

AU Parents

A quarterly publication for families of AU students.

Spring 2009



Working Wellness Into Student Success



Even basic stretching exercises, as taught in AU's new free yoga class, can have a positive impact on study skills and academic success.

WELLNESS WORKS

Balance Your Life

AURORA UNIVERSITY WELLNESS CENTER

The Aurora University Wellness Center has a message for students: *Wellness Works*. Through a new campus initiative, which started during the 2009 Spring semester, the Wellness Center is promoting the connection between health, well-being and academic success in a variety of ways.

The goal of the program, according to Cheryl Block, Director of the AU Wellness Center, "is for students to start moving, eat healthy and manage stress." If students aren't doing all three, it may have a negative impact on their success in the classroom. It is estimated that more than half of the students who visit the Wellness Center are experiencing some type of illness resulting from bad eating or sleeping habits and poor stress management — which can lead to missing class or work, or not performing well on exams.

The Wellness Works program consists of events and workshops designed to provide tips and tools for making and sustaining positive lifestyle changes. "We design events to be easily adaptable into students' lives," said Block. "Each event teaches students about individual health needs, making positive lifestyle changes, and having realistic, attainable goals."


Earlier this spring, students were invited to participate in a variety of informative events designed to promote aspects of wellness and ideas about how to incorporate healthy habits into student life. "Free Yoga Tuesdays," a free 60-minute yoga class, is offered weekly on campus and is designed to help students manage stress and increase their activity. The class has been met with great enthusiasm. The evening session, which meets at 9:30 p.m., is often full.

The popular workshop, "Don't Be Fooled," included sessions on how to examine food labels critically in order to understand an item's nutritional value better and an educational presentation on portion control. The seminar, "Finding Balance," offered advice on how to achieve a creative balance between exercise and nutrition with busy schedules.

"I'm really enjoying the 'Wellness Works' program," said senior Kristin Persick. "The events have been very entertaining and beneficial. For me, it's been a good start to a healthier lifestyle which is so important as I prepare to enter the 'real world.'"

To maintain general wellness, Block suggests that students develop a regular routine. "Bodies like schedules," she said. "This includes eating balanced meals and finding time to do something you enjoy."

Exercise is also encouraged. Students should participate in at least 150 minutes of moderate intensity aerobic activity or 75 minutes of high intensity aerobic activity per week. With cardiovascular training, students should integrate muscle-strengthening exercises twice a week, focusing on the major muscle groups.

Parents are also encouraged to discuss health and wellness with their sons and daughters. "Those little reminders to get plenty of sleep or eat in a healthy manner can go a long way — especially if a student is expressing frustration about not understanding or being able to concentrate on coursework," said Block. "Incorporating healthy habits into one's lifestyle is just as important as studying. The more students hear the message, the more likely they are to respond. The 'Wellness Works' program is just one piece of the effort to promote healthy living." 

Combining Research and Experience in the Criminal Justice Classroom

Brandon Kooi teaches courses in the criminal justice program, mainly *Introduction to Criminal Justice*, *Criminology*, *Policing America*, and a senior capstone course in strategic planning and ethics which serves as a prerequisite for an internship. He is also a faculty advisor for the criminal justice internship program.

Kooi is a member of the Academy of Criminal Justice Sciences, American Society of Criminology, American Criminal Justice Association, Alpha Phi Sigma (National Criminal Justice Honor Society) and the Midwest Criminal Justice Association. On occasion, he consults for the Center for Problem-Oriented Policing.

In 2007, Kooi's book, *Policing Public Transportation*, was published. He recently wrote a guide for the Department of Justice on metal theft and has authored several published journal articles.



What schools did you attend?

I attended Illinois State University where I earned my bachelor's degree and master's degree in criminal justice. I also attended the University of Illinois at Chicago for one year, but discovered that living in the city full time was not for me. After working in the field for five years, I went back to school at Michigan State University where I earned my Ph.D. degree in criminal justice.

Why did you decide to become a professor?

I enjoy the combination of teaching and working with practitioners on applied research projects. I think true learning occurs when we can apply what we are doing in the classroom to real world issues, and students can make the link between their educational investment and quality of life enhancement.

What is your previous teaching experience?

I directed the criminal justice program at Lakeland College for three years and I was a teaching assistant through the School of Criminal Justice at Michigan State University and Illinois State University.

What do you enjoy most about teaching at AU?

I enjoy seeing students get excited about their future careers and are motivated to make a difference in the world around them.

What is your teaching philosophy?

I think the best teaching is done from an andragogical approach, which means the students' past experiences are taken into context and the learning experience becomes focused on solving real-life problems through critical thinking skills and creative responses. This type of teaching philosophy also falls under the constructivist view, which calls for increased social interaction between peer students, faculty and external practitioners. Constructivists view knowledge as being constructed as students interact with a wide variety of people related to their chosen major. In doing so, the learner becomes responsible for his or her education rather than a direct focus only on the instructor.

What other programs and activities are you involved with on campus?


I am chair of the criminal justice program and advise related student organizations along with two other full-time faculty members, Stephanie Walsh, Assistant Professor of Criminal Justice, and Doug Kieso, Associate

Professor of Criminal Justice. I also hire and supervise more than 20 adjunct faculty members who assist in teaching criminal justice courses. Background work experiences of AU's adjunct faculty include positions as police administrators, officers, judges, prosecutors, defense attorneys, security personnel and correctional administrators.

