine semester hours) may apply those hours to their MBA studies as well.

Program Requirements - Master of Public Administration

Code	Title	Credits
Required Courses		
MBA-6030	Leadership and Organizational Behavior ¹	3
MBA-6130	Economics	3
MPA-6110	Administration of Public Institutions	3
MBA-6200	Human Resource Management ¹	3
MPA-6120	Public Policy and Analysis	3
MPA-6130	Government and Community Relations	3
MPA-6140	Public Finance and Budgeting	3
MPA-6170	Applied Research, Insights, and Evaluation	3
MPA-6200	Advanced Seminar in Applied Public Administration	3
MPA-6350	Nonprofit Management and Leadership ¹	3
MPA-6360	Grant Writing, Philanthropy, and Advancement	3

¹ Students who complete MBA-6030 Leadership and Organizational Behavior, MBA-6200 Human Resource Management, MPA-6350 Nonprofit Management and Leadership (totaling nine semester hours) may apply those hours to their the MSW Leadership Administration track.

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive

residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

Master of Social Work

Students will:

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-Informed Research and Research-Informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Master of Public Administration

1. Students will experience professional development and demonstrate personal progress in professional comportment. Students have identified professional development as an area they are weak in and are interested in learning more.
2. Students will gain professional experience working on real-world problems in order to build skills and competency for working in the public sphere. Students want coursework that is grounded in reality or practical public sector problems.
3. Students will demonstrate master's-level competency in critical thinking and data analysis by learning to evaluate programs, use statistical software, and solve problems. Students have sought out additional methodological training as it pertains to career opportunities.

Teaching - Elementary Education (MA)

Master of Arts

The program is offered at the Aurora and Woodstock Center locations.

Program Description

The Master of Arts in Teaching - Elementary Education is a two-year, 32 credit hour alternative licensure program that leads to a Professional Educator License for grades 1-6. The program requires students to secure a teaching (residency) position prior to enrollment. In the first year of residency, students will be the teacher of record or co-teacher for the school year and will attend class one evening per week to complete 12 credit hours. The following summer will include coursework, additional contact hours and planning/preparation for year two of the residency. Students may complete any additional course requirements at this time as well. In the second year of the residency, students will complete 11 credit hours of coursework, including submission and passage of the edTPA in the first semester. The schedule will immerse students in their

classroom positions while they complete coursework. Students will work with an assigned mentor to provide support and guidance.

Admission Requirements

- Bachelor's degree or higher with a major in one of the following content areas: English, language arts, math, physical science, reading, or social science
- Potential students who do not hold a bachelor's degree in one of these approved content areas will be required to submit transcripts to the state superintendent to be reviewed for equivalency
- Minimum GPA of 3.0 on the most recent transcripts
- Pass the ILTS 305 Elementary Education test
- Passage of ILTS 305 will provide an Educator License with Stipulations endorsed for Alternative Educator ELS (APE)
- Employment as a provisional teacher in an elementary school teaching grades 1-6
- Completed application to the School of Education
- Completed Acknowledgement of Initial Licensure Disposition Instrument
- Completed Statement of Understanding
- Established an ELIS (Educator Licensure Information System for Illinois) account
- Results from a TB Test
- Results from a criminal background check

Program Requirements

Code	Title	Credits
EDU-5210	Educational Psychology: Planning, Teaching, Learning, Managing and Assessment for Differentiated and Personalized Learning	3
EDU-5310	Methods of Primary Reading and Language Arts for Grades K-2	3
EDU-5320	Methods of Content Reading and Language Arts for Grades 3-6	3
EDU-5400	Methods of Mathematics for Grades 1-6	3
EDU-5460	Methods of Science Inquiry for Grades 1- 6	3
EDU-5560	Methods of Social Studies and Humanities for Grades 1-6	3
EDU-5570	Teaching the Exceptional Child for Grades 1-6	3
EDU-5760	Student Teaching Internship	9
EDU-5770	Student Teaching Seminar	2
Total Credits		32

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.

6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

- Students will demonstrate content knowledge in their program.
- Students will demonstrate the ability to plan instruction.
- Students will demonstrate ability to provide a supportive environment for student learning.
- Students will demonstrate the dispositions necessary for professional educators.
- Programs will demonstrate ability to produce effective educators.

Teaching (MA)

Master of Arts

This program is offered in a Plus-One format.

Program Description

The Master of Arts in Teaching with licensure program is a comprehensive program that offers students the opportunity to earn both a master's degree and secondary education teacher licensure through the Illinois State Board of Education (ISBE). This degree program is intended for individuals who have earned a bachelor's degree from an accredited institution in biology (or similar science), chemistry (or similar science), English, history (or similar social science), mathematics, or Spanish.

This graduate degree program can be completed within one year by full-time students for students entering the program having completed all ISBE required disciplinary course requirements.

Admission Requirements

AU Undergraduate Students seeking to enter the MAT Plus One program must submit:

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://www.aurora.edu/auapply)) (<http://www.aurora.edu/auapply/>)
- A completed content course evaluation worksheet. Applicants must have a bachelor's degree in biology, chemistry (or other science-related major), history (or other social science-related major), English, mathematics
- Have an academic record indicative of a high probability of success in graduate study with an undergraduate cumulative GPA of 3.0 or higher
- Submit a current TB screen/test (within past 12 months). Cost incurred by student.
- Complete a criminal background check. Cost incurred by student.

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

- A completed Graduate Application for Admission ([aurora.edu/auapply](http://www.aurora.edu/auapply)) (<http://www.aurora.edu/auapply/>)
- Official transcripts from all previous undergraduate and graduate institutions attended
- Two letters of reference from persons able to attest to the student's academic and/or professional potential
- Personal statement
- Resume
- A completed content course evaluation worksheet. Applicants must have a bachelor's degree in biology, chemistry (or other science-related major), history (or other social science-related major), English, mathematics.
- Have an academic record indicative of a high probability of success in graduate study with an undergraduate cumulative GPA of 3.0 or higher
- Submit a current TB screen/test (within past 12 months). Cost incurred by student.
- Complete a criminal background check. Cost incurred by student.

Program Requirements

Code	Title	Credits
Required Courses		
EDU-6180	Methods of ESL/BE Education	3
EDU-6185	Methods of Teaching Exceptional Children	3
EDU-6190	Methods of Educational Psychology	3
EDU-6195	Methods of Reading	3
EDU-6205	Methods of Content Area Literacy	3
EDU-6245	Methods of Teaching and Assessing Diverse Learners in the Secondary Classroom	3
EDU-6295	Content Area Methods for the Secondary Classroom	3
EDU-6730	Student Teaching	10
EDU-6780	M.A.T. Student Teaching Seminar	2
Total Credits		33

Graduate Degree Requirements

1. Completion of all coursework specified by the graduate program.
2. Cumulative GPA of at least 3.0 on a 4.0 scale, or higher if specified by the graduate program.
3. Submission of all pre-graduation materials required by the graduate program.
4. Acceptance of thesis or other required final project by the graduate program.
5. Submission of two copies of approved thesis or project in a specified form together with payment of binding fee where applicable.
6. Submission of Application for Graduation and payment of any graduation fees assessed by the university.
7. In the case of certification programs, submission of all governmental forms.
8. Residency Requirement: A minimum of 25% percent of the total credits required for the completion of the graduate degree or post-baccalaureate certificate or credential must be earned at Aurora

University. Individual programs may establish more extensive residency requirements, including requirements that specific coursework be completed at Aurora University.

Learning Outcomes

- Candidates will demonstrate content knowledge in their program.
- Candidates will demonstrate the ability to plan instruction.
- Candidates will demonstrate the ability to provide a supportive environment for student learning.
- Candidates will demonstrate success in clinical placements.
- Program will demonstrate ability to produce effective educators.

Director of Special Education Endorsement

Available on the Aurora and Woodstock Center campuses.

Program Description

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

Admission Requirements

- A valid Professional Educator License with an LBS1 endorsement or school service area of school social work, school psychology or speech/language pathology; a Type#75 Administrative License or Principal Endorsement, and current position
- A current resume documenting required teaching and leadership experience
- One letter of recommendation
- At least two years of professional experience working with special populations in a Pre-K through 12/age 21 setting, using LBS1 or school service area PEL

Program Requirements

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

Code	Title	Credits
Required Courses		
SPED-6600	Supervisor of Programs for Children with Disabilities	3
SPED-6670	Special Education Finance	3
SPED-6680	School Leadership and the Law for Special Populations	3
SPED-6690	Current Research in Cross-Categorical Special Education Programming and Assessment	3
Total Credits		12

Academic Standards and Evaluation in Graduate Education Programs

Upon completion of each course, letter grades are assigned to each candidate. At the graduate level, a "C" grade indicates less than complete mastery of the content and methods of the course. Only two grades of "C" are accepted at the graduate level.

Learning Outcomes

- Candidates will demonstrate content knowledge in their program.
- Candidates will demonstrate the ability to create an appropriate environment.
- Candidates will demonstrate ability to provide a supportive environment for student learning.
- Candidates will demonstrate success in Clinical Placements.
- Candidates will demonstrate the dispositions necessary for professional educators.
- Programs will demonstrate ability to produce professional educator.

Professional Educators License (PEL) with School Social Work Endorsement

Program Description

This program is offered in the traditional and AU Online format.

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

AU will guide students through the ISBE licensure process and support students in preparing and registering for the School Social Work Content Exam.

Admission Requirements

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

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

Admission Process

- A completed Graduate Application for Admission (aurora.edu/auapply (<http://www.aurora.edu/auapply/>))
- Transcripts (official, sealed in envelope) from all prior undergraduate and graduate colleges and/or universities. Aurora University accepts official electronic transcripts at AU-ETranscripts@aurora.edu.
- Master of Social Work degree from a CSWE approved program with an average GPA of 3.0 on a 4.0 scale. Students with a GPA of less than 3.0 will be considered on a case-by-case basis.
- Two letters of recommendation from individuals familiar with the student's professional and/or academic abilities
- A curriculum vitae or detailed resume that includes work experience, educational background, professional experience, professional

activities, honors, professional publications and/or presentations, and other relevant information relating to the applicant's leadership background.

The School Social Work Content Exam can be completed when the student feels comfortable taking it, but the student must achieve and a passing score, and it must be posted to the student's ELIS account before the student is eligible for licensure. Additional information about the SSW Content Exam can be found here (https://www.il.nesinc.com/TestView.aspx?f=HTML_FRAG/IL238_TestPage.html).

Program Requirements

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

Endorsement Courses (must obtain a B or higher in all endorsement courses)

Code	Title	Credits
Required Courses		
SWK-5620	Social Work Practice With the Exceptional Child	3
SWK-6410	School Social Work Policy and Practice I ³	3
SWK-6420	School Social Work Policy and Practice II ⁴	3
SWK-6650	Advanced PEL School Field Instruction I ³	3
SWK-6660	Advanced PEL School Field Instruction II ⁴	3
Total Credits		15

¹ Illinois State Board of Education requirements for endorsement/licensure are frequently modified. Please contact the School Social Work Program Coordinator for current requirements.

² Recommended to be taken before SWK-6650 Advanced PEL School Field Instruction I.

³ Fall Course

⁴ Spring Course

Learning Outcomes

1. Student demonstrates ethical and professional behavior.
2. Student demonstrates interviewing and assessment skills essential to the role of the school social worker.

Supplemental Course Listings

The following are suggested supplemental course listings for students wishing to pursue graduate study in professional programs or satisfy requirements to apply for certification and/or endorsements from external licensing agents. Please see the Program Chair in your major for additional guidance.

External Certification and/or Endorsement Bilingual/ESL Endorsement

Code	Title	Credits
EDU-5110	Foundations for ESL and Bilingual Education	3
EDU-5120	Methods and Materials for Teaching ESL	3

EDU-5130	Cross-Cultural Studies for Teaching English Learners	3
EDU-5140	Assessment of English Learners	3
EDU-5150	Applied Linguistics for ESL/Bilingual Educators	3
EDU-5160	Methods and Materials for Teaching in Bilingual Programs	3
Total Credits		18

Director of Special Education Endorsement

Code	Title	Credits
SPED-6600	Supervisor of Programs for Children with Disabilities	3
SPED-6670	Special Education Finance	3
SPED-6680	School Leadership and the Law for Special Populations	3
SPED-6690	Current Research in Cross-Categorical Special Education Programming and Assessment	3
Total Credits		12

Post MSW Co-Occurring Substance Use and Mental Health Disorder Professional (CODP I)

Code	Title	Credits
SWK-5600	Co-Occurring Substance Use and Mental Health Disorders	4
Total Credits		4

Post MSW Certified Alcohol and Drug Counselor (CADC)

Code	Title	Credits
SWK-6500	Social Work Perspectives on Psychopathology	3
SWK-6381	Social Work Practice With Groups	3
SWK-6370	Social Work Practice With Individuals and Families	3
SWK-6185	HBSE II: Theories of Human Development II: Life Course Development	3
SWK-6340	Psychopharmacology of Substance Use Disorders	3
SWK-5420	Addictions Counseling I	3
SWK-6400	Addictions Counseling II	3
SWK-6675	Advanced Field Instruction - Addiction I	3
SWK-6676	Advanced Field Instruction - Addiction II	3
Total Credits		27

Reading Teacher Endorsement

Code	Title	Credits
EDU-6310	Effective Word Study Instruction	3
EDU-6320	Effective Comprehension Instruction	3
EDU-6330	Literacy in the Content Area	3
EDU-6340	Assessment of Literacy Learning	3
EDU-6350	Teaching Reading to Diverse Learners	3
EDU-6370	Texts for Children	3

EDU-6410	Practicum in Reading	6
Total Credits		24

Special Education Endorsement (LBS1)

Code	Title	Credits
SPED-5515	Characteristics and Identification of Disabilities and the Law	3
SPED-5555	Prosocial Skills and Challenging Behaviors	3
SPED-5565	Strategies and Assistive Technology for Students With Low Incidence and Multiple Disabilities	3
SPED-5570	Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition	3
SPED-5615	Psychoeducational Assessment of Students with Disabilities	3
SPED-6520	Reading Disabilities Theory and Intervention	3
Total Credits		18

Superintendent Endorsement

Code	Title	Credits
EDU-7133	Organizational Theory and Change Management	4
EDU-7325	Curriculum and Assessment for K-12 Regular Education	3
EDU-7335	Advanced School District Finance	3
EDU-7345	Advanced Operations and System Management	3
EDU-7355	Curriculum and Assessment for Special Populations	3
EDU-7365	Advanced School Law and Human Resources PK-12	3
EDU-7510	School District Superintendent and Board Policy	3
EDU-7715	Illinois School District Superintendent Internship I	2
EDU-7330	Equity, Ethics, and Excellence in School District Leadership Intensive I	1
EDU-7725	Illinois School District Superintendent Internship II	2
EDU-7340	Equity, Ethics, and Excellence in School District Leadership Intensive II	1
EDU-7735	Illinois School District Superintendent Internship III	2
EDU-7350	Equity, Ethics, and Excellence in School District Leadership Intensive III	1
Total Credits		31

Technology Specialist Endorsement

Code	Title	Credits
EDU-6210	Planning and Developing Instructional Media I	3
EDU-6215	Planning and Developing Instructional Media II	3
EDU-6220	Computer Applications in Education	3

EDU-6225	Assessment and Evaluation with Technology	3
EDU-6230	Managing the Instructional Technology Program	3
EDU-6235	Leading Staff Development in Educational Technology	3
EDU-6240	Distance Learning	3
EDU-6250	Issues and Trends in Instructional Design and Technology	3
Total Credits		24

Alternative Principal Endorsement

Code	Title	Credits
Required Courses		
EDU-6581	Introduction to the Internship	3
EDU-6591	Internship for Educational Leadership I	3
EDU-6596	Internship for Educational Leadership II	3
Total Credits		9

Graduate Course Levels and Numbering System

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

Number	Type
5810-19, 6810-19, 7810-19, 8810-19	Selected Topics
5830, 6830, 7830, 8830	Directed Study
5850, 6850, 7850, 8850	Workshop
5880, 6880, 7880, 8880	Travel Study
5980, 6980, 7980, 8980	Independent Study

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

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

Number	Level
4000-4999	advanced undergraduate, "senior" course, normally part of a major
5000-5999	graduate course that may be open to advanced undergraduates as well
6000-6999	graduate course, open only to graduate students
7000-8999	doctoral course, open only to doctoral students

Numerical suffixes are used for section numbers.

Examples:

ATR5530-01 Diagnosis of the Upper Extremity – 4 semester hours

SWK6340-03 Psychopharmacology of Substance Use Disorders – 3 semester hours

Course Descriptions

A

- Accounting (ACC) (p. 74)
- Athletic Training (ATR) (p. 75)

C

- Computer Science (CSC) (p. 78)
- Criminal Justice (CRJ) (p. 79)

E

- Education (EDU) (p. 80)
- Exercise Science (EXS) (p. 93)

H

- Health Sciences HLS) (p. 94)
- Healthcare Administration (HCA) (p. 95)

M

- Marketing (MKT) (p. 95)
- Master of Business Administration (MBA) (p. 96)
- Master of Public Administration (MPA) (p. 98)
- Mathematics (MTH) (p. 99)

N

- Natural Sciences (NSM) (p. 101)
- Nursing (NUR) (p. 101)

P

- Physical Education (PED) (p. 106)
- Psychology (PSY) (p. 106)

S

- Social Work (SWK) (p. 107)
- Special Education (SPED) (p. 114)
- Sport Management (SPM) (p. 118)

Accounting (ACC)

ACC-5810-9 Selected Topic in Accounting (Variable semester hours)

This course will address a specific area of study in accounting not already covered by other course offerings.

ACC-6100 Business Environment and Concepts (3 semester hours)

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

ACC-6110 Accounting Theory, Practice and Reporting (3 semester hours)

Further study of financial accounting and reporting. Emphasis on reporting and disclosure, particularly in the context of contemporary issues such as stock options, pensions, investments, deferred taxes, and international accounting. Includes research and preparation of financial statement notes using guidance from the accounting standards codification.

Prerequisite(s): ACC-3120.

ACC-6120 Advanced Cost and Managerial Accounting (3 semester hours)

Advanced cost and managerial accounting explores the need for accounting information by managers in planning, controlling, and making decisions. Special emphasis is given to determining, analyzing and controlling costs, the application of cost, volume profit analysis, management of aggregate costing through linear programming, and a survey of the methods of cost and inventory accounting. Open to MSA students only.

ACC-6140 Government and Not-For-Profit Accounting (3 semester hours)

This course focuses on accounting and budgeting concepts applied to the management of government and not-for-profit organizations. Key areas of inquiry include fund accounting, the modified accrual method, legislative and board of trustee processes, appropriation and approval of expenditures, and the role of financial statements and audits in public entities. Students will be exposed to accounting standards promulgated by the Government Accounting Standards Board and the "Yellow Book" auditing standards and explore the differences between such standards and those used by commercial enterprises. Open to MSA students only.

ACC-6150 Accounting Information Systems (3 semester hours)

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

ACC-6160 Advanced Attest Services (3 semester hours)

Course provides a foundation in assurance, attestation, and auditing fundamentals for future financial, managerial, systems, and tax professionals. The emphasis of this course is on conceptual, theoretical and practical aspects of auditing financial statements. Key topics include application of generally accepted auditing standards, the role of regulation I auditing, the basis and choice of various audit opinions. This course will assist professional accountants, as clients of assurance service providers, to prepare for and manage audits and other attestation and assurance engagements.

Prerequisite(s): ACC-4410.

ACC-6180 Taxation of Partnerships, Corporations, and Not-for-Profits (3 semester hours)

The object of this course is to provide students with instruction in the essential theory and practice of federal income tax compliance for businesses. Students successfully completing the course are expected to be sufficiently grounded in tax codes, research resources, the vast array of income, deduction, exemption, dependencies and credit options to correctly and efficiently prepare the vast majority of federal business income tax returns.

Prerequisite(s): ACC-3120; ACC-6140.

ACC-6190 Business Regulation (3 semester hours)

A study of the legal issues relative to the practice of public accounting and auditing. Chief among topics explored will be securities laws, commercial paper, uniform commercial code, bankruptcy, business organizations, debt regulation and selected government regulations. Students will also become acquainted with the ethical standards of the American Institute of Certified Public Accountants. Open to MSA students only.

ACC-6200 Seminar in Professional Accounting Research and Practice (3 semester hours)

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

Co/prerequisite(s): ACC-6160.

ACC-6810-9 Selected Topic in Accounting (Variable semester hours)

This course will address a specific area of study in accounting not already covered by other course offerings.

ACC-6940 Accounting Internship (3-6 semester hours)

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

Prerequisite(s): Instructor permission.

Athletic Training (ATR)

ATR-5100 Principles of Athletic Training (2 semester hours)

This course is designed to give athletic training students a basis foundation in concepts of the athletic training profession. Topics and skills taught will expand across all five domains of athletic training with increased emphasis on risk reduction, wellness and health literacy.

Prerequisite(s): Must be accepted into the Master's Degree Program or have advanced standing in the BS in Exercise Science Athletic Training major.

ATR-5200 Emergency Medical Response I (2 semester hours)

This course is designed to provide athletic training students with the knowledge and skills necessary to work as an Emergency Medical Responder (EMR) to help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical personnel take over. The course content and activities will prepare the student to make appropriate decisions about the care to provide to the patient in a medical emergency. This course teaches the skills that athletic trainers need to act as a crucial link in the Emergency Medical Services (EMS) system.

Prerequisite(s): Must be accepted into the Master's Degree Program or have advanced standing in the BS in Exercise Science Athletic Training major.

Additional fee required**ATR-5250 Emergency Medical Response II (2 semester hours)**

This course is designed to equip athletic training students with the knowledge and skills necessary to manage acute emergencies. Students will develop an evidence-based approach to the assessment, treatment and triage of emergency medical conditions such as cardiac and respiratory compromise, anaphylaxis, drug overdose, reproductive injury and other injuries and illnesses.

Prerequisite(s): ATR-5750 with a grade of "B" or better.

Additional fee required**ATR-5300 Clinical Human Anatomy (2 semester hours)**

This course focuses on the identification and palpation of anatomical structures within the systems most relevant to athletic training. Additional focus is placed on the interdependent interactions of anatomical structures utilized during human movement and orthopedic injuries.

Prerequisite(s): Must be accepted into the Master's Degree Program or have advanced standing in the BS in Exercise Science Athletic Training major.

ATR-5400 Diagnosis of the Lower Extremity (4 semester hours)

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

Prerequisite(s): Must be accepted into the Master's Degree Program or have advanced standing in the BS in Exercise Science Athletic Training major.

ATR-5410 Diagnosis of the Upper Extremity (4 semester hours)

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

Prerequisite(s): Take ATR-5750 with a grade of "B" or better.

ATR-5420 Diagnosis of the Head and Spine (2 semester hours)

This course emphasizes the theory and practical application of orthopedic and neurological assessment and diagnosis for the head and spine. Students will be able to evaluate and diagnose traumatic and chronic head and spine pathologies, as well as concussions using current best practices. Students will be able to select and apply appropriate return to play protocol and reevaluate throughout the process.

Prerequisite(s): Take ATR-5750 with a grade of "B" or better.

ATR-5510 Diagnosis of the Lower Extremity (4 semester hours)

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

ATR-5530 Diagnosis of the Upper Extremity (4 semester hours)

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

Prerequisite(s): ATR-5750 with a grade of "B" or better.

ATR-5540 Diagnosis of the Head and Spine (2 semester hours)

This course offers the applications in the use of evidence-based practice to assess and diagnose the head and spine. The student will be able to evaluate and diagnose concussions using current best practices, select and design the appropriate return to play protocol, apply the technique, and reevaluate throughout. The student will also be able to evaluate the axial skeleton, including cervical and lumbar pathologies.

ATR-5550 Therapeutic Interventions I (4 semester hours)

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

Prerequisite(s): ATR-5750 with a grade of "B" or better.

Additional fee required**ATR-5560 Principles of Taping and Bracing (2 semester hours)**

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

Additional fee required**ATR-5600 Principles of Taping, Bracing and Protective Equipment (2 semester hours)**

This course is designed to give athletic training students a foundation and skill-set in taping, wrapping, and bracing techniques. In addition, students will learn, implement and educate on the application of protective equipment.

Prerequisite(s): Must be accepted into the Master's Degree Program or have advanced standing in the BS in Exercise Science Athletic Training major.

Additional fee required**ATR-5750 Clinical Experience Internship I (3 semester hours)**

This is the first of five immersive practicums where students practice and refine the application of didactic course knowledge and skills. This practicum course includes 175 hours of clinical experiences.

Prerequisite(s): ATR-5100, ATR-5200, ATR-5300, ATR-5400, and ATR-5600 with a grade of "B" or better.

Additional fee required**ATR-5760 Clinical Experience Internship II (3 semester hours)**

This is the second of five immersive practicums where students practice and refine the application of didactic course knowledge and skills. This practicum course includes 175 hours of clinical experiences.

Prerequisite(s): ATR-5530, ATR-5200 and ATR-5520 with a grade of "B" or better.

Additional fee required**ATR-5770 Clinical Experience Internship III (3 semester hours)**

This is the third of five immersive practicums where students practice and refine the application of didactic course knowledge and skills. This practicum course includes 250-300 hours of clinical experiences, which vary based on the clinical site. Projects may be completed depending upon the clinical site and hours completed.

Prerequisite(s): Take ATR-5760 with a grade of "B" or better.

Additional fee required

ATR-5810-9 Selected Topics in Athletic Training (Variable semester hours)

This course will address a specific area of study in athletic training not already covered by other course offerings. Prerequisites vary by topic.

ATR-6150 Administration of Athletic Training (4 semester hours)

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

Prerequisite(s): ATR-6750 with a grade of "B" or better.

ATR-6200 Psychosocial and Behavioral Healthcare (2 semester hours)

This course is designed for students to develop an understanding of the psychosocial aspects of physical activity, sport, and healing. Emphasis is placed on the personal, social, and environmental factors that influence risk, response and rehabilitation of injury. Personal factors related to mental health conditions, neurodevelopmental and feeding and eating disorders, and behavioral health are covered within the course.

Prerequisite(s): ATR-6750 with a grade of "B" or better.

ATR-6300 Performance Enhancement for Activity and Sport (2 semester hours)

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

Prerequisite(s): ATR-6500, ATR-6550, ATR-6200, and ATR-6800 with a grade of "B" or better.

ATR-6400 Administration of Athletic Training (4 semester hours)

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

Prerequisite(s): ATR-6500, ATR-6550, ATR-6200, and ATR-6800 with a grade of "B" or better.

ATR-6500 Medical Aspects of Athletic Training (4 semester hours)

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

Prerequisite(s): ATR-6750 with a grade of "B" or better.

Additional fee required

ATR-6550 Therapeutic Interventions II (4 semester hours)

This course applies the use of evidence-based practice in therapeutic rehabilitation. The chief purpose of this course is to investigate and apply the advanced study and practice of therapeutic exercise, modalities and manual therapy used in treating sports orthopedic-related injuries. The student will be able to plan, implement, document, and evaluate therapeutic interventions for the rehabilitation and reconditioning of the injuries and illnesses.

Prerequisite(s): ATR-6750 with a grade of "B" or better.

ATR-6750 Clinical Experience Internship IV (3 semester hours)

This is the fourth of five immersive practicums where students practice and refine the application of didactic course knowledge and skills. This practicum course includes 175 hours of clinical experiences.

Prerequisite(s): ATR-5770 with a grade of "B" or better.

Additional fee required

ATR-6760 Clinical Experience Internship V (3 semester hours)

This is the fifth of five immersive practicums where students practice and refine the application of didactic course knowledge and skills. This practicum course includes 175 hours of clinical experiences.

Prerequisite(s): ATR-6300, ATR-6400, and ATR-6900 with a grade of "B" or better.

Additional fee required

ATR-6800 Clinical Application of Evidence Based Practice (2 semester hours)

This course is designed to develop fundamental skills in research design, as well as to enhance the student's understanding of literature searching, reading, and synthesizing of information in athletic training. Students will develop a clinical question and demonstrate competence in using a variety of resources to answer the question using the best available evidence. Students will demonstrate competence of the clinical question through a written literature and presentation to classmates and faculty.

Prerequisite(s): ATR-6750 with a grade of "B" or better.

ATR-6810-9 Selected Topics in Athletic Training (Variable semester hours)

This course will address a specific area of study in athletic training not already covered by other course offerings. Prerequisites vary by topic.

ATR-6900 Patient-Centered Care (4 semester hours)

This course represents the culmination of the student's preparation for professional practice. This course assesses the students' accomplishment and achievement of the educational standards to become an athletic trainer. Students will integrate didactic course knowledge and practicum experiences to complete quizzes, exams, projects and standardized patient cases across diverse patients with various illnesses and injuries.

Prerequisite(s): ATR-6200, ATR-6500, ATR-6550, and ATR-6800 with a grade of "B" or better.

Computer Science (CSC)

CSC-5010 Foundations of Emerging Technologies (3 semester hours)

This course provides a comprehensive overview of emerging technologies shaping the future of computer science and their transformative impact on society, industry, and innovation. Students will explore foundational concepts and applications of groundbreaking advancements such as blockchain, quantum computing, Internet of Things (IoT), augmented and virtual reality (AR/VR), and edge computing. Through case studies, hands-on projects, and critical discussions, the course examines the technical, ethical, and societal implications of adopting these technologies. By the end of the course, students will be equipped to analyze emerging trends, assess their potential impact, and apply innovative solutions to complex, real-world challenges.

CSC-5050 Ethics and Sustainability in Tech Policy (3 semester hours)

This course explores the ethical and societal implications of technological advancements, focusing on the development of responsible and sustainable technology policies. Students will examine ethical frameworks, analyze case studies of technological failures and successes, and develop strategies for mitigating negative consequences. The course integrates principles of sustainability, considering the environmental, social, and economic impacts of technology throughout its lifecycle.

CSC-5100 Big Data Technologies and Architectures (3 semester hours)

This course provides a comprehensive understanding of big data technologies and architectures, covering data storage, processing, and analysis techniques. Students will learn about various big data platforms (Hadoop, Spark, cloud-based solutions), data warehousing methodologies, and data modeling techniques. Hands-on experience will be gained through projects involving the processing and analysis of large datasets.

CSC-5150 Computer Systems Architecture and Engineering (3 semester hours)

This course explores the design and implementation of computer systems, covering topics ranging from low-level hardware to high-level software interfaces. Students will gain an understanding of CPU architectures, memory systems, I/O devices, and operating systems. The course emphasizes a systems-level perspective, connecting hardware and software components to understand the overall system behavior.

CSC-5200 Cyber-Physical Systems and Security (3 semester hours)

This course explores the security challenges and solutions for cyber-physical systems (CPS), which integrate computing and physical processes. Students will learn about CPS architectures, attack vectors, and security mechanisms. The course emphasizes practical applications and hands-on experience through projects and simulations.

CSC-5300 Cloud Computing (3 semester hours)

This course provides a comprehensive overview of cloud computing technologies, encompassing various cloud models (IaaS, PaaS, SaaS), deployment strategies, and management practices. Students will learn about cloud service providers (AWS, Azure, GCP), virtualization technologies, and containerization. Practical experience will be gained through hands-on labs and projects deploying applications and managing resources on a cloud platform.

CSC-5400 Human-Computer Interaction (3 semester hours)

This course explores the principles, methods, and tools for designing, evaluating, and improving human-computer interaction. Students will examine user-centered design processes, usability testing, and emerging trends in HCI to create intuitive and effective interfaces. Through hands-on projects and case studies, participants will bridge the gap between human needs and technological capabilities, ensuring systems are accessible, inclusive, and aligned with ethical standards. The course emphasizes the integration of business, ethical, and technological considerations, preparing students to lead in designing transformative user experiences in a digitally connected world.

CSC-5500 Machine Learning and Large Language Models (3 semester hours)

This course introduces students to the fundamentals of machine learning (ML) and large language models (LLMs), blending theory with practical application. Students will explore key ML concepts and gain hands-on experience with widely used ML libraries. The course emphasizes real-world applications while fostering an understanding of the ethical and societal considerations associated with LLMs.

CSC-5600 Advanced Programming Paradigms (3 semester hours)

This course explores advanced programming paradigms beyond the procedural and object-oriented approaches, focusing on functional programming, logic programming, and concurrent/parallel programming. Students will learn the principles and techniques of each paradigm, applying them to solve complex problems and comparing their strengths and weaknesses for different applications.

CSC-5700 Supply Chain and Blockchain Resistance (3 semester hours)

This advanced course delves into the critical area of cybersecurity concerning complex supply chains and the rapidly evolving landscape of blockchain technologies. Students will learn to analyze vulnerabilities and threats within modern supply chains, understand the unique security challenges of blockchain implementations, and develop practical skills to build resilient systems. The course will emphasize both theoretical foundations and hands-on applications, utilizing real-world case studies and industry best practices. Building upon the foundation established in the emerging tech course, this specialization course will delve deeper into the security aspects and specific technical considerations when combining emerging technology, focusing on supply chains and blockchain security.

CSC-5750 Data Visualization, Storytelling, and Communication (3 semester hours)

This course teaches students how to transform complex datasets into compelling visual narratives. Emphasis is placed on design principles, data analysis, and effective communication techniques. Students will explore various visualization tools and techniques to create impactful presentations and interactive dashboards. This course will also focus on effective communication strategies to present data insights to a variety of audiences across different cultural backgrounds, which is vital for international students aiming for global impact.

CSC-5800 Incident Response & Digital Forensics (3 semester hours)

This course provides a comprehensive understanding of incident response methodologies and digital forensics techniques. Students will learn how to prepare for, detect, analyze, and recover from cybersecurity incidents. The course will cover digital evidence collection, preservation, and analysis across multiple platforms and operating systems. Real-world case studies and hands-on exercises will enhance students' practical skills in incident response and forensic investigation, preparing them to address security breaches in diverse technological and geographical environments.

CSC-5850 Big Data Analytics and Cloud Computing (3 semester hours)

This course explores the concepts and techniques for processing and analyzing large datasets using distributed computing frameworks and cloud-based platforms. Students will gain hands-on experience with technologies like Hadoop, Spark, and cloud services for big data processing and analysis. This course will also cover the challenges of processing internationalized datasets, data storage, and scaling solutions in a global context, essential for students aiming to contribute to data science internationally.

CSC-5900 Cloud Security and Infrastructure Protection (3 semester hours)

This course focuses on the unique challenges and best practices in securing cloud-based environments. Students will learn to implement security controls for various cloud deployment models (IaaS, PaaS, SaaS) and explore the latest cloud security technologies. This course is designed to address the security challenges in complex cloud infrastructures, considering diverse compliance and regulatory frameworks present across different regions. Hands-on labs will enable students to secure cloud resources in real-world settings.

CSC-5911 Curricular Practical Trng Tech Fields (0.5-2 semester hours)

This course is designed for Master of Science in Computer Science students participating in the Curricular Practical Training (CPT) work authorization program. It offers an in-depth exploration of leadership theories, communication strategies, ethical decision-making, and team-building, tailored to the context of the computer science field. Students will engage in hands-on internships, applying their leadership and technical skills in real-world settings. The internship component provides valuable industry experience, allowing students to connect theoretical knowledge with practical applications, and to reflect on their growth and areas for further development. Course can be repeated multiple times.

CSC-5950 Data Engineering & Scalable Systems (3 semester hours)

This course explores the principles and practices of data engineering, focusing on the design, implementation, and optimization of scalable systems for large-scale data processing. Students will learn how to construct robust data pipelines, manage distributed systems, and leverage modern database technologies to handle complex data workflows. Key tools and frameworks such as Apache Kafka, Apache Spark, and NoSQL databases will be covered, equipping students with the skills to manage data efficiently in real-world applications. Through hands-on projects and case studies, students will gain practical experience in building scalable and resilient data systems for diverse organizational needs.

Criminal Justice (CRJ)

CRJ-5025 Cyber Security in the Information Age (3 semester hours)

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

CRJ-5055 Disaster Preparedness and Emergency Management (3 semester hours)

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

CRJ-5100 Forensic Genealogy and the Law (3 semester hours)

Forensic Genealogy and the Law is about how the evolving science of forensic genetic genealogy is being used by law enforcement investigators to identify the offenders of violent crimes. The course will explore the history of how this science developed into use by the criminal justice system. Research into actual case studies will be required. Legal concerns in this emerging investigative technique will also be addressed.

CRJ-5150 Crime Causation Theory (3 semester hours)

Examines classical theories and theories that are influencing contemporary criminal justice policies and research. Emphasis is placed on the fundamental arguments put forth by the various theories, the historical context from which these theories emerged, theory evaluation, applicability within criminal justice agencies, and policy implications that have or can be derived regarding how justice is practiced.

CRJ-5170 Criminal Justice Administration and Leadership (3 semester hours)

Focuses on leadership, management, and strategic planning within criminal justice related organizations. Organizational and administration theories will be examined and applied to the practice of criminal and juvenile justice to explain the patterned disparity between goals and practices. Additionally, contemporary approaches to understanding justice organizations and the findings from studies will be examined.

CRJ-5180 Seminar in Criminal Justice (3 semester hours)

This graduate level course is designed to expand on a general introduction to the criminal justice system while providing a critical look at justice in the 21st Century. The course will provide an overview of justice in America, the system's reaction to crime, proactive strategic planning possibilities, and an overview of the solutions to the problems facing the criminal justice system. Included will be examination of the policies and practices of formal criminal justice institutions (police, courts, corrections), as well as efforts undertaken by the private sector.

CRJ-5190 Ethics and Diversity in Criminal Justice (3 semester hours)

Analyzes ethical considerations within decision-making facing the criminal justice practitioner, with special focus on historical and contemporary perspectives on how race, ethnicity, gender, and other historically disadvantaged groups interact with the criminal justice system, along with the challenges of addressing justice in multicultural communities.

CRJ-5200 Applied Data Analysis (3 semester hours)

This course addresses methods of scientific inquiry applied to contemporary criminal justice issues. Students will be engaged in the formulation of research questions, research design, observation, measurement, and introduction to social statistics and applications to criminal justice data analysis. Students should develop an understanding of the research process, the language of research, the analytic tools and data sources, and the scientific method of evaluating scholarly research articles. Students will also learn to critique research and present data in agency reports, which will prepare them for professional analysis opportunities.

CRJ-5250 Problem Solving - Planning, Analysis, and Assessment (3 semester hours)

Design focuses on developing and enhancing critical-thinking skills related to communication, institutional change, and creative solutions related to proactive initiatives.

CRJ-5300 Problem-Solving Courts in an Adversarial System (3 semester hours)

The graduate course examines the differences between problem-solving courts and traditional courts with a focus on specific offenses or the type of person committing criminal offenses. Students will explore how interdisciplinary teams, led by judges or court service authorities, work collaboratively to achieve goals in case management and therapeutic jurisprudence to reduce criminal offending.

CRJ-5810-9 Selected Topics in Criminal Justice (Variable semester hours)

This course will address a specific area of study in Criminal Justice not already covered by other course offerings. Prerequisites vary by topic.

CRJ-5940 High Impact Professional Experience (3 semester hours)

The purpose of this course is to enable Aurora University students to apply course concepts in a real world experience. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The High Impact Professional Experience provides practical experience in a structured criminal justice context.

Grading Type: Credit/No Credit

CRJ-5810-9 Selected Topics in Criminal Justice (Variable semester hours)

This course will address a specific area of study in Criminal Justice not already covered by other course offerings. Prerequisites vary by topic.

Education (EDU)

EDU-5110 Foundations for ESL and Bilingual Education (3 semester hours)

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

EDU-5120 Methods and Materials for Teaching ESL (3 semester hours)

The course prepares participants in methodology to teach English as a second language. It focuses on approaches and techniques to teach academic content in English to English learners at different levels of English language level proficiency, and the strategies that support the development of listening, speaking, reading, and writing in English. Includes clinical experience.

EDU-5130 Cross-Cultural Studies for Teaching English Learners (3 semester hours)

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

EDU-5140 Assessment of English Learners (3 semester hours)

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

EDU-5150 Applied Linguistics for ESL/Bilingual Educators (3 semester hours)

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

EDU-5160 Methods and Materials for Teaching in Bilingual Programs (3 semester hours)

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

EDU-5210 Educational Psychology: Planning, Teaching, Learning, Managing and Assessment for Differentiated and Personalized Learning (3 semester hours)

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

EDU-5310 Methods of Primary Reading and Language Arts for Grades K-2 (3 semester hours)

This course includes a study of methods for teaching early literacy skills to primary grade readers, including phonemic awareness, phonics, emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension of connected text, vocabulary, fluency, academic language and writing. Candidates will learn classroom-based assessments to evaluate student learning in these areas, including concepts of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics and all embedded within phonemic awareness and phonics knowledge, skills and practices. Through lecture and lab, candidates gain experience in planning and teaching primary reading lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

EDU-5320 Methods of Content Reading and Language Arts for Grades 3-6 (3 semester hours)

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

EDU-5370 Adolescent Development and Learning (4 semester hours)

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

EDU-5400 Methods of Mathematics for Grades 1-6 (3 semester hours)

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

EDU-5460 Methods of Science Inquiry for Grades 1-6 (3 semester hours)

Candidates will develop an understanding of the methodologies and approaches to teaching science in the elementary classroom, grades 1-6. The purpose of this course is to explore, create, and utilize a variety of inquiry-based instructional strategies that are developmentally appropriate and motivating for the student in grades 1-6. Mathematics and science are a systematic combination of quantitative and spatial thinking. Candidates will have the opportunity to teach inquiry activities in science in a hands-on and experiential approach. In addition, this course actively involves candidates in a variety of problem-solving, inquiry-based activities designed to develop meanings and properties of scientific concepts. Through lecture and lab, candidates gain experience in planning and teaching elementary (grades 1-6) science inquiry lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background, and primary language.

EDU-5530 Methods and Materials for Teaching ESL/Bilingual Students (3 semester hours)

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

EDU-5560 Methods of Social Studies and Humanities for Grades 1-6 (3 semester hours)

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

EDU-5570 Teaching the Exceptional Child for Grades 1-6 (3 semester hours)

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

EDU-5760 Student Teaching Internship (9 semester hours)

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

Prerequisite(s): EDU-5140; EDU-5210; EDU-5310; EDU-5320; EDU-5400; EDU-5460; EDU-5530; EDU-5560; EDU-5570.

EDU-5770 Student Teaching Seminar (2 semester hours)

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

Prerequisite(s): Consent of program chair, acceptance into the School of Education, Statement of Understanding for Initial Licensure, passing ILTS Content Test for Elementary Education 1-6, maintaining a 3.0 GPA, passing a CBC.

Corequisite(s): EDU-5760.

EDU-5810-9 Selected Topics in Education (Variable semester hours)

This course will address a specific area of study in Education not already covered by other course offerings. Prerequisites vary by topic.

EDU-6030 The Individual, Cognition, and Learning (3 semester hours)

The focus of this course is the development of an understanding of the individual as learner and teacher and the implications for classroom instruction and student success.

EDU-6040 The Learning Environment (3 semester hours)

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

EDU-6050 Technology in the School of the Future (3 semester hours)

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

EDU-6060 Scholarship Applied to Teaching (3 semester hours)

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

Prerequisite(s): EDU-6070.

EDU-6061 Scholarship Applied to Teaching (3 semester hours)

This course explores the culmination of knowledge and skills candidates developed during their coursework and field experiences throughout the MACI program. Candidates will demonstrate their understanding of how educational practices stem from research and professional standards intended to enhance the growth of special education and ESL students.

EDU-6070 Introduction to Action Research (3 semester hours)

This seminar will be used to develop and clarify topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the student's classrooms through the process of action research.

EDU-6071 Introduction to Action Research (2 semester hours)

This course initiates a professional conversation among individual candidates, school teams, and cohorts about the major issues facing America's schools. The questions that emerge will become the focus for subsequent independent inquiry in MACI program classes. This seminar develops and clarifies topics for further investigation. It will also launch individual and/or group investigation of research questions with application to the candidate's classrooms through the process of action research.

EDU-6090 Contemporary Issues in Curriculum and Instruction (3 semester hours)

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

EDU-6110 Foundations for Esl and Bilingual Education (3 semester hours)

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

EDU-6115 Foundations for Language Minority Education of Diverse Learners (3 semester hours)

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

EDU-6120 Methods and Materials for Teaching ESL (3 semester hours)

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

Prerequisite(s): EDU-6110; EDU-6130; EDU-6140; EDU-6150.

EDU-6125 Linguistics for Teaching Diverse Populations (3 semester hours)

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

EDU-6130 Cross-Cultural Studies for Teaching ELLS (3 semester hours)

This course focuses on historical and contemporary social and cultural issues affecting selected ethnic groups. Extensive consideration and emphasis will be placed on the impact of culture, learning, and schooling on language minority children in the United States and the need of appropriate teaching and learning strategies for a diverse student population in today's classrooms. Includes clinical experience.

EDU-6140 Assessment of Bilingual Students (3 semester hours)

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

EDU-6150 Linguistics for Teaching ELLs (3 semester hours)

This course provides the study of linguistics applied to teaching English Language Learners. The course provides exposure to English phonology, morphology, syntax, analysis, and application of linguistic theory. Participants will also study theories and practices involving first and second language acquisition. Includes clinical experience.