What advice would you give students to help them be successful?

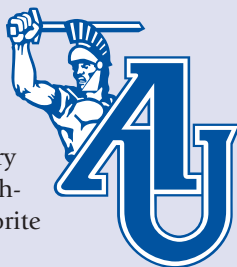
Volunteer their time or seek part-time employment in their field of study and network with a wide variety of practitioners. Also, visit professors during their office hours and try to ask at least one question every day before, during or after classes.

What advice would you give parents to help support and guide their sons and daughters while they are attending the university?

Inquire about how many questions they asked in their classes and encourage them to form relationships with their professors and practitioners related to their chosen major. Networking is critical for all student majors and they can do so by attending and joining on-campus student organizations, participating in any meetings with guest speakers, conducting field experiences or job shadowing, and planning an extensive internship experience. 

Parents Play Role in Student-Athlete Success

Many student-athletes participate in college sports for the love of the game. Success on and off the field has a great deal to do with the family support behind every student-athlete. In celebration of a great year of AU athletics, student-athletes share thoughts about their favorite fans — their parents.



"I am so thankful for my parents' involvement in my athletic career. Whatever conditions I played in, they were there. They never missed a game in four years."

— Marcus Goedken, AU '09, Football

"My parents' support is something that I have not taken for granted, and it will be something I always remember when I look back on my time at Aurora University."

— Abby Young, AU '09, Softball

"It always put a smile on my face when I saw my parents in the crowd."

— Katie Powell, AU '09, Soccer

"I can't thank them enough for being there. And they always brought food!"

— Casey Schmit, AU '09, Football

"It didn't matter how I played, my parents always supported me and I am forever appreciative."

— Allison Bailey, AU '09, Soccer



"My parents have taught me that failure is something that happens to everyone. It's how one approaches those learning experiences that shapes him into a better person."

— Kevin Fitzgerald, AU '09, Baseball

"I'm motivated by my parents' support. I try to go out on the court to make them proud. Regardless of a game's outcome, I know they are behind me 100 percent. I love them for that!"

— Kim Voiles, AU '09, Basketball



"No matter what the score, I can always count on my parents being in the stands cheering for me."

— Chad Trudo, AU '09, Basketball

"My parents supported me throughout my entire career and for that I thank them."

— Chase Corricelli, AU '09, Soccer 

Pursuing Her Sports Passion On and Off the Field




It may sound strange, but Aurora University brought me to another university. My senior year of high school I received a phone call from AU Women's Soccer Head Coach

Kanute Drugan inviting me to visit the campus. My mom and I fell in love with the intimate university setting, the small classes and the student-athlete program. Four years later, it's hard to believe I've gone from wearing my soccer jersey to sporting a cap and gown for graduation next month.

Yet after graduation, I'll be back on the field. Being an athlete all my life, I knew that I wanted to stay involved with sports in some capacity post college...so I majored in fitness and health promotion with a minor in business. Aurora University's fitness and health promotion major is unique because students are required to minor in business. And, three internships at different locations are required.

I am currently completing my 600-hour internship at Loyola University Chicago. My internship, within the university's strength and conditioning program, consists of developing exercise programs for 11 athletic teams. I'm also helping to train athletes in the weight room — I love the environment and working with student-athletes to help them reach their goals.

I landed at Loyola as a result of my AU studies and the wonderful support of Aurora University faculty and staff. My professors provided me with resources to help find internships. The practical experience I am gaining will be beneficial as I enter the workforce. I'm also applying to graduate school, so these experiences will represent me well on my applications.

As I finish my Aurora University experience at Loyola University Chicago, I have much for which to be grateful. A small college with an outstanding physical education program and women's soccer team allowed me to continue my athletic career for another four years — and prepared me for my future professional athletic career. It's been a kick, AU! 

Aurora University Calendar

ACADEMIC SCHEDULE

Friday, April 24, 2009 • 2:00 p.m.

Honors Convocation

Crimi Auditorium • Institute for Collaboration

May 4–8, 2009

Final Examinations

Sunday, May 10, 2009 • 2:30 p.m.

Undergraduate Commencement • University Quadrangle

May 11–30, 2009

May Term

June 8–July 11, 2009

Summer Term I (no classes July 3-4)

July 13–August 15

Summer Term II

June 8–August 9

Summer Term III

CELEBRATING ARTS AND IDEAS SERIES AND CAMPUS EVENTS

Monday, April 27 and Tuesday, April 28, 2009

9:00 a.m.–7:00 p.m.

Fifth Annual Undergraduate Research Conference

University Banquet Hall

Through September 7, 2009

Ninth Annual Aurora University Student Art Show

Schingoethe Gallery • Dunham Hall

Friday, May 1, 2009 • 7:30 p.m.

University Chorale Concert: *An American Sampler III*

A program of music from the World War II era.

Crimi Auditorium • Institute for Collaboration

Seating is limited and reservations are required. To make

reservations for this free event, please call 630-844-4924

or e-mail artsandideas@aurora.edu.

For a complete listing of all events available on campus, visit www.aurora.edu/events.

www.aurora.edu

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AURORA UNIVERSITY