EDU-6170 Methods and Materials for Teaching ELLS in Bilingual Program (3 semester hours)

This course prepares participants by providing them with the knowledge, skills and competencies needed to meet the needs of English Language Learners in bilingual contexts. Participants will study the theoretical basis, methods and techniques needed for effective teaching in bilingual/bicultural classrooms. Accordingly, participants will learn to develop lesson plans and materials to put bilingual theory and methods into practice. Includes clinical experience.

Prerequisite(s): EDU-6110; EDU-6120; EDU-6130; EDU-6140; EDU-6150.

EDU-6180 Methods of ESL/BE Education (3 semester hours)

The purpose of this course is to prepare candidates in methodology to teach English as a second language and in bilingual programs. Candidates will learn to teach academic content in English to English learners (ELs) at different levels of English language proficiency and the strategies that support the development of listening, speaking, reading, and writing in English. Candidates will then use the knowledge of teaching methods to design and teach lessons in a sheltered English or ESL classroom. Candidates will also learn to teach in students' native language and target language, and use instructional materials that are culturally responsive, rigorous, and developmentally appropriate.

EDU-6185 Methods of Teaching Exceptional Children (3 semester hours)

This course examines exceptionalities as identified by the Individuals with Disabilities Education Act (IDEA). The characteristics and assessment of, and methods of instruction for, students with disabilities, and the gifted within a range of cross-categorical placements is explored in depth. Teacher candidates will understand inclusion and learn how to write individualized education plans. The historical and legal evolution of special education, the rights of families, and the responsibilities of teachers will be a focal point of the course along with learning about the lived experiences of students defined as disabled within the social construction of disability. Working with and establishing partnerships with professionals and parents of children with exceptionalities will enable all teacher candidates to work intentionally, positively and collaboratively on behalf of the child. Teacher candidates will be prepared in classroom strategies for learning disabilities; attention deficit hyperactivity disorders; emotional and behavioral disorders; communication and pervasive developmental disorders; speech, hearing and vision impairment; giftedness; and at-risk behaviors. Through lecture and lab, candidates gain experience in teaching middle and high school students (grades 6-12) lessons designed and differentiated to meet the needs of each learner with respect to achievement level, disability, cultural background and primary language.

EDU-6190 Methods of Educational Psychology (3 semester hours)

This course examines assessment & learning for differentiated and personalized learning in grades 6-12. This course will emphasize a research focus on classroom instruction, human development, learning theory, motivation, classroom management, planning, differentiated and personalized curriculum, teaching and assessment. Candidates will investigate major theorists and theories and will explore diversity, multiculturalism and meaningful democratic learning communities, cultural, cognitive, physical, emotional, language and social development of children as related to student needs in the elementary classroom. Teacher candidates will understand and use a variety of formative and summative assessments to determine student needs, monitor student progress, measure student growth, and use the most appropriate instruments to assess students fairly. Candidates will learn how to make data-driven decisions about curricular and instructional effectiveness and to adjust instruction to meet the individual needs of each learner. Through lecture and lab, candidates will gain experience in assessing middle grade and high school students, grades 6-12, in various content areas and the assessments will be designed to meet the needs of each student with respect to achievement level, disability, cultural background and primary language.

EDU-6195 Methods of Reading (3 semester hours)

This course includes a study of methods for teaching literacy skills to primary grade readers, including phonemic awareness, phonics, emergent literacy, the development of the alphabetic principle, concepts about print letter-sound patterns, comprehension connected to text, vocabulary, fluency, academic language and writing. Candidates will learn classroom-based assessments to evaluate student learning in these areas, including concept of print interviews, running records, miscue analysis, informal reading inventories, fluency checks, oral retelling rubrics, all embedded within phonemic awareness and phonics knowledge, skills, and practices. Through lecture and lab, candidates gain experience in planning and teaching primary reading lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background, and primary language.

EDU-6200 Cross Cultural Curriculum for Diversity (3 semester hours)

Participants will expand their awareness, knowledge, and skill in integrating cultural diversity into their curriculum. This course will increase participants' understanding about cultural diversity, enhance knowledge of specific issues in diversity, and develop skills in integrating cultural diversity into the curriculum. Participants will have opportunities to develop discipline-specific curriculum that integrates multicultural content.

EDU-6205 Methods of Content Area Literacy (3 semester hours)

Candidates will learn more about teaching and learning processes aligned with research-based comprehensive literacy instruction for grades 6-12 classrooms with a focus on content-area reading and writing and will emphasize the methodology around the Science of Reading instruction: phonemic awareness, phonics, comprehension, fluency, and academic language, in particular the areas of fluency, comprehension and academic language for middle and high school learners. In this course, teacher candidates will learn appropriate and varied instructional approaches used before, during and after reading (BDA), including those that develop word knowledge, academic language, comprehension, fluency, graphic organizers and strategy-use in the content areas. Candidates will learn and practice varied instructional reading approaches with a focus on shared reading, close and rigorous reading and independent reading. Candidates will also learn about how meaning is constructed through the interaction of the reader's background knowledge and experiences and candidates will also study the connection among reading, writing and oral communication. Through lecture and lab, candidates will gain experience in planning and teaching middle and high school reading lessons designed to meet the needs of each learner with respect to achievement level, disability, cultural background, and primary language.

EDU-6210 Planning and Developing Instructional Media I (3 semester hours)

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

EDU-6215 Planning and Developing Instructional Media II (3 semester hours)

Expands and enhances Media I course.

Prerequisite(s): EDU-6210.

EDU-6220 Computer Applications in Education (3 semester hours)

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

EDU-6221 Methods and Materials for Teaching Diverse Learners (3 semester hours)

Participants will analyze the language learning processes of English learners and the appropriate order for learning academic basic skills in two languages. This course will focus on approaches and techniques to teach English as a second language. Participants will learn how to teach academic subject matter in and through English.

EDU-6225 Assessment and Evaluation with Technology (3 semester hours)

Explores the role of technology in educational assessment, information and knowledge management, and methods for integrating technology into the assessment practice. Students will study a wide range of software packages to determine strong and weak points and write evaluation reports.

EDU-6230 Managing the Instructional Technology Program (3 semester hours)

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

EDU-6235 Leading Staff Development in Educational Technology (3 semester hours)

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

EDU-6240 Distance Learning (3 semester hours)

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

EDU-6245 Methods of Teaching and Assessing Diverse Learners in the Secondary Classroom (3 semester hours)

This course will focus on readings, discussions, articles, and presentation materials to emphasize the results of research on teaching, learning, motivation, and assessment in diverse secondary school settings. Methods and materials for teaching English learners will be embedded throughout coursework. Overarching themes include teacher and student expectations, the influence of culture and society on the high school student and moving from theory to practice. Candidates will learn how to develop learning environments to stimulate critical thinking and creativity to promote cooperative learning, motivation, and fair assessment practices. This course will explore the issues and pragmatic approaches to teaching, learning, motivation, and assessment for secondary education. Researchers, instructors, and students know teaching, learning, motivation, and assessment are at the heart of effective teaching and learning. Clinical experiences will provide opportunities for teacher candidates to connect teaching theory with classroom practice.

EDU-6250 Issues and Trends in Instructional Design and Technology (3 semester hours)

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

EDU-6270 Methods of Teaching Secondary English (3 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.

EDU-6275 Methods of Teaching Secondary Mathematics (3 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.

EDU-6280 Methods of Teaching Secondary Science (3 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.

EDU-6285 Methods of Teaching Secondary Social Studies (3 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.

EDU-6290 Methods of Teaching PK-12 World Language (3 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.

EDU-6295 Content Area Methods for the Secondary Classroom (3 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.

EDU-6300 Professional Research in Literacy Learning (6 semester hours)

In this course, the candidates will learn about designing and implementing an action research project that will be conducted during their participation in the MARL program. The topics for the research will emerge from questions generated by in-class discussions, professional language arts interests, a broad review of the research on literacy, and discussions of theories related to literacy instruction. The questions will launch individual and/or group investigation with application to the candidates' classrooms through the process of action research - a systematic process of inquiry.

EDU-6310 Effective Word Study Instruction (3 semester hours)

In this course, candidates learn about diagnostic and instructional approaches to teach phonemic awareness, phonics strategies, sight word strategies, semantic and syntactic context strategies, and structural analysis strategies and spelling development in grades K-12. Topics include the nature of word analysis strategies, the stages of literary development, the nature of the spelling system, assessing students' literacy development, facilitating emergent literacy, phonological awareness, and developing the concept of word and letter knowledge. This course requires a classroom-based field experience.

EDU-6320 Effective Comprehension Instruction (3 semester hours)

This course focuses on cognitive and metacognitive strategies to improve comprehension in grades K-12. Topics include creating an effective classroom for comprehension instruction, assessing comprehension, utilizing formal and informal assessment tools, learning strategies to teach efferent and aesthetic reading, increasing vocabulary development, and motivating reluctant readers. This course requires a field experience involving observation of a colleague.

EDU-6330 Literacy in the Content Area (3 semester hours)

This course is designed to provide literacy educators with strategies for the integration of language arts in the content areas. Topics include pre-reading/during-reading/post-reading strategies, study skills, vocabulary development strategies, writing to learn, and learning with textbooks/trade books/electronic texts. This course requires a field experience involving observation of a colleague.

EDU-6340 Assessment of Literacy Learning (3 semester hours)

In this course, candidates will learn to administer, score, and interpret informal and formal literacy assessments for students in grades K-12. The assessments will cover the areas of motivation and interest, phonemic awareness, phonics, vocabulary, comprehension and fluency. Candidates will analyze the efficacy of current assessments typically used in districts. The results of the assessments will be summarized in a written report. This course requires a field experience with a student.

EDU-6350 Teaching Reading to Diverse Learners (3 semester hours)

In this course, candidates explore research-based reading strategies to develop lesson plans that meet the needs of diverse learners, including English Language Learners (ELLs), special education, slow learners, unmotivated students and gifted readers. This course requires a classroom-based field experience with a coaching component.

EDU-6370 Texts for Children (3 semester hours)

Course topics include qualities of outstanding children's and adolescent literature, goals of a literature program, planning the literature curriculum, multicultural literature, teaching genres, selecting literature for the classroom, criteria for evaluating and strategies for using narrative and expository text written for students in grades K-12, students' reading interests and preferences, instructional strategies for teaching literature, evaluating students' progress in responding to literature, creating a response-centered and literature-rich classroom, developing a literature-based curriculum, and current trends in children's and adolescent literature.

EDU-6380 Supervision and Administration in Literacy I (3 semester hours)

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

Prerequisite(s): EDU-6310; EDU-6320; EDU-6330; EDU-6340; EDU-6350.

EDU-6390 Supervision and Administration in Literacy II (3 semester hours)

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

Prerequisite(s): EDU-6380.

EDU-6410 Practicum in Reading (6 semester hours)

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

EDU-6501/SPED-6501 Assessment of Diverse Learners: Special Education and ESL (3 semester hours)

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

EDU-6505 The Teacher Leader's Role in Professional Development (3 semester hours)

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

EDU-6510 Educational Leadership and Organizational Theory (3 semester hours)

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

EDU-6515 Technology for School Leaders (3 semester hours)

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

EDU-6525 The Leader's Role in Human Resources and Supervision of Staff (3 semester hours)

This course is designed to provide a foundation and an applied practical approach to understanding and utilizing concepts for PreK-12 leaders in staff supervision and evaluation focused on enhancing teaching and student achievement. The course content is a blend of research-based and best practices used in supervision and evaluation.

EDU-6530 The Leadership Role in Curriculum Development, Instruction, Assessment, and Evaluation (3 semester hours)

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

EDU-6535 The Leader's Role in School-Community Relations (3 semester hours)

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

EDU-6545/SPED-6545 Collaboration, Differentiation, Instruction, and Transition for Diverse Learners (3 semester hours)

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

EDU-6565 The Leader's Role in Fiscal Management (3 semester hours)

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

EDU-6570 School Leadership and the Law (3 semester hours)

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

EDU-6575 School Leadership and the Law for Special Populations (3 semester hours)

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

EDU-6580 The Leader's Role in School Improvement Learning (3 semester hours)

This course studies the responsibilities of the PreK-12 principal as the instructional leader in the area of literacy and numeracy as it pertains to continuous school improvement and enhancing staff capacity through professional learning. Instructional strategies in literacy and numeracy in PreK-12 diverse environments to enhance student achievement and the candidate's knowledge and abilities in working with students through the learning spectrum and with all populations will be explored. This course is designed to provide literacy educators with strategies for the integration of literacy instructional strategies in the content areas and skills to promote a school environment focused on continuous improvement.

EDU-6581 Introduction to the Internship (3 semester hours)

In this course, the candidate will develop a PreK-12 Internship Plan in conjunction with the faculty supervisor and principal mentor. The plan supports the candidate throughout the internship courses: EDU-6590 Internship for Educational Leaders I and EDU-6595 Internship for Educational Leaders II, and the summer residency portion of EDU-6585, which occurs the summer between EDU-6585 and EDU-6590. Internship goals are outlined in each internship course.

Additional fee required**EDU-6585 Introduction to the Internship (3 semester hours)**

In this course, the candidate will develop a PreK-12 Internship Plan in conjunction with the faculty supervisor and principal mentor. The plan supports the candidate throughout the internship courses: EDU-6590 Internship for Educational Leaders I and EDU-6595 Internship for Educational Leaders II, and the summer residency portion of EDU-6585, which occurs the summer between EDU-6585 and EDU-6590. Internship goals are outlined in each internship course.

EDU-6586 Introduction to the Teacher Leader Practicum (3 semester hours)

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

EDU-6588 The Teacher Leader Practicum (3 semester hours)

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

Prerequisite(s): EDU-6586.

EDU-6590 Internship for Educational Leadership I (3 semester hours)

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

Prerequisite(s): EDU-6585.

EDU-6591 Internship for Educational Leadership I (3 semester hours)

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

Prerequisite(s): EDU-6581.

Additional fee required**EDU-6595 Internship for Educational Leadership II (3 semester hours)**

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

Prerequisite(s): EDU-6590.

EDU-6596 Internship for Educational Leadership II (3 semester hours)

In this course, the candidate implements the PreK-12 internship plan in conjunction with the faculty supervisor and principal mentor. The internship plan supports the candidate throughout the internship courses. The faculty supervisor and principal mentor support the candidate's progression throughout the internship. The faculty supervisor observes the candidate a minimum of four times per year and conducts follow-up meetings regarding the candidate's progress. The candidate completes Portfolio Entries, attends seminars, and completes the required written reflections. The candidate presents the Professional Portfolio to dignitaries from Aurora University and participating districts. **Prerequisite(s):** EDU-6591.

Additional fee required**EDU-6610 Educational Leadership (3 semester hours)**

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

EDU-6630 Curriculum Development and Evaluation (3 semester hours)

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

EDU-6730 Student Teaching (10 semester hours)

Student teaching is the capstone experience of Aurora University's School of Education. It is the segment of that program when a student is responsible for directing the learning of a group of students under the competent supervision of a licensed 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.

EDU-6780 M.A.T. Student Teaching Seminar (2 semester hours)

This seminar provides support to student teaching candidates in fulfilling critical requirements to gain employment in the teaching profession. The seminar also includes necessary background knowledge and professional development information on a variety of relevant topics to enhance success in the classroom and reflect learning in the interview process. In the seminar, students are expected to reflect upon the experiences of the field placement and grow in their ability to collaborate and contribute to the community of learners.

EDU-6810-9 Selected Topics in Education (Variable semester hours)

This course will address a specific area of study in education not already covered by other course offerings. Prerequisites vary by topic.

EDU-7010 Introduction to Educational Research (4 semester hours)

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

EDU-7125 School District Policy Development and Analysis (3 semester hours)

This course will focus on the elements of policy development and analysis in public school districts. It will examine the purposes, methodologies, design, and strategies that comprise policy development and analysis and particularly the relationship between policy development and decision-making in education. The course will address current problems and issues in community relations as they affect administrative practices in the areas of policy development. Internal relationships such as those among various components of the school district and between the board of education and the district superintendent will also be examined. Open to EdD students only.

EDU-7133 Organizational Theory and Change Management (4 semester hours)

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

EDU-7135 Dynamics of Organizational Theory and Change (3 semester hours)

This course acquaints each student with theories and strategies of organizations that impact the administration and organizational development of schools. Additionally, students will examine the conceptual and operational steps organizations must take to change successfully. This course will analyze critically traditional and alternative assumptions about organizations, how they function, and why people in organizations behave as they do. Additionally, this course will examine inclusive models for community and district development and building positive relationships to support education. Open to EdD students only.

EDU-7145 Advanced School Law PK-12 for General Education and Special Populations (3 semester hours)

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

EDU-7155 Advanced Human Resources (3 semester hours)

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

EDU-7165 Ethical and Legal Issues of Adult Learning Contexts (4 semester hours)

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

EDU-7235 Fundamentals of Enrollment Management (4 semester hours)

In this course, students will be introduced to the theory and practice of enrollment management as it is practiced in institutions of higher learning in the U.S. While providing a broad overview of enrollment management planning, this course will also engage students in a detailed exploration of contemporary and controversial topics that have a profound influence on the field, including: college choice, market niches, admissions, recruiting, transfer/articulation, pricing, financial aid, student persistence/retention, non-traditional students, the role of the registrar, and data analytics. By the end of the course, students will have a deeper understanding of the competing interests and ethical considerations that practitioners strive to balance in their dual role as a gatekeeper and guardian of brand, image, and mission of a higher education institution.

EDU-7245 Educational Technology for Effective Teaching, Learning, and Administration (3 semester hours)

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

EDU-7265 School District Superintendent and the Educational Community (3 semester hours)

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

EDU-7310 Proseminar in Educational Research (4 semester hours)

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

EDU-7325 Curriculum and Assessment for K-12 Regular Education (3 semester hours)

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

EDU-7330 Equity, Ethics, and Excellence in School District Leadership Intensive I (1 semester hours)

This course is part one of a three-part experiential learning experience integrated in the Superintendent Preparation Program alongside the internship experience. These three learning experiences examine perennial issues in school district leadership related to ethics, justice, fairness, equity, equality, and excellence in schooling. Students investigate and participate in case study analysis of district level policies and practices as related to serving diverse communities. Finally, the course exposes students to ethical frameworks and culturally relevant leadership strategies aimed at ameliorating problems faced by disenfranchised groups in P-12 learning environments with an orientation toward socially just education. In addition, this course satisfies ISBE's Culturally Relevant Teaching Standards.

Corequisite(s): EDU-7715.

EDU-7335 Advanced School District Finance (3 semester hours)

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

EDU-7340 Equity, Ethics, and Excellence in School District Leadership Intensive II (1 semester hours)

This course is part two of a three-part experiential learning experience integrated in the Superintendent Preparation Program alongside the internship experience. These three learning experiences examine perennial issues in school district leadership related to ethics, justice, fairness, equity, equality, and excellence in schooling. Students investigate and participate in case study analysis of district level policies and practices as related to serving diverse communities. Finally, the course exposes students to ethical frameworks and culturally relevant leadership strategies aimed at ameliorating problems faced by disenfranchised groups in P-12 learning environments with an orientation toward socially just education. In addition, this course satisfies ISBE's Culturally Relevant Teaching Standards.

Prerequisite(s): EDU-7330.

Corequisite(s): EDU-7725.

EDU-7345 Advanced Operations and System Management (3 semester hours)

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

EDU-7350 Equity, Ethics, and Excellence in School District Leadership Intensive III (1 semester hours)

This course is part three of a three-part experiential learning experience integrated in the Superintendent Preparation Program alongside the internship experience. These three learning experiences examine perennial issues in school district leadership related to ethics, justice, fairness, equity, equality, and excellence in schooling. Students investigate and participate in case study analysis of district level policies and practices as related to serving diverse communities. Finally, the course exposes students to ethical frameworks and culturally relevant leadership strategies aimed at ameliorating problems faced by disenfranchised groups in P-12 learning environments with an orientation toward socially just education. In addition, this course satisfies ISBE's Culturally Relevant Teaching Standards.

Prerequisite(s): EDU-7340.

Corequisite(s): EDU-7735.

EDU-7355 Curriculum and Assessment for Special Populations (3 semester hours)

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

EDU-7365 Advanced School Law and Human Resources PK-12 (3 semester hours)

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

EDU-7410 Instructional Coaching and Adult Learning in Professions (5 semester hours)

This course focuses on the function of instructional coaching in P-12 settings, and provides an overview of a variety of contemporary instructional coaching models. Students will explore the fundamentals for building and sustaining trusting relationships with teachers and administrators, and providing confidential, non-evaluative, job-embedded professional development for classroom teachers. Students will explore how adult learning theories can assist in the development and sustainability of professional learning in workplace settings.

EDU-7420 Institutional Governance Structures & Leadership (4 semester hours)

This course presents an overview of governance structures common to today's higher learning institutions through an exploration of the organizational and administrative paradigms under which they operate. This course will examine critical organizational theories, governance models, administrative structures, policies, cultures, and leadership related to postsecondary education in the United States.

EDU-7500 Effective Principles of Mentoring and Professional Conversations (3 semester hours)

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

EDU-7510 School District Superintendent and Board Policy (3 semester hours)

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

EDU-7715 Illinois School District Superintendent Internship I (2 semester hours)

The year-long (365 days) Illinois School District Internship is spread across three semesters. The The Internship is a cooperative venture among school districts, the Aurora University, and the intern. All three entities have responsibilities in making this experience meaningful. The syllabus is designed to align the internship learning activities with the Programs for the Preparations of Superintendents in Illinois and the Educational Leadership Constituent Council (ELCC) Standards. Each of the internship courses requires that the intern provide evidence of a minimum of 25 hours (total for all 3 internship courses is 75 hours) of approved leadership work, aligned to Illinois State Standards at the district level.

Prerequisite(s): EDU-7133,; EDU-7335.

Corequisite(s): EDU-7330.

EDU-7725 Illinois School District Superintendent Internship II (2 semester hours)

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

Prerequisite(s): EDU-7715.

Corequisite(s): EDU-7340.

EDU-7735 Illinois School District Superintendent Internship III (2 semester hours)

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

Prerequisite(s): EDU-7725.

Corequisite(s): EDU-7350.

EDU-7750 Educational Leadership Internship (3 semester hours)

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

EDU-7810-9 Selected Topics in Education (Variable semester hours)

This course will address a specific area of study in education not already covered by other course offerings. Prerequisites vary by topic.

EDU-8010 Introduction to Educational Research Designs (4 semester hours)

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

Prerequisite(s): EDU-7310.

Additional fee required**EDU-8100 Quantitative Educational Research (4 semester hours)**

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

Prerequisite(s): EDU-8010.

Additional fee required**EDU-8130 Social Foundations of Curriculum Instruction (3 semester hours)**

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

EDU-8150 Learning in the Digital Age (3 semester hours)

This course will examine the theoretical foundations and research into various techniques of learning technologies: computer-based and internet-based technologies, virtual classrooms and schools, Web 2.0, digital libraries, videoconferencing, virtual reality, networks, discussion forums, interactive whiteboards, online courses, MOOCs, etc. As well, the course will include discussions and readings about access, globalization, adult technophobia, ethics, equity, privacy, and the impact of the technologies on society in general, adult learning, and education in particular. Students will be exposed to applications for various curriculum subjects and will analyze technology standards for students, teachers and administrators (ISTE). In lab sessions, students will examine specific technologies and design learning experiences that integrate technology. Open to EdD students only.

EDU-8160 Clinical Supervision and Teacher Development (4 semester hours)

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

EDU-8163 Instructional Leadership Internship Supervision and Teacher Development (2 semester hours)

This course provides students an opportunity to bridge the gap between theory and practice in instructional leadership through a competency-based supervised internship experience. The focus of the experience should include topics related to clinical supervision of instruction, curriculum, program evaluation, assessment, and/or professional development. The site is most often, but not limited to, the student's current place of employment. Enrollment in this course must be preceded by a discussion with course instructor and site supervisor regarding the related project that will be completed during the site experience. This one semester immersive experience is required for all doctoral students in the Instructional Leadership: Coaching and Mentoring degree program.

EDU-8165 International Comparative Education (3 semester hours)

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

EDU-8170 Equity, Diversity, and Justice in Education (3 semester hours)

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

EDU-8175 Institutional Diversity & Equity (4 semester hours)

This course uses critical leadership theory to identify intersectional ways in which marginalization impedes the processes through which relational engagement with people dissimilar from ourselves can occur. The end goal is to create strategies that when used can enhance work practices, policies and procedures to maximize intercultural engagement. Furthermore, this course offers a safe environment for participants to pursue the learning tool and supportive feedback needed to help stimulate confident responses regarding issues related to diversity, equity, inclusion and justice in all facets of higher education settings. This issues-centered course is structured such that skill development and growth will occur through individual work and cluster sessions.

EDU-8190 Qualitative Research in Education (4 semester hours)

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

Prerequisite(s): EDU-8010.

Additional fee required**EDU-8220 Learning and Cognition: Current Research and Theory (4 semester hours)**

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

EDU-8225 Philosophies of Adult Learning (3 semester hours)

The course begins by defining common characteristics of adult learners. Readings include the research literature on learner-centered instruction. The course emphasizes theories of self-regulated learning and motivation, focusing particularly on: constructivism, social cognition, efficacy, attribution and self-determination. The course accentuates adult-oriented constructivist methods of teaching and learning, including problem-based learning. Open to EdD students only.

EDU-8250 Principles and Practices of Assessment and Program Evaluation (3 semester hours)

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

EDU-8255 Program Evaluation and Data Analysis for School Improvement (3 semester hours)

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

EDU-8300 Strategic Planning: Evaluation, Assessment, Budgeting, and Reporting (3 semester hours)

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

EDU-8310 Adult Learning and Higher Education Internship (4 semester hours)

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

EDU-8315 Adult Learning and Higher Education Internship (2 semester hours)

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

EDU-8400 Dissertation Seminar (3 semester hours)

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

EDU-8420 Dissertation Seminar (4 semester hours)

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

Prerequisite(s): EDU-8100,; EDU-8190.

EDU-8450 Inquiry in the Classroom: Critical and Creative Thinking in Action (3 semester hours)

This course will provide an in-depth exploration of both the theory and practice of critical thinking and creative thinking in a variety of educational settings. Students examine theoretical literature in the field regarding topics such as philosophical sensitivity, the development of communities of inquiry, critical thinking, and creative thinking through an exploration of ethical case studies. In particular, students are acquainted with recent educational research that reveals how philosophical inquiry in the classroom can enhance academic outcomes across content areas.

EDU-8460 Instructional Practices and Learning Theories for School Improvement (4 semester hours)

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

EDU-8500 Contemporary Issues of Adult Learners (3 semester hours)

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

EDU-8510 Social Foundations of Higher Education (4 semester hours)

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

EDU-8515 Learning How to Learn: Applied Theory for Adult Learners (3 semester hours)

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

EDU-8520 Seminar in Higher Education Administration (3 semester hours)

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

EDU-8530 Historical Foundations of Higher Education (3 semester hours)

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

EDU-8800 Dissertation (1-10 semester hours)

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

Grading Type: Credit/No Credit

EDU-8810-9 Selected Topics in Education (Variable semester hours)

This course will address a specific area of study in Education not already covered by other course offerings. Prerequisites vary by topic.

Exercise Science (EXS)

EXS-5010 Research Methods in Exercise and Sport (3 semester hours)

This course reviews research methods, designs, data collection, statistical analysis, and data interpretation as it relates to sport and exercise settings. Emphasis will be placed on process of becoming an educated and critical consumer of published research. Students will also develop their ability to present research in area of exercise science via written and oral methods.

EXS-5020 Nutrition for Sports Performance (3 semester hours)

This course is designed to provide an advanced overview of the role of nutrient selection and timing in health, exercise, and sport performance. Specific focus will be placed on macronutrients, micronutrients, water requirements, nutritional supplements, and ergogenic aids

EXS-5030 Applied Sports and Exercise Psychology (3 semester hours)

This course will focus on the implementation and application of psychological techniques within sport and exercise settings. Emphasis will be placed on current literature and emerging topics within the field that could change semester to semester based on current circumstances.

EXS-5040 Management in Exercise and Sport (3 semester hours)

This course focuses on the analysis and application key organizational, administrative and managerial concepts as it applies to exercise settings. Students will explore topics related to human resources, facility management, finance, marketing, risk management, and legal issues.

EXS-5100 Advanced Exercise Physiology (3 semester hours)

The course is an advanced analysis of the physiological responses and adaptations to acute and chronic exercise training and how they impact health and performance. Focus will be placed on energy metabolism, neuromuscular, cardiovascular, and pulmonary factors affecting aerobic and anaerobic performance in various environmental conditions.

EXS-5110 Advanced Exercise Physiology Lab (3 semester hours)

This course focuses on assessment and evaluation of physiological and sport function through a variety of testing techniques. Topics include cardiovascular and pulmonary function, body composition, muscular strength and endurance, speed and agility, power, and balance.

Corequisite(s): PED-6100, EXS-6100 or EXS-5100.

EXS-5250 Advanced Methods of Strength and Conditioning (3 semester hours)

This course is designed to provide a comprehensive and extensive analysis of strength and conditioning principles. Emphasis will be placed on the integration of various disciplines, such as exercise physiology, biomechanics, and nutrition as it applies to sports performance.

EXS-5260 Program Evaluation and Analysis (3 semester hours)

This course will focus on the applying evidence-based principles in the development of programs to improve athletic performance. Emphasis will be placed on evidenced-based practice in the areas of resistance training, endurance training, flexibility, reaction time, speed, and agility.

EXS-5270 Applied Biomechanical Principles (3 semester hours)

The course is focused on using biomechanical methods to analyze and critic human movement. Specific focus will be placed on the laws and principles that govern human motion in sports and exercise settings. Students will be exposed to a variety of qualitative and quantitative methods and technologies used to evaluate and improve performance and reduce injury risk.

EXS-5350 Advanced Exercise Assessment and Prescription (3 semester hours)

This course focuses on advanced principles of exercise assessment and prescription for normal, healthy individuals and special populations. Emphasis is placed on evidence-based practice and guidelines established by the American College of Sports Medicine (ACSM).

Prerequisite(s): PED-6100 or EXS-6100 or EXS-5100.

EXS-5360 Advanced Cardiovascular Physiology and ECG Interpretation (3 semester hours)

This course is designed to provide an in-depth understanding of normal and pathological cardiovascular physiology. Emphasis will be placed on cardiac physiology and electrocardiography as it relates to exercise and physical activity, as well as resting and exercising ECG interpretation.

Prerequisite(s): PED-6100 or EXS-6100.

EXS-5370 Advanced Clinical Exercise Physiology (3 semester hours)

This course is designed to provide current and evidence-based recommendations in the area of prevention, management, and treatment of chronic diseases. Specific focus will be placed on the pathophysiology of disease states and the acute and chronic responses to exercise in those patients with cardiac, pulmonary, and metabolic diseases.

Prerequisite(s): PED-6100 or EXS-6100 or EXS-5100.

EXS-5400 Exercise Physiology Graduate Internship (3 semester hours)

The capstone/internship is a culminating experience that allows students to apply knowledge and skills attained during their academic training through the completion of a comprehensive project or extensive work under the supervision of certified clinical or sports performance professional. Focus will be spent on building professional behaviors and attributes necessary in their chosen field. Must apply one term in advance through the exercise science program coordinator for site placement. Permission of instructor required. Students must complete a criminal background check and TB test. Additional requirements may be needed based on the clinical site requirements. (Cost incurred by student.)

Grading Type: Credit/No Credit

EXS-5490 Excercise Physiology Graduate Internship (3 semester hours)

The capstone/internship is a culminating experience that allows students to apply knowledge and skills attained during their academic training through the completion of a comprehensive project or extensive work under the supervision of certified clinical or sports performance professional. Focus will be spent on building professional behaviors and attributes necessary in their chosen field. Must apply one term in advance through the exercise science program coordinator for site placement. Permission of instructor required. Students must complete a criminal background check and TB test. Additional requirements may be needed based on the clinical site requirements. (Cost incurred by student.)

Grading Type: Credit/No Credit

Health Sciences (HLS)

HLS-6100 Cultural Competence and Professional Effectiveness (3 semester hours)

In this course, students will identify how multiple identities, such as race, gender, and socio-economic status, may influence one's perception of self and others and may influence access to resources and social power. Students will characterize how power, privilege, and oppression can affect a healthcare environment. Students will discuss regulatory, legal, and ethical reasons to be culturally competent providers and organizations. Finally, students are expected to design and direct their own cultural experiences that will enable interactions and mutually beneficial exchanges with person from diverse ethnic and cultural groups.

Healthcare Administration

HCA-6150 Executive Leadership Skills for the C Suite (3 semester hours)

This course will enhance students' effectiveness as healthcare leaders by expanding their capabilities in organizational analysis and leadership within the evolving healthcare ecosystem. The course places particular emphasis on developing student skills in observation and organizational and behavioral theory but emphasizes application through team-based learning, experiential exercises, and reflection. The course concludes with an emphasis on personal leadership and lifelong learning with a focus on helping students enhance their self-awareness concerning strengths and development needs as they relate to a future career in the C Suite.

HCA-6200 Healthcare Finance (3 semester hours)

This course examines financial management and managerial accounting methodologies as they apply to healthcare. Students will gain the capabilities and skills for practicing professional excellence in financial decision-making in healthcare organizations, including hospitals, clinical practices, health insurance providers and other not-for-profit organizations. The course provides managers and professionals with the financially quantitative knowledge needed for planning, controlling and managing in contemporary health care organizations. The course provides managers and professional with the financially quantitative knowledge needed for planning, controlling and managing in contemporary health care organizations under constantly changing conditions. Introduces the basic business finance approaches to decisions-making and governance, as well as advanced applications within the healthcare sector. Provides students interested in managing healthcare facilities with a sound conceptual and applied understanding of the role that financial and cost management play in the decision-making process.

HCA-6300 Healthcare Information Management (3 semester hours)

This course will examine the management of information in healthcare. Students will learn a wide range of technology applications from enterprise application systems to electronic health records. Current trends in information management and related regulatory systems will be explored. It addresses challenges in this rapidly changing field such as data informatics, security, mobile technology, and telehealth. This course will also examine third party reimbursement as a means to manage resource constraints, as well as insurance and reimbursement issues, in order to deliver access to quality, ethical healthcare.

Marketing (MKT)

MKT-5810-9 Selected Topics in Marketing (Variable semester hours)

This course will address a specific area of study in marketing not already covered by other course offerings. Prerequisites vary by topic.

MKT-6119 Consumer Insight for Marketing Decisions (3 semester hours)

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

MKT-6200 Design for Communication (3 semester hours)

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

MKT-6330 Marketing Analytics and Data Storytelling (3 semester hours)

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

MKT-6350 Design for User Experience (3 semester hours)

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

Prerequisite(s): MKT-6200.

MKT-6370 Marketing Strategies and Project Management (3 semester hours)

This course provides a comprehensive examination of marketing strategies and their integration with project management principles to drive business success. Students will explore how to craft data-driven marketing strategies that align with business goals while learning the tools and techniques required for effective project management in the marketing context. Topics covered include market analysis, segmentation, positioning, resource allocation and performance measurement, all within the context of managing complex projects. Through case studies, hands-on projects, and strategic frameworks, students will gain practical experience in leading marketing projects from conception to execution, ensuring timely delivery, quality outcomes, and strategic alignment.

MKT-6400 Converged Media Strategy (3 semester hours)

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

MKT-6410 Content Marketing Creation and Curation (3 semester hours)

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

Prerequisite(s): MKT-6119.

MKT-6420 Coding Lab for Marketers (3 semester hours)

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

Prerequisite(s): MKT-6119.

MKT-6430 Strategic Brand Management (3 semester hours)

Strategic Brand Management explores the critical role of branding in building and sustainin a competitive advantage. This course delves into the strategies used to build brand equity, increase brand value, and ensure long-term brand success inclusive of brand investments, brand architecture and brand validation tools. Students will examine real-world case studies, gain insights into consumer behavior, and develop practical skills for crafting and implementing brand strategies across various industries.

MKT-6470 Mktg Innovation & Immersion (3 semester hours)

This course immerses students in the evolving world of marketing by exploring innovative strategies, emerging technologies, and the essential leadership role marketing plays in today's business environment. Students will examine how marketing leaders embrace innovation concepts, like design thinking, and technology to identify new products or markets to create a competitive advantage for an organization. Throughout the course, students will explore career opportunities in areas such as brand management, product development, and customer experience. Students will learn communication skills they can use to interact more effectively within both the marketing and other functional areas within an organization.

MKT-6530 Brand and Campaign Planning (3 semester hours)

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

Prerequisite(s): MBA-6020

MKT-6810-9 Selected Topics in Marketing (Variable semester hours)

This course will address a specific area of study in marketing not already covered by other course offerings. Prerequisites vary by topic.

MKT-6910 Marketing Innovation Capstone (3 semester hours)

While the customer-centric approach to marketing communication is rooted, the technology that drives execution evolves. This course will focus on using technology as a driver for marketing execution while staying true to a customer-centric mindset. The class will explore digital marketing strategies to achieve organizational outcomes.

MKT-6940 Digital Marketing and Design Internship (3-6 semester hours)

The purpose of the Digital Marketing and Design Internship is to enable Aurora University students to apply course concepts in a real world, applied. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The MSDMD internship provides a practical experience in a structured professional context. Permission of the Instructor required.

Prerequisite(s): Instructor permission.

MKT-6950 Portfolio Project (3-6 semester hours)

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

Master of Business Administration (MBA)

MBA-5810-9 Selected Topics in Bus Administration (Variable semester hours)

This course will address a specific area of study in Business Administration not already covered by other course offerings. Prerequisites vary by topic.

MBA-6020 Marketing Management (3 semester hours)

This course explores the strategic role of marketing within a firm's overall planning process, focusing on the development of marketing objectives and comprehensive marketing plans. Students will examine how marketing technology stacks-including CRM platforms, marketing automation tools, and analytics software-support data-driven decision-making that aligns a brand's offerings with the evolving needs of target market segments. Emphasis is placed on applying advanced analytical methods to optimize marketing strategies in a dynamic, competitive environment. By the end of the course, students will have the skills to critically assess and implement marketing plans that drive organizational success.

MBA-6030 Leadership and Organizational Behavior (3 semester hours)

This course introduces students to an advanced treatment of the behavioral role of the leader interacting with others within the organization. It offers a critical review of leadership and human behavior, and addresses those behavioral concepts that influence such factors as group dynamics, interpersonal relations, and ultimately, organizational effectiveness.

MBA-6045 Budgeting and Financial Management (3 semester hours)

This course will explore and have students utilize the various accounting tools, techniques, and knowledge base used by managers to make more effective decisions. This course will look at a number of aspects within the budgeting and financial decision-making framework. These aspects will include: overview of accounting and financial reporting, how accountants measure and report, managing financial reporting, cost concepts and analysis, product costing and an introduction to cost management, analysis for capital investment decisions, and measurements for management. Business decision-making will be the focus of this course and the business cases approach will be used extensively.

MBA-6050 Corporate Finance (3 semester hours)

This course examines financial theory and activities connected with the organization and operations of a business. It explores the relationship between management decisions and financial results, interpretation of financial reports, the development of financial projections, the evaluation of investment decisions, the relationship between risk and return, capital budgeting under risk and uncertainty, the cost of capital, and estimation of the value of a business or a security.

Prerequisite(s): MBA-6045.

MBA-6075 Operations Management (3 semester hours)

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

MBA-6085 Ethics and Decision Making (3 semester hours)

This course is about leadership ethics and the professional responsibilities of both leaders and organizations. Students will acquire a practical understanding of professional responsibilities to stakeholder groups including investors, customers, employees, suppliers, and the general public. Students will learn to think critically about professional ethics and social responsibility. This course will expose students to ethical issues throughout the business, nonprofit, and government sectors, while allowing students to use critical thinking in analyzing ethics case studies and scenarios in the decision making process. Students will participate in case discussions of ethical issues that are grounded in strategic organizational settings.

MBA-6090 Applied Business Research (3 semester hours)

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

MBA-6100 Strategic Management (3 semester hours)

In this course, all functional disciplines are integrated together in an attempt to look at and comprehend some of the important issues in strategic management. It concentrates on modern analytical approaches and on enduring successful strategic practices. It is consciously designed with a technological and global outlook since this orientation in many ways highlights the significant emerging trends in strategic management. The course is intended to provide students with a pragmatic approach that will guide the environmental analysis, formulation, implementation evaluation and control, and the feedback systems needed to have a successful strategy. This course will cover strategic and tactical planning, budgeting, analysis of decision under uncertainty and change. Issues related to making ethical judgment and leadership are also covered. Teams of students complete strategic analyses, plans and recommendations for individual companies.

Prerequisite(s): MBA-6020; MBA-6030; MBA-6045

Co/prerequisite(s): MBA-6075; MBA-6085.

MBA-6130 Economics (3 semester hours)

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

MBA-6200 Human Resource Management (3 semester hours)

This course explores the basic concepts of individual and social behavior as they apply to the modern organizational environment and day-to-day issues of human resource management. Specific topics include communication, motivation, training and development, compensation, and labor relations issues. Labor relation issues include minority rights, sexual harassment, and environmental concerns. Emphasis is on organizational development and team building.

MBA-6250 Data Analytics (3 semester hours)

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

MBA-6310 Design Thinking (3 semester hours)

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

MBA-6350 Nonprofit Management and Leadership (3 semester hours)

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

MBA-6380 Communication Management (3 semester hours)

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

MBA-6500 Global Business Immersion (3 semester hours)

This course focuses on the differences between domestic and international businesses as well as the impact of the global economy on all functions of business.

MBA-6520 Project Management Planning (3 semester hours)

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

MBA-6530 Project Management Execution (3 semester hours)

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

MBA-6540 Entrepreneurial Management (3 semester hours)

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

MBA-6550 Comprehensive Healthcare Management (3 semester hours)

This course will allow students to learn theories and concepts in organization behavior and health care management and then integrate theories with real world situations. Students will learn to understand diverse perspectives and to work productively with diverse teams. Students will develop the knowledge and skills to analyze strategic issues in health care organizations. Topics that will be discussed include management styles, performance improvement, culture, change, and leadership. Students will also address the roles of regulatory agencies, laws, ethics, and policies on the healthcare industry.

MBA-6560 Leadership of Not-For-Profit Organizations (3 semester hours)

This course is designed to apply the key aspects of leadership to leading not-for-profit organizations in both the public and private domains. In typical leadership courses, students study leadership skills, variables, team-building, negotiation and crisis management. In this course students will learn how to apply those skills in not-for-profit organizations. Emphasis will be in the context of leading in an environment of typical not-for-profit problems such as a lack of direct reporting relationships, fundraising and funding challenges, and impact of external influences such as political priorities. Management outcomes will include developing relationships, building coalitions, developing more effective systems, forming more productive management teams, and incenting and measuring performance.

MBA-6610 Leading Organizational Development (3 semester hours)

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

Prerequisite(s): MBA-6030.

MBA-6620 Leading Strategically (3 semester hours)

This leadership concentration course addresses how leaders can effectively utilize creative strategies. Students will explore innovative strategies for overcoming barriers to the ethical resolution of conflict and crisis. Students will also discuss moral, ethical, and legal issues that affect the ability to lead an organization. The subsections are (1) creating competitive advantage through teamwork, (2) global alliances and partners, and (3) emerging topics.

Prerequisite(s): MBA-6030.

MBA-6630 Leading High-Functioning Teams (3 semester hours)

As a result of completing this course, students will be able to analyze a particular business situation, formulate a leadership approach and process to create high-functioning, high-performing and innovative teams. The students will also be able to assess what is needed to develop leadership skills that enhance the overall effectiveness of the team in a global environment.

MBA-6810-9 Selected Topics in Bus Administration (Variable semester hours)

This course will address a specific area of study in Business Administration not already covered by other course offerings. Prerequisites vary by topic.

MBA-6940 MBA Internship (3-6 semester hours)

The purpose of the MBA Internship is to enable Aurora University students to apply course concepts in a real world, applied. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The MBA internship provides a practical experience in a structured business administration context. Permission of the instructor required.

Grading Type: Credit/No Credit

Master of Public Administration (MPA)

MPA-5810-9 Selected Topics in Public Administration (Variable semester hours)

This course will address a specific area of study in Public Administration not already covered by other course offerings. Prerequisites vary by topic.

MPA-6110 Administration of Public Institutions (3 semester hours)

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

MPA-6120 Public Policy and Analysis (3 semester hours)

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

MPA-6130 Government and Community Relations (3 semester hours)

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

MPA-6140 Public Finance and Budgeting (3 semester hours)

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

MPA-6150 Program Evaluation: Data Analysis and Decision Making (3 semester hours)

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

MPA-6170 Applied Research, Insights, and Evaluation (3 semester hours)

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

MPA-6200 Advanced Seminar in Applied Public Administration (3 semester hours)

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

Prerequisite(s): MBA-6130; MPA-6110; MPA-6120; MPA-6140; MBA-6170/MPA-6170.

MPA-6350 Nonprofit Management and Leadership (3 semester hours)

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

MPA-6360 Grant Writing, Philanthropy, and Advancement (3 semester hours)

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

MPA-6450 Public Safety Administration (3 semester hours)

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

MPA-6460 Public Sector Law and Civil Liability (3 semester hours)

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

MPA-6640 Principles of Community and Economic Development (3 semester hours)

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

MPA-6810-9 Selected Topics in Public Administration (Variable semester hours)

This course will address a specific area of study in Public Administration not already covered by other course offerings. Prerequisites vary by topic.

MPA-6940 MPA Internship (3-6 semester hours)

The purpose of the MPA Internship is to enable Aurora University students to apply course concepts in a real world, applied. This experience is designed to expand on the learning experience and to integrate and reinforce skills and concepts learned in the classroom. The MPA Internship provides a practical experience in a structured public administration context. Permission of the instructor required.

Prerequisite(s): Instructor permission.

Mathematics (MTH)

MTH-5010 Numbers and Mathematical Thinking (3 semester hours)

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

MTH-5020 Statistics and Probability (3 semester hours)

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

MTH-5030 Understanding and Teaching Algebra (3 semester hours)

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

MTH-5040 Understanding and Teaching Geometry (3 semester hours)

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

MTH-5100 Foundations of Higher Mathematics (3 semester hours)

The fundamentals of advanced mathematics and an introduction to mathematical proofs. Topics include logic, quantifier notation, set operations, functions, relations, the integers, and study of rational, real, and complex numbers as fields. Various types of proof techniques will be studied and applied to problems from number theory, geometry, analytic geometry, discrete mathematics, logic, and calculus.

MTH-5200 Modern Geometries (3 semester hours)

A study of absolute, finite, and non-Euclidean geometries from an axiomatic viewpoint.

MTH-5300 Number Theory (3 semester hours)

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

MTH-5420 Applied Statistical Methods (3 semester hours)

Applied statistical methods will be discussed in detail, including analysis of real data. The topics include hypothesis testing and confidence intervals for one and two samples, least squares estimates of parameters, single linear regression, multiple regression, hypothesis testing and confidence intervals in linear regression models, ANOVA, testing of models, and appropriateness of models.

MTH-5500 Technology in the Mathematics Classroom (3 semester hours)

Hands-on experiences working with current technology (scientific calculators, graphic calculators, computers, and computer software) for elementary, middle school, and secondary school mathematics. Presentation and evaluation of methods and strategies for employing technology as a regular part of instruction and assessment, including discussion of educational foundations.

MTH-5600 Assessment and Curriculum Development in Mathematics (3 semester hours)

A balanced study of theoretical research-based foundations and classroom-reform based perspectives on assessment and evaluation in school mathematics. Consideration of alternate forms of assessment and evaluation of mathematics teaching and of students' mathematical learning. Topics include assessment standards, scoring rubrics, performance assessment, and portfolios. Curriculum goals and issues are also addressed; recent developments in curriculum; learning research; alternate modes of presentation.

MTH-5701 Research Seminar I (1 semester hours)

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

MTH-5702 Research Seminar II (1 semester hours)

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

Prerequisite(s): MTH-5701.

MTH-5703 Research Seminar III (1 semester hours)

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

Prerequisite(s): MTH-5702.

MTH-5704 Research Seminar IV (1 semester hours)

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

Prerequisite(s): MTH-5703.

MTH-5810-9 Selected Topics in Mathematics (Variable semester hours)

This course will address a specific area of study in Mathematic not already covered by other course offerings. Prerequisites vary by topic.

MTH-6010 Calculus Concepts and Applications I (3 semester hours)

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

Prerequisite(s): MTH-5030 or MTH-5040.

MTH-6020 Mathematical Connections (3 semester hours)

The course will present students with topics that relate different mathematics branches to each other. The course will emphasize problem-solving as a technique to establish these connections and use mathematics as a tool to solve problems.

Prerequisite(s): MTH-5030; MTH-5040.

MTH-6030 Applications in STEM (3 semester hours)

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

Prerequisite(s): MTH-5030; MTH-5040.

MTH-6040 Technology in Mathematics Classrooms (3 semester hours)

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

Prerequisite(s): MTH-5030; MTH-5040.

MTH-6060 Calculus Concepts and Applications II (3 semester hours)

This course is a continuation of the first calculus course and focuses on techniques and applications. Integration and series will be emphasized. The course includes examples of teaching approaches as applied to the teaching and learning of calculus. It will focus also on solving applications of calculus in STEM fields.

Prerequisite(s): MTH-6010.

MTH-6100 Abstract Algebra I (3 semester hours)

Introduction to group theory. Topics include equivalence relations, groups, subgroups, cyclic groups, permutation groups, isomorphisms, cosets, external direct products, normal subgroups, factor groups, group homeomorphisms, rings, and integral domains. Open to graduate students in mathematics only.

MTH-6200 Abstract Algebra II (3 semester hours)

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

Prerequisite(s): MTH-6100.

MTH-6300 Advanced Calculus I (3 semester hours)

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

MTH-6400 Advanced Calculus II (3 semester hours)

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

Prerequisite(s): MTH-6300.

MTH-6701 Research Project (2 semester hours)

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

Prerequisite(s): MTH-5704.

MTH-6810-9 Selected Topics in Mathematics (Variable semester hours)

This course will address a specific area of study in Mathematic snot already covered by other course offerings. Prerequisites vary by topic.

Natural Sciences (NSM)

NSM-5400 Curriculum Development and Assessment in Mathematics and Science (3 semester hours)

The course will focus on assessment goals and implementation, a mix of theoretical research-based foundations and classroom reform-based perspectives on assessment and evaluation in schools. Recent developments in mathematics and science curriculum, core standards, learning research, and alternate modes of presentation will be discussed. Open to graduate students only.

NSM-5900 Field Experience in STEM (1 semester hours)

Each candidate is expected to take part in a flexible field experience with a mathematics and/or science professional organization. The goal is to give each participant an opportunity to work with a scientist or mathematician on a project during this experience. The participants will be given the flexibility to choose an experience that is most beneficial to them as long as it is approved by the Program Director. It is expected that connections will be developed with professionals in the field of mathematics and science that can be utilized in the classroom. Permission of the instructor required.

NSM-6100 Educational Research in Mathematics and Science I (3 semester hours)

This course has the dual purpose of providing an educational research background in the STEM field as well as the quantitative knowledge necessary to conduct such research. The course investigates recent developments and relevant research in STEM education and initiates a professional conversation about the major issues in teaching mathematics and science. Emphasis will be placed on methods of critically reading and analyzing research reports and the development of a STEM research proposal. Topics include reading and evaluation of original research, issues of validity and reliability in research, assembling research writing components, and an introduction to statistical inference.

Prerequisite(s): NSM-5400.

NSM-6200 Educational Research in Mathematics and Science II (3 semester hours)

This course is a continuation of NSM6100. The teacher will analyze data collected from the implementation of a previously identified STEM research project. Participants will complete their projects, submit a written report of their research, and present their findings to other program participants and at local and/or national conferences.

Prerequisite(s): NSM-6100.

Nursing (NUR)

NUR-5100 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 an interdisciplinary 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.

Corequisite(s): NUR-5100Z or both NUR-5101Z and NUR-5102Z.

Co/prerequisite(s): NUR-5105; NUR-5135; NUR-5165

Additional fee required**NUR-5100Z Principles of Nursing I Lab (0 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 an interdisciplinary 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.

Corequisite(s): NUR-5100.

Additional fee required

NUR-5101Z Principles of Nursing I Lab (0 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 an interdisciplinary 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.

Corequisite(s): NUR-5100.

Additional fee required**NUR-5102Z Principles of Nursing I Clinical (0 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 an interdisciplinary 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.

Corequisite(s): NUR-5100.

Additional fee required**NUR-5105 Introduction to Professional Nursing and Interprofessional Collaboration (2 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. This course explores communication principles to promote collaborative and interdepartmental decisions with other healthcare professionals to create a comprehensive plan of care.

NUR-5135 Advanced Physiology and Pathophysiology (4 semester hours)

This course surveys the principles and mechanisms of disease on the cellular and organismal levels. Underlying physiologic and pathophysiologic principles common to disease processes across the lifespan. Integration of current evidence and technologies from nursing and other disciplines. The student will explore, analyze, apply and evaluate the normal and abnormal human responses to selected pathophysiologic mechanisms and conditions.

Co/prerequisite(s): NUR-5100/Z; NUR-5165.

NUR-5165 Advanced Physical Assessment (4 semester hours)

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. An emphasis on health promotion and reduction of risks that impact individuals, families, and communities in aggregate. Students will explore, analyze, apply and evaluate assessment principles and techniques in the classroom setting. A health assessment performance evaluation will occur in the laboratory setting and allow integration of advancing critical thinking skills.

Corequisite(s): NUR-5165Z.

Co/prerequisite(s): NUR-5100/Z; NUR-5135

NUR-5165Z Advanced Physical Assessment Lab (0 semester hours)

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. An emphasis on health promotion and reduction of risks that impact individuals, families, and communities in aggregate. Students will explore, analyze, apply and evaluate assessment principles and techniques in the classroom setting. A health assessment performance evaluation will occur in the laboratory setting and allow integration of advancing critical thinking skills.

Corequisite(s): NUR-5165.

Additional fee required**NUR-5166Z Advanced Physical Assessment Lab (0 semester hours)**

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. An emphasis on health promotion and reduction of risks that impact individuals, families, and communities in aggregate. Students will explore, analyze, apply and evaluate assessment principles and techniques in the classroom setting. A health assessment performance evaluation will occur in the laboratory setting and allow integration of advancing critical thinking skills.

Corequisite(s): NUR-5165.

Additional fee required

NUR-5200 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 evidencebased practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

Prerequisite(s): NUR-5100/Z; NUR-5135; NUR-5165

Corequisite(s): NUR-5200Z or both NUR-5201Z and NUR-5202Z.

Co/prerequisite(s): NUR-5220

Additional fee required**NUR-5200Z Principles of Nursing II Lab (0 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 evidencebased practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

Corequisite(s): NUR-5200.

NUR-5201Z Principles of Nursing II Lab (0 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 evidencebased practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

Corequisite(s): NUR-5200.

Additional fee required**NUR-5202Z Principles of Nursing II Clinical (0 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 evidencebased practice and recognize patterns of patient needs. The course uses a blend of experiential and simulated learning activities.

Corequisite(s): NUR-5200.

Additional fee required**NUR-5220 Advanced Pharmacology (4 semester hours)**

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. Principles of pharmacokinetics and pharmacodynamics provide the foundation for clinical decision making and care management. Emphasis on drug classifications, indications, action, interactions and side effects. The course explores the ethical, legal, cultural and age implications of pharmacologic therapy across diverse populations and the lifespan.

Prerequisite(s): NUR-5100; NUR-5135; NUR-5165

Co/prerequisite(s): NUR-5200/Z.

NUR-5230 Mental Health Nursing (4 semester hours)

This course prepares the nurse to utilize effective communication to develop therapeutic interpersonal relationships fundamental 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 mental health nursing while psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of mental health disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team. Clinical: Clinical opportunities include experiential learning activities involving mental health patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

Prerequisite(s): NUR-5100/Z; NUR-5135; NUR-5165

Corequisite(s): NUR-5232Z or NUR-5230Z

Co/prerequisite(s): NUR-5200/Z,; NUR-5220

NUR-5230Z Mental Health Nursing Clinical (0 semester hours)

This course prepares the nurse to utilize effective communication to develop therapeutic interpersonal relationships fundamental 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 mental health nursing while psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of mental health disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team. Clinical: Clinical opportunities include experiential learning activities involving mental health patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

Corequisite(s): NUR-5230.

NUR-5232Z Mental Health Nursing Clinical (0 semester hours)

This course prepares the nurse to utilize effective communication to develop therapeutic interpersonal relationships fundamental 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 mental health nursing while psychosocial, neurobiological theories, and research evidence provide its scientific base. A comprehensive exploration of mental health disorders and current treatments prepares the nurse to function as an effective member of the inter-professional care team. Clinical: Clinical opportunities include experiential learning activities involving mental health patients across the lifespan in acute care and community-based settings. Exposure to self-help groups and other community resources are included. Simulated experiences may be utilized.

Corequisite(s): NUR-5230.

Additional fee required**NUR-5310 Scientific Inquiry and Research (3 semester hours)**

The purpose of this course is to advance the role of the nurse in the utilization of new knowledge through scholarly inquiry. The emphasis is on the research process and statistical analysis leading to the systematic evaluation and application of evidence-based nursing research. Research findings should be relevant and the foundation from which clinical and organizational decisions are made. The utilization of scientific evidence to improve nursing practice and ultimately patient outcomes is emphasized.

Prerequisite(s): MTH-5420

NUR-5320 Nursing Informatics (3 semester hours)

This course provides an overview of informatics and the theoretical foundation for information management within the health care setting. The student examines the way data are managed in health care environments and the influence of informatics technology on data management, clinical decision making and the nurse leader's role as a consumer and purchaser of information technology. The impact of automated data management through advances in information technology, health care information systems and telehealth are explored.

NUR-5400 Medical Surgical Nursing I (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. The course uses a blend of experiential and simulated learning activities.

Co/prerequisite(s): NUR-5320

Additional fee required**NUR-5400Z Medical Surgical Nursing Clinical (0 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. The course uses a blend of experiential and simulated learning activities.

Corequisite(s): NUR-5400.

Additional fee required**NUR-5402Z Medical Surgical Nursing Clinical (0 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. The course uses a blend of experiential and simulated learning activities.

Corequisite(s): NUR-5400.

Additional fee required

NUR-5480 Leadership and Professional Role Development (3 semester hours)

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

Co/prerequisite(s): NUR-6430.

NUR-5500 Medical Surgical Nursing II (6 semester hours)

The medical surgical course builds on the conceptual foundations developed in Medical Surgical Nursing I and in Nursing Research. Pathophysiological processes are discussed, focusing on evidencebased 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 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.

Prerequisite(s): NUR-5400

Corequisite(s): either NUR-5500Z or NUR-5502Z.

Additional fee required**NUR-5500Z Medical Surgical Nursing II Clinical (0 semester hours)**

The clinical experience 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.

Corequisite(s): NUR-5500.

NUR-5502Z Medical Surgical Nursing II Clinical (0 semester hours)

The clinical experience 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.

Corequisite(s): NUR-5500.

Additional fee required**NUR-5520 Nursing Care of the Family (7 semester hours)**

This course focuses on the care and support of women, children and families. The course assists students in using critical thinking to identify the options for holistic, evidence-based practice within the realm of maternal and child nursing. In addition, students will explore strategies and resources for the provision of appropriate care in various clinical settings within social, ethical and multicultural frameworks. Clinical: The nursing care of women, children and families in various clinical settings is the focus of this clinical. Simulation learning experiences may be utilized to augment clinical experiences.

Co/prerequisite(s): NUR-6430

NUR-5520Z Nursing Care of the Family OB Clinical (0 semester hours)

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.

Corequisite(s): NUR-5520.

NUR-5522Z Nursing Care of the Family OB Clinical (0 semester hours)

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.

Corequisite(s): NUR-5520.

Additional fee required**NUR-5523Z Nursing Care of the Family Pediatric Clinical (0 semester hours)**

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.

Corequisite(s): NUR-5520.

Additional fee required**NUR-6430 Clinical Prevention and Population Based Practice (4 semester hours)**

This course provides nurses an in-depth understanding of concepts related to illness prevention, risk reduction, and health promotion of populations within the local, national and global health care context. The dynamic influence of social justice, political agendas, health disparities and culture on the collective values of quality and accessibility of health services are emphasized. Clinical: The clinical component for this course will apply nursing concepts and public health and community based practices to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

Prerequisite(s): NUR-5400

Additional fee required**NUR-6430Z Clinical Prevention and Population Based Practice Clinical (0 semester hours)**

The clinical component for this course will apply nursing concepts and public health and community based practices to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

Corequisite(s): NUR-6430.

Additional fee required

NUR-6432Z Clinical Prevention and Population Based Practice Clinical (0 semester hours)

The clinical component for this course will apply nursing concepts and public health and community based practices to facilitate the promotion, maintenance and restoration of optimal health across the lifespan.

Corequisite(s): NUR-6430.

Additional fee required**NUR-6500 Health Care Policy and Ethical Principles (3 semester hours)**

The purpose of this course is to advance the role of the nurse to influence healthcare policy, quality improvement and financial decision-making to improve the quality of health care delivery. Social, cultural, political and economic forces influencing ethical decision making are examined. Health care policy, resource availability and ethical principles will be used to evaluate health care policy decisions. How these decisions are made, how they are influenced by social values and the impact of these decisions on the global community are addressed.

Prerequisite(s): NUR-5480; NUR-6430.

NUR-6630 Practicum: Role Concentration (5 semester hours)

This course provides a framework for assisting students with the integration of the MENP program goals. During the clinical immersion experience the student works closely with a preceptor to model the professional nursing role and assist in the transition from education to practice. Students will focus on the refinement of nursing leadership skills, care coordination, interprofessional communication and team-based care. Students will apply evidence-based practice for promotion of quality improvement and safety in the health care setting.

Additional fee required**NUR-6630Z Practicum: Role Concentration Clinical (0 semester hours)**

This course provides a framework for assisting students with the integration of the MENP program goals. During the clinical immersion experience the student works closely with a preceptor to model the professional nursing role and assist in the transition from education to practice. Students will focus on the refinement of nursing leadership skills, care coordination, interprofessional communication and team-based care. Students will apply evidence-based practice for promotion of quality improvement and safety in the health care setting.

Additional fee required**NUR-6632Z Practicum: Role Concentration Clinical (0 semester hours)**

This course provides a framework for assisting students with the integration of the MENP program goals. During the clinical immersion experience the student works closely with a preceptor to model the professional nursing role and assist in the transition from education to practice. Students will focus on the refinement of nursing leadership skills, care coordination, interprofessional communication and team-based care. Students will apply evidence-based practice for promotion of quality improvement and safety in the health care setting.

Additional fee required**NUR-6640 Preparation for Professional Practice (1 semester hours)**

This course is designed to facilitate the review of concepts required for licensure examination and entry into the practice of professional nursing. This course will utilize a comprehensive approach to review the four major client needs categories outlined within the NCLEX-RN Test Plan to address the physiological, psychological, social, spiritual, and cultural considerations of nursing care for diverse patients across the lifespan with common and complex alterations in the health continuum. The course will include both at home and in class assignments, exercises, quizzes, as well as standardized testing designed to enhance student success on the NCLEX-RN examination.

Physical Education (PED)

PED-5810-9 Selected Topics in Human Performance and Recreation (Variable semester hours)

This course will address a specific area of study in Human Performance & Recreation not already covered by other course offerings. Prerequisites vary by topic.

PED-6810-9 Selected Topics in Human Performance and Recreation (Variable semester hours)

This course will address a specific area of study in Human Performance & Recreation not already covered by other course offerings. Prerequisites vary by topic.

Psychology (PSY)

PSY-5010 Advanced Psychopathology (3 semester hours)

This course provides an in-depth exploration of various psychological disorders and their etiology, symptomatology, diagnostic assessment, prevention, and treatment. Students will review the major psychopathological diagnostic categories using the current Diagnostic and Statistical Manual of Mental Disorders. Students will also explore prevailing theories of the etiology of these disorders, identify evidence-based treatment options and resources for those struggling with mental health concerns, and explore multicultural considerations in diagnosis and treatment. Objectives include: Learn major DSM-5 diagnoses, develop assessment skills, understand different theories of causation and treatment, classify symptoms and diagnoses, and critically examine personal attitudes associated with psychological disorders.

PSY-5020 Law and Mental Health (3 semester hours)

This course examines issues related to crime and criminal justice that can be addressed through applying psychological theories and research. Students explore the concept of mental disability, the law's ability to identify mental disabilities, and the myriad issues associated mental health and its legal relevance in the court system. The course also outlines the roles of mental health professionals in the legal system and how social science research is used by courts, attorneys, and legislatures.

PSY-5030 Trauma and Crisis Intervention (3 semester hours)

This course provides an overview of crisis intervention, crisis intervention models, and the treatment of trauma-related disorders for individuals, groups, organizations, and communities. Specific counseling models, theories, techniques, and strategies are reviewed. Students will learn how to assess risk after trauma and provide immediate crisis intervention unique to different environments. Objectives include: identify acute reactions to trauma, identify diagnostic criteria for PTSD and stressor-related disorders, describe the epidemiology of trauma and traumatic stress, learn theories and techniques of crisis intervention, practice techniques through role-playing, and summarize the most current evidence-based practices in the treatment of trauma-related symptoms for adults, adolescents, and children.

Social Work (SWK)

SWK-5100 Social Work Gerontology: Assessment and Intervention (3 semester hours)

This course will examine the advanced study of clinical treatment of older adults. Focus will include different mental health issues presented by older adults, such as depression, Alzheimer's disease, adjustment disorders due to relocation or loss of loved ones and chronic illness. Successful treatment models with older adults will be presented framed in the life course perspective.

SWK-5110 Social Work Gerontology: Biology and Health of Aging (3 semester hours)

This course will begin by covering age and health demographics, along with attitudes toward aging, health and disability. Basic cellular or molecular theories of aging will be presented, along with how the human body's organ systems typically change over time. Pathologies associated with aging and psychosocial responses to normal and pathological changes will be discussed. Such responses will be viewed within a sociocultural context where ageism, ableism and beautyism, as well as other forms of oppression, are present. Support services and resources for older individuals and their caregivers will be addressed.

SWK-5200 Suicide Prevention, Intervention, Postvention and Community Action (3 semester hours)

Suicide crosses all socio-economic paths and moves across the lifespan. This course is designed to provide information on the prevention of suicide through education and training, intervention which looks at risk factors and assessment, and postvention to help the survivor of a loss. This class is applicable within the professional and personal realm of human experience. School social workers, educators, medical professionals and interested members from the community will benefit from this class.

SWK-5250 Infertility and Assisted Reproduction (3 semester hours)

This course follows the history of infertility and the therapeutic issues surrounding individuals and couples affected by this issue. Medical overview, evaluation and treatment options are explored along with relevant policy issues related to infertility including the spiritual and ethical issues of reproductive medicine. Current research-based information relevant to social work practice is utilized, with cultural, socio-structural and environmental perspectives integrated throughout the course.

SWK-5300 Forensic Social Work (3 semester hours)

This course explores the dynamics of Forensic Social Work in a variety of settings. Course readings and discussion will examine the unique experiences of working with both survivors and offenders, identifying the ethical and practical challenges that can arise with these at-risk populations. This course will cover basic skills of engagement, assessment and intervention with these individuals and will help students develop a greater understanding of the treatment needs of forensic populations. It will also discuss the various systems in which a Forensic Social Worker will likely interact.

SWK-5350 Military Social Work Culture, Customs, and Traditions (3 semester hours)

This course will provide students with an understanding of two key areas of competency when engaging with military personnel and Veterans. These areas include an understanding of military culture as well as the strengths and risks of the military lifestyle throughout the lifespan of the military member and Veteran. The course stresses the importance of attending to the interrelatedness of contextual factors in the study of human behavior and how military culture and experience impact these factors. Command structure, core traditions and their meanings, values, and language will be explored universally, as well as within each service branch. Students will learn how the military builds identity and cohesion, through training, and indoctrination. Awareness of social stigmas associated within military/civilian systems will be developed. Internal diversity issues, marginalization, and developmental stage concerns of this population will be addressed. Students will also examine the strengths and risk of a military lifestyle on members, Veterans, and their families. Students will become proficient in understanding the effects of serving during different eras so that they can engage with veterans and military members across the lifespan. Institutional Theory and Convergence Theory principles will be analyzed, providing a framework for ethical differences in civilian versus military attitudes and behavior.

SWK-5420 Addictions Counseling I (3 semester hours)

This course is the first of two courses designed to address the specific treatment approaches utilized in working with the populations impacted by substance use. Specific treatment approaches as well as common assessment tools will be reviewed. Various career opportunities within the realm of the substance use treatment field will be explored. Students will be introduced to the concept of the legal impact that drugs and alcohol have on society and will have an opportunity to experience either drug court or DUI court as part of their learning experience. Specific Illinois state rules which govern treatment will be discussed (Rule 2060) as well as rules and laws of confidentiality. Standardized treatment protocol, such as utilizing the American Society of Addiction Medicine (ASAM) will be formally explained. The various levels of care and treatment settings will be explored so that students planning on pursuing certification can begin thinking of an internship placement that will be a good match.

Prerequisite(s): SWK-6340.

SWK-5598 Spirituality, Meaning Making, and Faith-Based Practice (3 semester hours)

This is the required core course for the Faith-Based Track. It is also open to all students as a general elective. The course offers an advanced examination of faith-based practice and an awareness of the transformative capacities interwoven within the complex layers of relationships functioning within faith-based environments. Students will be invited to examine self, social emotional systems, ritualistic understandings that underlie many faith-based environments, and new ways to organize practices of care and compassion through faith-based treatment options addressing addictions, child welfare, clinical mental health, and social service leadership. Students will be prepared for the unique work that lies ahead by examining the emotional systems that exist within faith-based environments while identifying, evaluating, and assessing the role of faith in community and the capacity to develop social work and religious partnerships towards empowering transformative well-being. The course is also open to students from other disciplines.

SWK-5600 Co-Occurring Substance Use and Mental Health Disorders (4 semester hours)

This course is designed for the addiction professional who has a sincere desire to work with clients who have co-occurring disorders. The role of the social worker from a strengths perspective as well as utilizing a systems theory will be utilized. This course will play a major role for the student who plans to pursue State Board recognition for working with this population. Note: It should be noted that completing this course without obtaining your CADC will NOT lead to qualification of the MISA I registration educational requirements. Obtaining the CADC is considered a prerequisite prior to obtaining the MISA I credential.

SWK-5620 Social Work Practice With the Exceptional Child (3 semester hours)

This course is designed to meet part of the requirements for the Professional Educator Licensure for School Social Work. This course examines major causes and characteristics of exceptional children in the public-school setting. The psychology, identification, and methods of serving exceptional students and their families will also be considered. While the focus of this course is an understanding of the various exceptionalities and how they impact a student's education, the course will provide a social work perspective for practice related to prevention, intervention, and evaluation. This course will also address ways school support personnel can use their expertise to assist students with reading in the K-12 content areas. A review of strategies for increasing achievement in diverse learners including English Language Learners(ELLs), students receiving special education, delayed learners, unmotivated students, and gifted students will be included.

SWK-5810-9 Selected Topic in Social Work (Variable semester hours)

This course will address a specific area of study in Social Work not already covered by other course offerings. Prerequisites vary by topic.

SWK-5816 Selected Topic in Social Work (0.5-17 semester hours)

This course will address a specific area of study in Social Work not already covered by other course offerings. Prerequisites vary by topic.

SWK-6010 Medical Social Work (3 semester hours)

This course will look at social work practice within a medical setting and provide students with the basic understanding of cross-cultural healthcare in the United States. An overview of the healthcare field will look at medical healthcare facilities and related services, medical terminology, the impact of chronic illness and treatment upon patients and families as well as end-of-life considerations. Insurance, ethics, and policy issues in the light of Health Care Reform and the implications for social workers will also be explored.

SWK-6030 Bereavement Counseling (3 semester hours)

This course presents the theoretical framework for working with bereaved individuals and an examination of cultural attitudes toward death, other life losses, and what effect these attitudes have on individual grief reactions. This course highlights the therapeutic skills needed when working with the bereaved.

SWK-6035 Hospice (3 semester hours)

This course is designed to provide a theoretical framework for clinicians working with individuals, families, groups, organizations and communities who access hospice care. Considerable emphasis will be directed towards an examination of assessment tools, client outcomes, professional regulations, and standards for care, explanation of the coordinated efforts of all disciplines utilized in the field of hospice work as well as the field's history, characteristics and challenges faced. Therapeutic skills utilized when working with the bereaved in end of life care will also be examined.

SWK-6045 Psychiatric Hospital Social Work (3 semester hours)

This course provides an overview of mental health hospital settings from intake through discharge. The Diagnostic and Statistical Manual of Mental Disorders will be utilized to examine the unique needs of the psychiatric patient and help students explore the different programs available in inpatient and partial hospital programs. Criteria for admission, treatment modalities, medication management and the transdisciplinary approach to quality care will be discussed.

SWK-6050 Self-Injury and Eating Disorders (3 semester hours)

This course is designed to provide an understanding of etiology, occurrence, course, treatment, and prevention of self-injury and eating disorders from a multidisciplinary perspective. In addition, this course will examine the roles and responsibilities of treatment team members and the variety of current therapeutic modalities in use. The instructor will provide a framework for the course material, and invite regular participation from students. The course format will include lecture, discussion, and case studies incorporating textbook and journal article information.

SWK-6055 Oncology (3 semester hours)

Students will gain a psychosocial understanding of Oncology. An overview of the biology of cancer, cancer diagnosis and general approaches to treatment will be discussed. Research involving psychoneural-immunology, neural plasticity, group therapy, medical hypnosis and effects of immune functioning and cancer survival will be explored.

SWK-6140 Social Welfare Policy and Institutions (3 semester hours)

Major social welfare programs are reviewed within an overall policy analysis framework. Forces that impact social policy such as American individualism and issues such as poverty, racism and gender inequity are addressed. Historical forces which have contributed to the development of current social services are reviewed.

SWK-6150 HBSE I: Theories of Human Development I (3 semester hours)

This course, based in an ecological systems perspective, follows human development from infancy to adolescence in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

SWK-6160 HBSE II: Theories of Human Development II (3 semester hours)

This course, based in an ecological systems perspective, follows human development throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

SWK-6170 Clinical Social Work Practice With Military and Veteran Populations (3 semester hours)

The unique clinical social work needs of military personnel and veterans are the focus of this course including biological, social, psychological, and spiritual needs. Micro level skills in the domains of engagement, assessment, intervention, and evaluation of practice with this population are specifically included. Students will explore ethical and culturally competent practices related to these domains. Mental health issues faced by military personnel and Veterans, with an emphasis on Posttraumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and suicidal ideation. Other areas of exploration will include substance abuse disorders, Veteran homelessness, and an understanding of the transition from military to civilian life. Theories of intervention and best practices will be applied and evaluated to clinical cases, exploring areas of Cognitive Processing Therapy (CPT) and Virtual Reality Exposure Therapy (VRET). Areas of secondary trauma and their effects on the social worker will also be explored.

Prerequisite(s): SWK-5350.

SWK-6180 HBSE I: Building Professional Social Work Competence (3 semester hours)

Application of ecological systems theory, strengths perspective, anti-oppressive practice, the Grand Challenge for Social Work, and the NASW Code of Ethics is the focus of this foundational social work course. The content includes an emphasis on developing social work knowledge, skills, and abilities, providing students with the opportunity to launch their professional identity.

SWK-6185 HBSE II: Theories of Human Development II: Life Course Development (3 semester hours)

This course, based in an ecological systems perspective, follows human development throughout the entire adult lifespan in the context of family and larger environments. The course includes research-based knowledge about physical, socio-emotional and cognitive development. This course emphasizes both knowledge and application of human development theories to social work assessment and practice.

Prerequisite(s): SWK-6180.

SWK-6250 Social Work Research Methods (3 semester hours)

Students are introduced to ethical social work research using scientific inquiry. Class material provides an overview of various research methods and design elements. The course highlights creating, performing and evaluating outcomes of practice and policies.

SWK-6340 Psychopharmacology of Substance Use Disorders (3 semester hours)

This course will address a variety of topics as they relate to addictions in a number of settings. The course is intended to serve as the generalist course for students pursuing or considering obtaining a valuable clinical credential from the Illinois Certification Board (ICB) Certification. This will be the first in a series of three courses that will be addictions specific. Students pursuing this track will be required to complete an internship that documents addiction-related clinical work. Students completing this curriculum track will be eligible to test for dual credentials upon graduation: Licensed Social Worker (LSW) as well as the CADCE.

SWK-6370 Social Work Practice With Individuals and Families (3 semester hours)

This course is the first in a sequence of five practice courses covering the generalist and specialization years in the MSW program. In Social Work Practice I, students are introduced to specific theoretical and skills-based core concepts of generalist, individual, family and couples social work direct practice.

SWK-6381 Social Work Practice With Groups (3 semester hours)

The course examines social work practice from a macro perspective, introducing group work practice skills.

SWK-6382 Social Work Practice With Communities and Organizations (3 semester hours)

The course examines social work practice from a macro perspective, introducing community direct practice skills.

SWK-6390 Social Work Practice With Diverse and Vulnerable Populations (3 semester hours)

This course is an exploration of historical and current economic, social, cultural and political forces that affect a wide range of minorities. Focus is on development of ethnic-sensitive, culturally competent practice skills. Self-awareness and attitudes toward self, others and differences are explored.

SWK-6400 Addictions Counseling II (3 semester hours)

This is the second course specifically designed to address specific treatment approaches utilized in working with the populations impacted by substance use. In this course, students will continue building their expertise of substance use through analysis and evaluation of specific treatment approaches found to have positive outcomes with the populations impacted by substance use such as motivational interviewing and reality therapy. Students will study and develop an understanding of the impact that the substance use has on family members as well as analyze various treatment options for families. In addition, the course will address the following topics: DUI laws and implications for treatment; issues of prevention programs; examination of substance abuse from macro, mezzo and micro levels; fundamental issues of effective treatment plans; relapse process and prevention plans; importance of working relationships with other service providers in case management function; roles of practitioners in treatment settings; and the process of addiction.

Prerequisite(s): SWK-6340; SWK-5420.

SWK-6410 School Social Work Policy and Practice I (3 semester hours)

This is the first of a two-course sequence for students working to acquire their Professional Educator Licensure for School Social Work. This course focuses on the role of a school social worker, ethical and legal considerations, the special education process, and multitiered systems of support. Students will learn about creating safe, responsive, and respectful school communities by utilizing a variety of evidence-informed behavioral, mental health, and suicide prevention interventions. This course will help prepare students to provide school social work services to individuals, groups, families, the school system, and the community.

Prerequisite(s): SWK-6140.

Co/prerequisite(s): SWK-6755 or SWK-6650.

SWK-6420 School Social Work Policy and Practice II (3 semester hours)

This is the second of a two-course sequence for students working to acquire their Professional Educator Licensure for School Social Work. This course focuses on policy development, the history of education and laws affecting marginalized populations of students, and how school social workers can tackle oppression in schools. Additionally, students will learn about evidence-informed practice, including interventions specific to mental health, suicide prevention, and bullying prevention, in the real world of School Social Work. This course will help prepare students to provide school social work services to individuals, groups, families, the school system, and the community.

Prerequisite(s): SWK-6410.

Co/prerequisite(s): SWK-6756 or SWK-6660

SWK-6430 School Social Work Licensure Course (3 semester hours)

This course is designed for post-MSW graduate students seeking school social work endorsement/licensure from the Illinois State Board of Education. It provides an orientation to social work practice in the public school setting. It covers important historical, legal, and political developments that affect the modern-day roles and functions of the practitioner in the school setting. The course provides a basic understanding of the types of students served, resources and knowledge needed to deliver services and an overview of the public school system. This course is a requirement for state licensure as a school social worker. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

Co/prerequisite(s): School Social Work Coordinator permission required.

SWK-6500 Social Work Perspectives on Psychopathology (3 semester hours)

This course presents psychopathology through a distinctly clinical social work perspective. The course includes bio-psycho-social assessment and the use of DSM-5-TR as a diagnostic tool. 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.

Prerequisite(s): SWK-6370.

SWK-6511 Evidence-Based Clinical Social Work Practice (3 semester hours)

This specialist year course builds upon the generalist practice knowledge and skills acquired in the generalist year. The course will focus on evidence-based practices essential to working in all clinical arenas of the social work practice field.

Prerequisite(s): SWK-6370.

SWK-6521 Psychotherapy in Clinical Social Work Practice (3 semester hours)

This course further enhances and expands the student's knowledge and skills in clinical social work practice with diverse clientele in all types of clinical setting and focuses on an integrative approach to clinical social work practice. Coursework focuses on psychodynamic theories and its applications to individuals, couples, and families.

Prerequisite(s): SWK-6511.

SWK-6533 Advanced Social Policy (3 semester hours)

This course examines policies relevant to social work practice, including health and mental health policy, and agency-level policy within the context of state- and federal- level policy. Students will utilize a policy practice model to complete policy research projects relevant to social work practice.

Prerequisite(s): SWK-6140.

SWK-6560 Hospital Social Work (3 semester hours)

This course will synthesize principles from the social work code of ethics in the medical setting following the generalist theory of practice. An overview of the variety of medical settings and situations in which social workers practice will be explored. Students will have an opportunity to determine if the medical field is the challenge they are looking for in social work.

SWK-6575 Diversity, Equity, Inclusivity in Social Work Practice (3 semester hours)

Within this specialist year course, the relationship between systemic oppression and social work practice is critically examined. The ways in which client's diverse environments influence their experiences and identities are assessed. Content includes the topics of human rights, social, economic, and environmental justice and strategies designed to eliminate oppressive structural barriers to promote equity and inclusion. Students explore the power and privilege held by social workers and its impact on clients, colleagues, and system.

SWK-6581 Mindfulness in Clinical Social Work (3 semester hours)

Students will gain the understanding of how to effectively apply mindfulness-based cognitive therapy and mindfulness-based stress reduction in a variety of settings including schools, community-mental health facilities, hospitals, and substance-abuse treatment centers. Students will be engaged in experiential mindfulness practices that will promote the depth and breadth of mindfulness based interventions for clinical social work practice.

SWK-6591 Advanced Family Therapy (3 semester hours)

This course will provide the clinical social work student with an opportunity to explore the practice of family therapy in a more advanced hands-on approach. The course will present an integrative family therapy model (theory of dysfunction, theory of change, major techniques, role of therapist) and the opportunity to practice doing family therapy in a role-play setting.

SWK-6593 Crisis Intervention (3 semester hours)

This elective course will provide an introduction to crisis, crisis theory, individual and community response to crisis and strategies for intervention. Emergencies include potential suicide, potential violence, situations of significantly impaired judgment (acute psychosis, delirium, dementia, dissociation), and situations of victims of violence (child or elder abuse, domestic violence).

SWK-6595 Core Components and Skills for Trauma-Informed Practice (3 semester hours)

This course facilitates students' acquisition of the knowledge, skills, and attitudes necessary to effectively use 12 common trauma-informed practice elements in interventions for and the treatment of traumatized children and their families. The course highlights consideration of the impact of trauma, intervention objectives, and the practice elements needed to accomplish the intervention objectives. This course is taught using an inquiry-based learning (IBL) pedagogy to enhance students' engagement and learning using full-length cases that exemplify the diverse clients a clinician might encounter in practice.

SWK-6600 Reading Content and Reading Methods for School Social Workers (3 semester hours)

This course is designed to meet part of the requirements for the Professional Educator Licensure. This course will provide school support personnel with an overview of the foundational knowledge of reading, writing, and oral communication within the content areas of mathematics, science, social science, English/language arts, history, physical education, and the fine arts. This course provides school support personnel with a theoretical, historical, and evidence-based perspective on the methods of K-12 reading instruction. It will address how students acquire reading competency at the various reading levels, and how reading deficits can hinder students' success. A variety of ways to work with students, parents and colleagues to improve students' reading skills will be explored. It will address ways school support personnel can use their expertise to assist students with reading in the K-12 content areas. A review of strategies for increasing achievement in diverse learners including English Language Learners (ELLs), special education, delayed learners, unmotivated students, and gifted students will be included. Lastly, ways in which school support personnel can work with parents and colleagues to improve reading skills in the K-12 content areas will be explored.

SWK-6650 Advanced PEL School Field Instruction I (3 semester hours)

This course is designed for students in the post-graduate program leading to state endorsement/licensure for school social work. This field course is designed to integrate the prior professional experiences of students who have practiced social work outside of the public school setting with the unique knowledge and skills required by this setting. Students, in conjunction with the School of Social Work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the public school arena and to learn additional knowledge and skills necessary for providing school social work services. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

Prerequisite(s): Complete the social work field application.

Grading Type: Credit/No Credit

Additional fee required

SWK-6660 Advanced PEL School Field Instruction II (3 semester hours)

This course is a continuation of SWK-6650 Advanced PEL School Field Instruction I. Open to MSW post-graduate students only.

Prerequisite(s): SWK-6650 Permission of the School Social Work Coordinator.

Grading Type: Credit/No Credit

Additional fee required

SWK-6675 Advanced Field Instruction - Addiction I (3 semester hours)

This course is designed for students in the post-MSW program leading to an Addiction Certification. This field course is designed to integrate the professional experiences of students who have/or will practice social work in an addictions agency with the unique knowledge and skills required by this setting. Students, in conjunction with the School of Social Work and their field instructors, design a unique learning experience that allows them to transfer skills developed in other settings to the addictions arena and to learn additional knowledge and skills necessary for providing addictions-specific services. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

Prerequisite(s): School Social Work Coordinator Permission.

Additional fee required

SWK-6676 Advanced Field Instruction - Addiction II (3 semester hours)

This course is a continuation of SWK-6675 Advanced Field Instruction - Addiction I. Permission of the School Social Work Coordinator required. Open to MSW post-graduate students only.

Prerequisite(s): SWK-6675, School Social Work Coordinator Permission.

Additional fee required

SWK-6700 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.

SWK-6710 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 effect of expressive therapy on children from diverse populations with diverse needs. Assessment and intervention of such treatments will be examined. The intermodal treatments will allow the social worker students to alter their approach based on the clients' needs, or through using multiple forms of expression with the same client to aid with deeper exploration.

SWK-6720 Social Work with Vulnerable Children and Families (3 semester hours)

Models of analysis will be applied to explore dynamics, policies and frameworks inherent for social workers working with vulnerable children and families. Students will learn and develop new skills to work with individuals and families involved in child welfare systems, juvenile and criminal justice systems as well as to work with those impacted by substance misuse and intimate personal violence. Current and historical policies will be explored, along with evidence based approaches to serving these populations.

SWK-6721 Mediation (3 semester hours)

This course provides students with the fundamental and practical skills needed to successfully resolve disputes. The course is an interactive, skills based course that provides opportunities for students to acquire the skills used to assist parties with divergent interests reach a solution. Successful completion of the course plays a major role in fulfilling the requirements to become a mediator in the state of Illinois. Note: Additional training/education may be required based on county and/or type of mediation being offered.

SWK-6725 Child Welfare Services (3 semester hours)

This course will focus on theory, principles, issues and trends in social work with children and youth; common and special needs. Coursework includes case management, treatment planning and case monitoring. Students will explore the authority-helper role and problems of working with non-voluntary clients

SWK-6730 Field Instruction I: Generalist Internship (3 semester hours)

This course is the first in a sequence of two consecutive semesters for the Generalist Field Placement. Students will experience practice in a professional agency under instruction of qualified practitioner, completing a minimum of 450 hours over two semesters. This generalist-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): Complete the social work field application.

Grading Type: Credit/No Credit

Additional fee required

SWK-6740 Field Instruction II: Generalist Internship (3 semester hours)

This course is the second in a sequence of two consecutive semesters for the Generalist Field Placement. Students will experience practice in a professional agency under instruction of qualified practitioner, completing a minimum of 450 hours over two semesters. This generalist-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6730.

Grading Type: Credit/No Credit

Additional fee required

SWK-6750 Field Instruction III (3 semester hours)

This course is the first in a sequence of two consecutive semesters for the Specialization Field Placement. Students will experience practice in a professional agency under the instruction of a qualified practitioner, completing a minimum of 600 hours over two semesters. Students completing a track curriculum will complete internship in track area at this time. Advanced practice skills are developed during this field placement. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6740.; Complete the social work field application.

Grading Type: Credit/No Credit

Additional fee required

SWK-6755 Field Instruction for School Social Work Track I (3 semester hours)

This course is the first in a sequence of two consecutive semesters for the School Social Work Specialization Field Placement. Students will experience practice in a school setting under the instruction of a qualified practitioner, completing a minimum of 600 hours over two semesters. Advanced practice skills are developed during this field placement. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6740.; Complete the social work field application.

Grading Type: Credit/No Credit

Additional fee required

SWK-6756 Field Instruction for School Social Work Track II (3 semester hours)

This course is the second in a sequence of two consecutive semesters for the School Social Work Specialization Field Placement. Students will experience practice in a school setting under the instruction of a qualified practitioner, completing a minimum of 600 hours over two semesters. Advanced practice skills are developed during this field placement. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6755.

Grading Type: Credit/No Credit

Additional fee required

SWK-6760 Field Instruction IV (3 semester hours)

This course is the second in a sequence of two consecutive semesters for the Specialization Field Placement. Students will experience practice in a professional agency under the instruction of a qualified practitioner, completing a minimum of 600 hours over two semesters. Students completing a track curriculum will complete internship in track area at this time. Advanced practice skills are developed during this field placement. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6750.

Grading Type: Credit/No Credit

Additional fee required

SWK-6770 Field Instruction I and II (6 semester hours)

This course is a combination of the two consecutive semesters for the Generalist Field Placement. Students will experience practice in a professional agency under instruction of qualified practitioner, completing a minimum of 450 hours during the duration of the semester. This generalist-level field experience is designed to build transferable skills in engagement, case management, counseling, group facilitation, documentation and referral. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Additional fee required

SWK-6780 Field Instruction III and IV Block (6 semester hours)

This course is a combination of the two consecutive semesters for the Specialization Field Placement. Students will experience practice in a professional agency under the instruction of a qualified practitioner, completing a minimum of 600 hours during the duration of the semester. Students completing a track curriculum will complete internship in track area at this time. Advanced practice skills are developed during this field placement. The 9 Core Competencies of Social Work Practice will be reinforced through Field Workshop activities throughout the field placement, and will be measured at the middle and end of the internship experience.

Prerequisite(s): SWK-6770 or both SWK-6730 and SWK-6740.

Additional fee required

SWK-6810-9 Selected Topic in Social Work (Variable semester hours)

This course will address a specific area of study in Social Work not already covered by other course offerings. Prerequisites vary by topic.

SWK-7100 The History of Psychological Theory and Practice (3 semester hours)

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of psychological theory and clinical practice. Additional fee at GWC applies.

SWK-7150 The History of Clinical Social Work Knowledge and Practice (3 semester hours)

This course will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice.

SWK-7200 Clinical Seminar I (6 semester hours)

This first clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with individual clients. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course. Additional fee at GWC applies.

Prerequisite(s): SWK-7100; SWK-7150.

SWK-7250 History of Social Policy (3 semester hours)

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of social policy as it relates to clinical social work practice.

Prerequisite(s): SWK-7100; SWK-7150.

SWK-7300 Clinical Seminar II (6 semester hours)

This second clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with couples. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

Prerequisite(s): SWK-7100; SWK-7150; SWK-7200; SWK-7250

SWK-7350 Organizational Analysis (3 semester hours)

This course will provide the doctoral student with a comprehensive overview and critique of the history, development and evolution of organizational theory as it relates to the current state of clinical social work practice.

Prerequisite(s): SWK-7100; SWK-7150; SWK-7200; SWK-7250.

SWK-7400 Clinical Seminar III (6 semester hours)

This third clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with families. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course.

Prerequisite(s): SWK-7100; SWK-7150; SWK-7200; SWK-7250; SWK-7300; SWK-7350.

SWK-7450 Teaching Clinical Social Work Theory and Practice (3 semester hours)

This didactic and experiential course will expose the doctoral student to the theory and techniques necessary to teach advanced clinical social work theory and practice in higher education.

Prerequisite(s): SWK-7100; SWK-7150; SWK-7200; SWK-7250; SWK-7300; SWK-7350.

SWK-7500 Clinical Seminar IV (6 semester hours)

This fourth clinical seminar will provide the doctoral student with a comprehensive overview of the history, development and evolution of clinical social work knowledge and practice with groups. The doctoral student will also be involved in a clinical internship that runs concurrently with the academic course. In this clinical seminar, the doctoral student will develop the comprehensive paper used in his or her clinical oral. Doctoral students will also use this course to help prepare for the clinical oral through practice presentation in class.

Prerequisite(s): SWK-7100; SWK-7150; SWK-7200; SWK-7250; SWK-7300; SWK-7350; SWK-7400; SWK-7450.

SWK-7810-9 Selected Topics in Social Work (Variable semester hours)

This course will address a specific area of study in Social Work not already covered by other course offerings. Prerequisites vary by topic.

SWK-8100 Research Methodology I (3 semester hours)

This course will acquaint the doctoral student with the knowledge and application of research methodology in preparation for development of the dissertation proposal.

Prerequisite(s): Successful completion of the Clinical Oral and Comprehensive Exams.

SWK-8150 Data Analysis (3 semester hours)

This course will acquaint the doctoral student with the knowledge and application of statistics for the study and research of social work treatment practices in support of the development of evidence-based practice.

Prerequisite(s): Successful completion of the Clinical Oral and Comprehensive Exams.

SWK-8200 Research Methodology II, Dissertation Planning (3 semester hours)

In this course, the doctoral student will develop an initial dissertation proposal, including formulating the research question, literature review, methodology design, data analysis, human subjects protections procedures including consent forms, IRB application, and agency or organizational approvals.

Prerequisite(s): SWK-8100; SWK-8150.

SWK-8250 Data Analysis II (3 semester hours)

This course is intended to support the student in developing a competitive level of statistical acumen in preparation for both finalizing the dissertation and engaging in professional practice or academia.

Prerequisite(s): SWK-8100; SWK-8150.

SWK-8800 Dissertation Supervision (1-4 semester hours)

Dissertation supervision is a mandatory four credit hour sequence that all D.S.W. students take while completing their dissertation. Students will work with and be supervised by an approved committee to accomplish this task.

Prerequisite(s): SWK-7500; SWK-8200; SWK-8250 and successful completion of the Clinical Oral and Comprehensive exam.

SWK-8810-9 Selected Topics in Social Work (Variable semester hours)

This course will address a specific area of study in Social Work not already covered by other course offerings. Prerequisites vary by topic.

Special Education (SPED)

SPED-5515 Characteristics and Identification of Disabilities and the Law (3 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.

SPED-5520 Cognitive Development and Disabilities (2 semester hours)

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

SPED-5530 Oral Language Development and Disorders (3 semester hours)

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

Prerequisite(s): SPED-5515, Current TB test.

SPED-5540 Diversity and Disability Issues: Students, Families, Schools and the Community (2 semester hours)

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

SPED-5555 Prosocial Skills and Challenging Behaviors (3 semester hours)

This course will span the teaching of both prosocial and challenging behaviors. Moreover, it will cover both the current theories of social-emotional development and the disorders for the school-aged years and adolescence, with some discussion of life-span issues. Focus will be placed on identification/assessment and intervention of social deficits as they impact the schools. Discussion will focus on developing prosocial behavior, thereby facilitating involvement in the least restrictive environment, and how intervention may be adjusted based on needs of students with varying disabilities. Social behavior will be viewed broadly, ranging from the individual's self-perceptions such as self-esteem and self-determination, to his or her ability to engage socially not only in the school but in the family and community. Particular focus will be placed on time-management and self-advocacy for the middle and high school years. Moreover, research regarding the impact on behavior of preconceptions held by teachers and others regarding the students will be studied. Finally, medical, psychological, or related service interventions will be discussed and how the schools collaborate with these professional groups. The second half of the course will focus on behavioral interventions for more challenging behaviors and how issues may change from the elementary to high school years. Environmental modifications, techniques of non-aversive behavioral control and methods to maintain attention, and effective reinforcement techniques will be taught. Techniques such as problem-solving, crisis prevention, and conflict resolution, also potentially used to develop prosocial behavior, will be discussed in relation to more significant behavior problems, including issues such as self-stimulation and self-abuse. Issues related to the law and the range of service provision both inside and outside the school, such as residential placements, will be discussed in relation to challenging behaviors.

SPED-5565 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 severe disabilities. This will include but may not be limited to: mental retardation, traumatic brain injury, orthopedic impairments, other health impaired and autism. Functional adaption of curriculum will be addressed as well as resources available in the community. Study will span the needs of students in relation to life skills, recreation/leisure, community, and career/vocational issues and how to develop appropriate goals and objectives and implement them effectively to meet those needs.

SPED-5570 Trends: Collaboration, Differentiating Instruction in the Inclusive Classroom, and Transition (3 semester hours)

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

SPED-5615 Psychoeducational Assessment of Students with Disabilities (3 semester hours)

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

SPED-5640 Mathematics and Science Intervention for Students With Disabilities (3 semester hours)

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

Prerequisite(s): SPED-5515; SPED-5615.

SPED-5810-9 Selected Topics in Special Education (Variable semester hours)

This course will address a specific area of study in Special Education not already covered by other course offerings. Prerequisites vary by topic.

SPED-6501/EDU-6501 Assessment of Diverse Learners: Special Education and ESL (4 semester hours)

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

SPED-6515 Characteristics and Identification of Disabilities and the Law for Diverse Populations (3 semester hours)

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

SPED-6520 Reading Disabilities Theory and Intervention (3 semester hours)

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

SPED-6525 Cognitive Development and Disabilities of Diverse Learners (3 semester hours)

Addresses research and theories related to typical cognitive development and learning and disorders associated with the cognitive processes. Ranging from constructivist research to information processing and brain imaging. Contrasts will be drawn between the impact on various types of processing strengths and weaknesses, such as auditory or other sensory processing and memory functions. The development of more metacognitive tasks will also be discussed, particularly for the middle and high school years.

SPED-6530 Written Language Development and Disorders (3 semester hours)

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

Prerequisite(s): SPED-5515.

SPED-6545/EDU-6545 Collaboration, Differentiation, Instruction, and Transition for Diverse Learners (3 semester hours)

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

SPED-6550 Introduction to Educational Research (2 semester hours)

Candidates will receive an overview of qualitative and quantitative research paradigms. The course will encompass the efficacy of use of basic statistical methods, including correlation, testing of means, analysis of variance and regression. The focus will be on the in-depth understanding and evaluation of research from peer-evaluated journals of the field and in conducting more advanced action research.

SPED-6555 Prosocial and Problematic Behavior Strategies for Diverse Learners (3 semester hours)

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

SPED-6560 Unified Field Experience (3 semester hours)

While observation and clinical experience in previous courses are more dependent on the domain being studied, this course stresses the integration of theory and pedagogical methodology across domains based on the assessed needs of the individual student. Candidates will collaborate and work with the same students for extended periods of time, developing lesson plans and writing reports that incorporate informal assessments, goals/specific objectives, and progress after remedial efforts. Candidates will conduct conferences with parents to communicate progress/results. Approximately 50 hours of supervised clinical field experience will be required.

Prerequisite(s): Clinical background check; current TB test; SPED-5615; SPED-6520; SPED-6530.

SPED-6565 Strategies and Assistive Technology for Students with Multiple Disabilities and Diverse Learners (3 semester hours)

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

SPED-6570 Internship and Action Research Seminar (4 semester hours)

Because candidates will come to the program with an existing licensure, the focus of this field experience will be to ensure the students' overall field experiences cover both the range/severity/age levels of all disabilities covered by the LBS I licensure. Candidates should expect the need to be flexible regarding hours, based on the needs of the schools. Placements will encompass the K-21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. Seminars will be spaced to afford candidates support in completing their comparative case study action research projects and to provide a forum for support, in addition to that provided by supervisors, during the internship process.

Prerequisite(s): SPED-6560 with a grade of "B" or better; completion of all master's courses required for special education LBS I licensure, maintaining a GPA of 3.0, and officially reported passing score on the pertinent Illinois licensure tests (Assessment of Professional Teaching K-12, Learning Behavior Specialist I [content area], and Special Education Curriculum Test), FBI fingerprints check, National Sex Offender list check, TB test, passing the DCFS-Mandated Reported Training.

SPED-6600 Supervisor of Programs for Children with Disabilities (3 semester hours)

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

SPED-6670 Special Education Finance (3 semester hours)

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

SPED-6680 School Leadership and the Law for Special Populations (3 semester hours)

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

SPED-6690 Current Research in Cross-Categorical Special Education Programming and Assessment (3 semester hours)

Current research on data-driven best practices and service delivery models of special education for the special education student through analysis and assessment of program functioning more broadly. Explores the professional development process to keep special education teachers apprised of new advances, utilizing adult learning theories and addressing identification, service delivery, and use of assistive technology for special education. This course stresses district-wide utilization of Response to Intervention and measurement of P-12 student learning with a particular focus on programming and assessment.

SPED-6750 Student Teaching in Special Education (8 semester hours)

The student teaching experience involves placement in a special education setting under the supervision of a certified teacher. Placements will encompass the K--21 age range, affording candidates with experience in a range of ages. Candidates will capitalize on skills learned in earlier courses to conduct formal, informal, and functional assessments. Based on this information, they will generate and implement lesson plans, establishing an effective learning climate for their students. Additionally, candidates must demonstrate the ability to collaborate with colleagues, para-educators (candidates should expect a supervisory role as well), other professionals within the school and community, and families to meet students' academic, social and life skill needs. In short, the candidate will learn to fill all roles and major functions expected of the special educator, with the benefit of supervision. Additionally, this will assure maximum exposure during the candidates' field experiences to the range/severity/age levels of all disabilities covered by the LBS I certification.

Prerequisite(s): Admission to the School of Education, a 3.0 or better GPA in special education courses, a grade of "B" or better in SPED-6560 Unified Field Experience, officially reported passing score on the pertinent Illinois certification tests (Assessment of Professional Teaching K-12, Learning Behavior Specialist I, and Special Education Curriculum Test), all special education coursework for the major, FBI fingerprints check, National Sex Offender list check, TB test, and passing grade on ISBE Child Abuse Reporting regulations.

Co/prerequisite(s): SPED-6760.

Additional fee required

SPED-6760 Seminar for Student Teaching in Special Education (2 semester hours)

Student teaching seminars will provide candidates with support in completing their comparative case study projects, with a focus on P-12 student learning. The objective will be for the candidate to learn to communicate student progress effectively through relaying effective teaching strategies and the modes of assessment that were used to demonstrate student achievement of goals. They will also provide a forum for support, in addition to that provided by supervisors, during the field experience process.

Prerequisite(s): Admission to the School of Education, a 3.0 or better GPA in special education courses, officially reported passing score on the pertinent Illinois certification tests (Assessment of Professional Teaching K-12, Learning Behavior Specialist I (content area), and Special Education Curriculum Test), all Special Education coursework for the major.

Co/prerequisite(s): SPED-6750.

SPED-6810-9 Selected Topics in Special Education (Variable semester hours)

This course will address a specific area of study in Special Education not already covered by other course offerings. Prerequisites vary by topic.

Sport Management (SPM)

SPM-6220 Networking and Career Options in the Sports World (3 semester hours)

This course provides Plus One students with a brief introduction to the world of sport management and the types of career paths that one could pursue with a Sport Management degree. This course should give students a definitive direction for their future career choices. Students will begin the course with an overview of many of the largest industries that exist within the American sports world (agencies, professional sports, and college sports) as well as many of the various careers one may pursue in these industries (e.g., sales, marketing, finance, analytics, PR/communications, service, facility/event management, game operations, sponsorship, compliance, governance). During this time, students will meet with representatives from various teams, schools, and agencies to get first-hand knowledge of their jobs. The class culminates in a trip to Chicago, IL and Indianapolis, IN where students will have the opportunity to not only meet with sport professionals but also experience what it is like to work in the sports world in various capacities.

SPM-6240 Sport Ticket Sales (3 semester hours)

This course provides Plus One graduate students with an opportunity to learn sales tactics commonly utilized in the sport industry and to gain actual experience selling. This class will teach students the skills needed to not only sell sport products but also represent themselves in the best way possible. The format of this course includes, but is not limited to, classroom lectures, selected readings, class activities, projects, and possible field trips to off-site locations. Student assessment in this course includes written exams, homework assignments, and experiential learning projects.

SPM-6430 Sport Partnership Marketing Sales (3 semester hours)

This course provides Plus One graduate students with an opportunity to develop skills related to and necessary for a role in sport sponsorship. Students will become familiar with a sport organization, utilize basic sales skills to prospect for potential organization sponsors, practice the research and presentation process related to sponsorship proposals, and will then demonstrate professionalism in an end-of-semester presentation highlighting the work put into the proposal itself.

SPM-6450 Interdisciplinary Relationships in the Sports World (3 semester hours)

This course introduces Plus One graduate students to the important role that a head coach and athletic administrator will play in an interdisciplinary setting specific to higher education. With an emphasis on collaboration and partnerships, students will be exposed to both the micro and macro impact of the interdisciplinary relationships on a college campus.

Directories

Board of Trustees 2025-2026

Board Officers

John D. Ammons (AU '83), Vice-Chair
Chad A. De King (AU '83), Vice-Chair

Board Members

Jonathan Birkey (AU 2019)
Hilary K. Brennan (AU '83)
James A. Byrd, Jr. (AU '97, '00)
Matthew Cannon (AU '94)
Thomas Choice
Douglas J. Craft (AU '75)
Austin Dempsey
Charles B. Doss
Ronald M. Hem
Joseph Kinahan (AU '85)
Amir Kirkwood (AU '94)
Brian Konen
Kay Page
Scott Palmer (AU '72, Hon. '02)
MaryMargaret Sharp-Pucci (GWC '82)
Ann Sheets (GWC '77)
Linnea Windel (AU '96)
Susana Rivera-Mills

Board Members, Emeriti

Donald A. Churchill (AU '68, '85)
Farrell Frentress (GWC '64, '71)
Joanne Hansen
Michael K. Keefe
Dr. Donald E. Kieso (AU '58, Hon. '03)
Ruth Mendijs (AU '67)
Myron J. Resnick
David K. Stone (AU '68)
Thomas Stuhley

Administration 2025-2026

Susana Rivera-Mills, PhD President
Derek Abrams, Special Assistant for Strategic Initiatives
Rebecca Flaminio, Senior Executive Assistant to the President/Board Professional

Academic Affairs

Paaige Turner, PhD Provost and Executive Vice President for Academic Affairs
Matthew Dabros, PhD Associate Vice President for Academic Affairs
Rebecca Ruffin, University Registrar
Sarah McHone-Chase, Director of Phillips Library

Academic Affairs, Educational Areas

Brenda Barnwell, DSW Dean, College of Education and Social Work and Education
 Chetna Patel, PhD Interim Dean, College of Health and Sciences
 Pegen Reichert Powell, PhD Dean, College of Liberal Arts and Business
 Concetta Zak, DNP Dean, School of Nursing

Advancement and Alumni Relations

Jennifer Buckley, EdD Senior Vice President for Student Success

Athletics

James Hamad, Vice President for Athletics

Business and Finance

Sharon Maxwell, Senior Vice President for Business and Finance
 Heather Granart, Associate Vice President of Student Financial Services

Community Relations

Sandra Galindo, Assistant Vice President for Community Relations
 Natasha Ritsma, PhD Director of the Schingoethe Center

Enrollment and Marketing

Deb Maue, Senior Vice President for Enrollment and Marketing
 Emily Morales, Dean of Graduate Enrollment
 Matt Crisman, Dean of Undergraduate Admissions

Human Resources

Joanne Tolbert-Wells, Associate Vice President of People and Culture

Operations

Jeffrey King, EdD Chief Operating Officer
 Hurstel Howard, Assistant Vice President / Chief Information Officer
 William Davis, Chief of Police

Student Success

Jennifer Buckley, EdD Senior Vice President for Student Success
 Arin Carter, EdD Assistant Vice President Student for Student Success and Innovation
 Allison Brady, Assistant Vice President for Student Life / Dean of Students / Title IX Coordinator

University Center at McHenry County College

Kailley Harmon, Executive Director of the University Center at McHenry County College

Full-Time Faculty 2025-2026

Faith Agostinone

Professor, Co-Chair of EdD Program
 Education
 2003
 EdD, Oklahoma State University

Alison Arendt

Associate Professor; Director of Graduate Studies for the School of Social Work, Coordinator of Military and Veteran Social Work Track
 Social Work
 2014
 MSW, Aurora University

Ramona Baima

Senior Lecturer
 Mathematics

2023

EdD, Aurora University

Bridgitte Barclay

Professor; Director of the Core Curriculum
 English and Environmental Studies
 2011
 PhD, University of Texas at Arlington

Megan Beard

Assistant Professor; Director of the Master of Science in Athletic Training Program
 Athletic Training
 2002
 PhD, University of Toledo

Michael Belbis

Assistant Professor
 Exercise Science
 2023
 PhD, Purdue University

Marianne Benedek

Assistant Professor
 Social Work
 2020
 DSW, Aurora University

Amanda Bodinet

Assistant Professor
 Nursing
 2022
 MSN, Drexel University

Richard Boniak

Associate Professor
 Biology and Environmental Science
 2010
 PhD, Southern Illinois University Carbondale

Kristen Brendel

Associate Professor
 Social Work
 2011
 PhD, Loyola University Chicago

Christina Bruhn

Professor
 Social Work
 2009
 PhD, University of Illinois at Chicago

Gerald Butters

Professor
 History
 1999
 PhD, University of Kansas

Andrew Carr

Associate Professor
 Business and Finance
 2016
 MBA, University of Chicago

Chih-Chiun Chen

Associate Professor; Kenneth C Corkum Distinguished Professorship in Life Science, Pre-Medical Professionals Advisor
Health Science
2016
PhD, University of Illinois at Chicago

Christina Cicero

Assistant Professor; Chair of Undergraduate Nursing Program
Nursing
2022
MSN, Chamberlain University

Daniel Coles

Assistant Professor
Education
2022
EdD, Northern Illinois University

Juan Colon Santana

Associate Professor; Coordinator of Physical Sciences
Physics
2016
PhD, University of Nebraska

Heather Crapo

Assistant Professor
Chemistry
2024
DA, SUNY Binghamton

Jane Davis

Professor
Biology
2006
DVM,MS, University of Illinois at Urbana-Champaign

Kristie Demayo

Assistant Professor
Nursing
2023
MSN, Purdue University

Laura Donavon

Assistant Professor; Coordinator of Addictions and Forensics Graduate Social Work
2015
MSW, Aurora University

Trevor Dotson

Senior Lecturer; Interim Chair and Technical Director of Theatre Theatre
2023
MFA, University of Nevada Las Vegas

Patrick Dunn

Associate Professor; Chair of English
English
2006
PhD, Northern Illinois University

Paul Eberhart

Lecturer
Human-Animal Studies

2024

MA, Miami University

Sara Elliott

Associate Professor
English
2002
PhD, Northern Illinois University

Julie Ellis

Associate Professor
Nursing
2018
MSN, Benedictine University

Libby Escobedo

Professor; Coordinator of Undergraduate Research Program
Art History
2007
PhD, Bryn Mawr College

Carlos Estrada

Assistant Professor; Chair of Exercise Science; Coordinator of Health and Wellness
Exercise Science
2019
PhD, Oklahoma State University

Carolyn Foor

Lecturer; Coordinator Experiential Learning Dunham School of Business
Business and Communication
2021
MA, Northern Illinois University

LaTisha Foscett-Gonzalez

Assistant Professor; Coordinator of RN-BSN Program
Nursing
2024
DNP, Oak Point University

Renae Franiuk

Professor
Psychology
2005
PhD, University of Illinois at Urbana-Champaign

Lisa Fredenburgh

Parolini Distinguished Associate Professor of Music; Director of Choral Music
2010
DMA, University of Arizona

Sara Gerend

Associate Professor
English
2008
PhD, University of California-Santa Barbara

Gregory Goalwin

Associate Professor
Sociology
2018
PhD, University of California-Santa Barbara

Janice Gont

Assistant Professor; Coordinator of Special Education and Elementary Education, Chair of Initial Licensure
Special Education
2021
PhD, Concordia University

Elizabeth Grabowski
Assistant Professor
Marketing
2019
MBA, Northwestern University

Shawn Green
Haase Distinguished Professor of Marketing
Marketing
1991
PhD, Union Institute

Janice Gries
Assistant Dean
Nursing - GWC
2013
DNP, University of Illinois at Chicago

Gopal Gupta
Associate Professor, Joe Dunham Distinguished Professorship in Ethics
Ethics
2021
PhD, University of Oxford

Donovan Gwinner
Associate Professor
English
2004
PhD, University of Arizona

Marissa Happ
Associate Professor; Coordinator of Gerontology and Healthcare Track
Social Work
2013
DSW, Aurora University

Uma Harijith
Lecturer
Mathematics
2023
MS, University of Kerala

Meredith Harvey
Associate Professor
English
2010
PhD, Idaho State University

Denise L. Hatcher
Professor; Chair of Foreign Languages
Spanish
1996
EdD, Northern Illinois University

Mariem Hathout
Senior Lecturer
Health Science
2021

MD, Mohammed V University Medical School

Elbert Hearon
Associate Professor; Director of Graduate Programs for Dunham School of Business
Business Analytics
2018
MS, DePaul University

Keith Herrmann
Assistant Professor; Coordinator of Physical Education
Physical Education
2005
MAT, Aurora University

Lindsey Hill
Assistant Professor
Mathematics
2021
PhD, Purdue University

Daniel Hipp
Professor
English
1999
PhD, Vanderbilt University

Julie Hipp
Associate Professor; Director of Faculty Development
English
2011
PhD, Vanderbilt University

Denise Hobbs
Assistant Professor; Coordinator of Early Childhood Special Educ ESL/Bilingual
Education
2015
EdD, Loyola University Chicago

Edward Howerton
Associate Professor; Director of Graduate Education for the School of Education
Education
2014
EdD, Aurora University

Willie Jackson
Assistant Professor
Social Work
2020
PhD, Loyola University Chicago

Meghan Jarpe
Assistant Professor
Graduate Social Work
2019
PhD, University of Chicago

Jessica Jensen
Visiting Senior Lecturer; Production Manager & Director of Theatre
Theatre
2024
MFA, University of Missouri - Kansas City

Ami Johanson

Associate Professor
Chemistry
2018
PhD, Northwestern University

Kristen Johnson

Associate Professor; Chair of Therapeutic Recreation and Autism Studies
Therapeutic Recreation
2017
MS, Aurora University

Sandra Johnson

Assistant Professor
Nursing
2023
MSN, Purdue University

Sara Johnson

Associate Professor
Psychology
2013
PhD, Northern Illinois University

James Kao

Associate Professor
Art
2013
MFA, School of the Art Institute of Chicago

Ruby Kaur

Assistant Professor; Chair of Health Science and Pre-Medical Professional Program
Health Science
2021
EdD Aurora University

Kelly Kellen

Assistant Professor; Coordinator of Online Programs for Dunham School of Business
Marketing
2021
MBA, Lake Forest Graduate School of Management

Kenneth King

Professor
Education
2019
EdD, Northern Illinois University

Matthew Kneller

Professor
Communication
2003
EdD, Northern Illinois University

Jennifer L. Kohnke

Associate Professor
Education
2008
EdD, Roosevelt University

Brandon Kooi

Professor
Criminal Justice
2007
PhD, Michigan State University

Zebuline Koran

Assistant Professor; Director of Graduate Nursing Program
Nursing
2022
DNP, University of Kentucky - Lexington

Michelle Korir

Assistant Professor
Biology
2020
PhD, Michigan State University

Thomas Kunstbeck

Assistant Professor
Nursing
2019
MSN, Western Governor's University

David Lash

Associate Professor
Computer Science
2017
PhD, Illinois Institute of Technology

Caleb Lewis

Associate Professor; Chair of Dunham School of Business Economics and Finance
2018
PhD, Northern Illinois University

Stephanie Lilly

Lecturer
Psychology
2024
MA, Argosy University

Misti Ludwig

Assistant Professor
Nursing
2024
DNP, Regis University

Ariana Maggio

Assistant Professor
Social Work
2020
MSW, Aurora University

Byron Marshall

Lecturer
Business
2024
MBA, Rice University

Joseph Mattingly

Assistant Professor
Athletic Training
2024
MA, Fresno Pacific University

Veronica Mayer

Assistant Professor
Nursing
2024
PhD, Midwestern University

John McCormack

Associate Professor
Religion & History
2016
PhD, University of Notre Dame

Kym McKay

Lecturer
Sport Management
2023
MS, Western Illinois University

Felix Medina-Gonzalez

Senior Lecturer; Coordinator of ESL Program Endorsement
ESL/Bilingual
2021
EdD, Aurora University

Lauren Monahan

Senior Lecturer; Chair of Pre-Speech Language Pathology
Pre-Speech Language Pathology
2024
PhD, Nova Southeastern University

Shaun Neitzel

Assistant Professor; Chair of Sport Management
Sport Management
2020
EdD, Creighton University

Christopher Novak

Lecturer
Social Work
2024
MSW, Aurora University

Margaret Obermann

Assistant Professor
Nursing
2019
MSN, Northern Illinois University

Cristian Pastorello

Professor; Marvel E. Davis Distinguished Professorship in Music, Chair of Music
Music/Theory and Keyboard
2011
DMA, The University of Connecticut

Chetna Patel

Professor; Keith and Elizabeth Smith Chair in Science and Mathematics, Chair of Physical Sciences and Biology
Chemistry
1996
PhD, University of Illinois at Chicago

Deanne Pawlisch

Assistant Professor; Chair of Human-Animal Studies

Human-Animal Studies

2024
MS, Western Illinois University

Anquenette Perkins

Assistant Professor
Social Work
2024
PhD, Jackson State University

Melissa Pertl

Associate Professor; Judith B. Dunham Distinguished Professorship in Nursing
Nursing
2015
MSN, Lewis University

Mark Petersen

Associate Professor; Director of Dunham Scholars Program; Chair of Political Science and Public Policy
Political Science and Public Policy
2017
PhD, Purdue University

James Petkus

Associate Professor
Computer Science and Mathematics
2016
MS, Northern Illinois University

Donald W. Phelps

Professor
Social Work
2001
PhD, University of Illinois at Chicago

Austin Pickup

Associate Professor; Co-Chair of EdD Program
Education
2014
PhD, The University of Alabama

Mark Plummer

Associate Professor
Music
2009
DA, University of Northern Colorado

Andrew Prall

Professor
English
2024
PhD, University of Colorado Denver

Donald Prebys

Assistant Professor
Graphic Design
2023
MFA, University of Notre Dame

Christina Pykett

Assistant Professor
Nursing
2023

MSN, Olivet Nazarene University

Regina Rahn

Associate Professor; Chair of Mathematics

Mathematics

2011

PhD, University of Illinois at Urbana-Champaign

Joannes Reyes

Assistant Professor

Computer Science

2022

MS, Illinois Institute Tech

Carlos Robles

Assistant Professor

Social Work

2024

MA, University of Chicago

Alma Rodriguez Estrada

Professor

Biology

2013

PhD, Pennsylvania State University

David Rudek

Professor; Chair of Psychology & Sociology

Psychology

2007

PhD, Loyola University Chicago

Allison Schuck

Assistant Professor; Chair of Undergraduate Social Work

Social Work

2024

MSW, Aurora University

Wendy Seerup

Assistant Professor

Undergraduate Social Work - GWC

2017

MSW, University of Illinois at Urbana-Champaign

Eva Serrano

Associate Professor; Emerita Dean of Latino/a Initiatives, Coordinator of

Latino/a Studies

Foreign Languages

2019

EdD, Northern Illinois University

Jay Shahed

Senior Lecturer

Health Science

2021

MBA, Robert Morris College

Terry Shapiro

Associate Professor

Psychology

2009

PhD, University of Iowa

Mark Soderstrom

Professor; Chair of History, Philosophy, & Religion

History

2011

PhD, Ohio State University

Aubrey B. Southall

Associate Professor; Coordinator of Secondary Education

Education

2016

PhD, Georgia State University

Caroline St. Clair

Professor; Chair of Computer and Data Science

Computer and Data Science

2022

PhD, DePaul University

Anthony Sutton

Lecturer

Business and Healthcare Administration

2024

MBA, Purdue University

Jamie Tabrizi

Assistant Professor

Nursing

2023

MSN, Western Governors University

Mary Tarling

Associate Professor; Director of Global Engagement

Accounting

2024

PhD, Cardinal Stritch University

Veo Taylor

Assistant Professor

Cybersecurity

2023

PhD, Virginia International University

Marcia Thompson

Assistant Professor; Chair of Criminal Justice

Criminal Justice

2023

JD, George Mason University

Maureen Tite

Assistant Professor

Nursing

2022

MSN, Lewis University

Kerry Vaccaro

Assistant Professor; Director of Nursing Skills and Simulation Center

Nursing

2023

MSN, Lewis University

Rebecca Vacco-Giudice

Assistant Professor

Social Work

2022

MSSW, Loyola University - Chicago

Laura Vargas

Senior Lecturer; Coordinator of Child Welfare Track
Social Work
2019
EdD, Northern Illinois University

Giulia Visconti

Lecturer
Social Work
2021
DSW, Aurora University

Mark Walter

Associate Professor
Philosophy
2006
PhD, DePaul University

Christopher Wells

Professor; Coordinator of Parks and Recreation Leadership
Parks and Recreation
2011
EdD, Aurora University

Lynn White

Professor of Accounting, Don & Donna Kieso Distinguished
Professorship in Accountancy
Accounting
2018
PhD, University of Illinois, Chicago

Stephanie Whitus

Professor; Director of Graduate & Online Programs for Criminal Justice
Criminal Justice
2007
PhD, Sam Houston State University

Pamela Wicks

Professor; Chair of Communication and Graphic Design
Communication
2011
EdD, Northern Illinois University

Lisa Woods

Assistant Professor
Education
2021
EdD, Aurora University

Mark Woolfington

Assistant Professor; University Chaplain
Religion
2022
PhD, Fuller Theological Seminary

Tracy Zalud

Visiting Assistant Professor
Literacy and Learning Education
2024
EdD, Aurora University

Haley Zimmerman

Assistant Professor, Clinical Education Coordinator of Athletic Training
Athletic Training
2021

EdD, University of Dayton

Faculty/Dean Emeriti

Sandra Alcorn

Dean Emeritus - GWC; Dean of the School of Social Work and Professor
of Social Work, 1986-2003
GWC
2003
PhD, University of Illinois at Chicago

Joan K. Arteberry

Professor Emeritus of Nursing and Communication; Professor of Nursing
and Communication, 1979-2002
Nursing and Communication
2002
PhD, University of Illinois at Urbana-Champaign

Rayonia A. Babel

Associate Professor Emeritus, Phillips Library; Reference Librarian,
Phillips Library, (Associate Professor), 1971-2000
University Library
2001
MA, Northern Illinois University

Ronald Banaszak

Professor Emeritus of Education; Professor of Education, 2000-2013
Education
2013
PhD, Indiana University

Ronald G. Benson

Dean Emeritus, John and Judy Dunham School of Business and
Professional Studies; Dean, John and Judy Dunham School of Business
and Professional Studies, Professor of Management, 1999-2001
John and Judy Dunham School of Business and Professional Studies
2001
PhD, University of Iowa

Roald O. Berg

Associate Professor Emeritus; Associate Professor of Mathematics and
Education, 1967-1999;
Mathematics
1999
MEd, University of Florida

Henry Boer

Professor Emeritus of Education; Professor of Education, 2001-2016;
Education
2016
PhD, Southern Illinois University

Sara E. Bonkowski

Professor Emeritus of Social Work; Professor of Social Work, 1986-2001
Social Work
2001
PhD, University of Illinois at Chicago

Deborah Brotcke

Professor Emeritus of Education; Professor of Education, 1992-2016
Education
2016
EdD, Northern Illinois University

Raymond S. Christiansen

Associate Professor Emeritus, University Library; Head of Media Services, Phillips Library; Associate Professor, 1977-2003
University Library
2003
MSEd, Northern Illinois University

Laurel Church

Professor Emeritus of Communication; Poetry Artist in Residence, Professor of Communication, 1985-2003
Communication
2001
PhD, University of Illinois at Urbana-Champaign

Carol D. Crane

Professor Emeritus of Biology; Associate Professor of Biology, 1968-1971, 1978-2006
Biology
2006
MA, University of North Carolina

Robert A. Dillon

Professor Emeritus of Mathematics; Associate Professor of Mathematics, 1977-2006
Mathematics
2006
MA, Ball State University

Willam B. Duncan

Senior Vice President Emeritus - GWC; Vice President and Chief Academic Officer – GWC; Assistant Professor of Recreation Administration, 1970-2011
GWC
2011
EdD, Northern Illinois University

Carol R. Dunn

Vice President for Enrollment Emeritus; Vice President for Enrollment, 2000-2009; Director of Adult and Continuing Education, 1982-1985
Enrollment
2009
EdD, Northern Illinois University

Marvin Edwards

Professor Emeritus of Education; Professor of Education, 2002-2017
Education
2017
EdD, Northern Illinois University

Joan Fee

Professor Emeritus of Education; Professor of Education; Chair EdD Program, 2003-2016
Education
2016
PhD, University of Chicago

David Frost

Professor Emeritus of Business; Associate Professor of Business, 2006-2016
Business
2016
MBA, Harvard University

Donald A. Fuller

Professor Emeritus of English; Professor of English, 1963-1999

English
1999
PhD, Northern Illinois University

Mary Glenn

Associate Professor Emeritus, School of Nursing; Associate Professor of Nursing, 1984-2004
Nursing
2004
PhD, University of Illinois at Chicago

John Gudenas

Professor Emeritus of Computer Science; Professor of Computer Science, 1991-2010
Computer Science
2010
PhD, Illinois Institute of Technology

Crystal R. Janaskie

Professor Emerita of Economics and Business; Assistant Dean, Director of Academic Advisement and Associate Professor of Economics and Business, 1959-1977
Economics and Business
1977
MBA, University of Chicago

Gary D. Jewel

Dean Emeritus, College of Education; Director, Graduate Programs, 1994-1996; Dean, College of Education 1996-2003; Executive Director, Institute for Collaboration, 2003-2005; Part-Time Instructor, 2005-2012
Education
2012
MS, Illinois State University

Christina Krause

Associate Professor Emeritus of Psychology; Associate Professor of Psychology, 1996-2016
Psychology
2016
PhD, Northern Illinois University

Steven R. Lay

Professor Emeritus of Mathematics; Professor of Mathematics, 1971-1990
Mathematics
1990
PhD, University of California-Los Angeles

J. Kenneth Leask

Professor Emeritus of Psychology; Professor of Psychology, 1966-2001
Psychology
2001
EdD, Northern Illinois University

Maryanne Locklin

Associate Professor and Director Emeritus, School of Nursing; Director, School of Nursing; Associate Professor of Nursing, 1995-2006
Nursing
2006
DNS, Rush University

Barbara Lockwood

Associate Professor Emeritus of Nursing; Associate Professor of Nursing, 2003-2016

Nursing
2016
PhD, University of Illinois at Chicago

Stephen P. Lowery

Professor Emeritus of Art; Professor of Art, 1986-2013
Art
2013
MFA, Tulane University

John J. Melles

Professor Emeritus of Physics; Professor of Physics and Engineering
Science, 1974-2006
Physics
2006
PhD, University of Missouri

Mary A. Harper Miller

Dean Emeritus, School of Nursing; Dean, School of Nursing; Professor of
Nursing, 1996-2001
Nursing
2001
PhD, University of Colorado

John Morrison

Professor Emeritus of Social Work; Professor of Social Work, 1987-2008
Social Work
2008
DSW, Hunter College, City University of New York

Carolyn Mull

Professor Emeritus of Nursing; Professor of Nursing, 1987-2003
Nursing
2003
PhD, University of Illinois at Chicago

Kay Nelson

Associate Professor Emeritus of English; Associate Professor of English
and Communication, 1991-2003
English
2003
PhD, University of Chicago

Linda Olbinski

Dean Emeritus - GWC; Dean, School of Professional Studies - GWC,
2002-2010; Director of Continuing Education, 2010-2012
GWC
2012
PhD, Marquette University

Kenneth A. Olenik

Professor Emeritus of Sociology; Associate Professor of Sociology,
1966-1996
Sociology
1996
MDiv, Trinity Evangelical Divinity School

Susan L. Palmer

Professor Emeritus of History; Professor of History; Curator of Jenks
Collection, 1973-2010
History
2010
PhD, Northern Illinois University

Charlotte G. Peichl

Associate Professor Emeritus of Music; Associate Professor of Music,
1974-1994
Music
1994
MM, Northwestern University

Marianne Piet

Associate Professor Emeritus of Social Work; Associate Professor of
Social Work, 1996-2006
Social Work
2007
DSW, Loyola University Chicago

Ronald Ramer

Associate Professor Emeritus; Associate Professor of Philosophy/
Interdisciplinary Studies, 1991-2010
Philosophy/Interdisciplinary Studies
2010
PhD, Syracuse University

Susan Ross

Professor Emeritus of Social Work; Professor of Social Work, 1995-2010
Social Work
2010
EdD, Northern Illinois University

Michael Sawdey

Professor Emeritus of Fine Arts; Professor of Fine Arts, 1985-2011
Fine Arts
2011
PhD, University of Illinois at Urbana-Champaign

Sonja Scarseth

Associate Professor Emeritus, University Library; Catalog Librarian,
Phillips Library, (Associate Professor), 1964-1998
University Library
1998
MLS, University of Michigan

Harold Schrage

Professor Emeritus of Social Work; BSW Program Director, 1987-1991;
Field Coordinator of Field Placement, 1991-1992
Social Work
1994
PhD, University of Minnesota

Deanna Sommers

Associate Professor Emeritus of Nursing; Associate Professor of
Nursing, 2006-2016
Nursing
2016
MSN, Wayne State University

Hanni U. Taylor

Professor Emeritus of English; Professor of English, 1978-2006
English
2006
PhD, Northern Illinois University

John G. Vanko

Associate Professor Emeritus of Education; Associate Professor of
Education, 1996-2008
Education

2008
EdD, Loyola University Chicago

Richard F. Westphal

Professor Emeritus of English; Professor of English, 1971-2010
English
2010
DA, Illinois State University

Rita Yerkes

Dean Emeritus, School of Experiential Leadership; Dean, School of
Experiential Leadership; Professor of Leisure Studies, 1987-2008
Experiential Leadership
2008
EdD, Northern Illinois University

Craig A. Zimmerman

Professor Emeritus of Biology; Professor of Biology, 1975-2000
Biology
2000
PhD, University of Michigan

Catalog Addendum

Addendum

Item	Change Description	Date of Update - Effective Term
------	--------------------	------------------------------------

-

INDEX

A

Academic Calendar	6
Academic Leave of Absence	24
Academic Measurement and Evaluation	28
Academic Regulations and Procedures	15
Accounting (ACC)	74
Addendum	128
Admission	8
Application for Admission	12
Application of Academic Regulations	19
Approvals and Accreditations	4
Assessment of Learning Outcomes in Graduate Programs	5
Athletic Training (ATR)	75
Athletic Training (MS)	38
Attendance Policy	23
AU Online	9
Aurora Campus	5
Aurora University Graduate Course Catalog	3
Awarding Posthumous Degrees	33

B

Business Administration (MBA)	40
-------------------------------------	----

C

Catalog Statements and Terms of Issue	8
Center for Graduate Studies	8
Classroom Conduct Policy	18
Code of Academic Integrity	16
College and Schools	6
Computer Science (CSC)	78
Computer Science (MSCS)	43
Course Descriptions	74
Course Enrollment and Classroom Environment Policy	18
Course Modalities	7
Credit Hour Policy	6
Criminal Justice (CRJ)	79
Criminal Justice (MS)	44
Cross-Listed Undergraduate/Graduate Courses	10
Curriculum and Instruction: Teaching Diverse Learners (MA)	44

D

Degree Distinctions	16
Director of Special Education Endorsement	71

Directories	118
Doctor of Education (EdD)	45
Doctor of Social Work (DSW)	49

E

Earning Multiple Graduate Degrees or Credentials	11
Education (EDU)	80
Educational Leadership with Principal Endorsement (MA)	52
Educational Technology (MA)	53
Equal Opportunity Employment	7
Exercise Science (EXS)	93
Exercise Science (MS)	54

F

Family Educational Rights and Privacy Act of 1974 as Amended FERPA	37
Financial Aid	12
Financial Aid Rights and Responsibilities	33

G

General Information about Aurora University	3
Governance	4
Grades	29
Graduate Academic Standards	19
Graduate Admission	9
Graduate Course Levels and Numbering System	73
Graduate Degree Requirements	16
Graduate Programs of Study	5
Graduate Student Classification and Definition	32
Graduate Transfer of Credit	12
Graduation Policies and Procedures	32

H

Health Sciences (HLS)	94
Healthcare Administration (HCA)	95

I

International Students	10
------------------------------	----

M

Marketing (MKT)	95
Master of Business Administration (MBA)	96
Master of Public Administration (MPA)	98
Master's Entry into Nursing Practice (MSN)	55
Mathematics Education (MA)	57
Mathematics (MTH)	99
Medical Leave of Absence	25
Military Accommodation	28

Mission, Vision and Values	3
----------------------------------	---

N

Natural Sciences (NSM)	101
Non-Discrimination	7
Nontraditional Sources of Credit	12
Nursing (NUR)	101

O

Overview	3
----------------	---

P

Petitions	21
Physical Education (PED)	106
Professional Educators License (PEL) with School Social Work Endorsement	71
Programs	38
Psychology (PSY)	106
Public Administration (MPA)	58

R

Reading Instruction with Endorsement (MA)	60
Registration	19

S

Satisfactory Academic Progress Procedures	34
Sexual Misconduct Policy (Title IX)	7
Social Work (MSW)	61
Social Work (SWK)	107
Social Work/Business Administration (MSW/MBA)	66
Social Work/Public Administration (MSW/MPA)	67
Special Admission Status	11
Special Education (SPED)	114
Special Educational Experiences and Credit	21
Special Study Opportunities	6
Sport Management (SPM)	118
Student Services	13
Supplemental Course Listings	72

T

Teaching - Elementary Education (MA)	69
Teaching (MA)	70
Term of Entry	12
Time Limit for Completion of Graduate Degrees	16
Transcripts: Regulations Governing Issuance	31
Tuition and Fees	13

V

Veterans	11
----------------	----

W

Waivers and Exceptions to Academic Regulations	8
Withdrawal	28